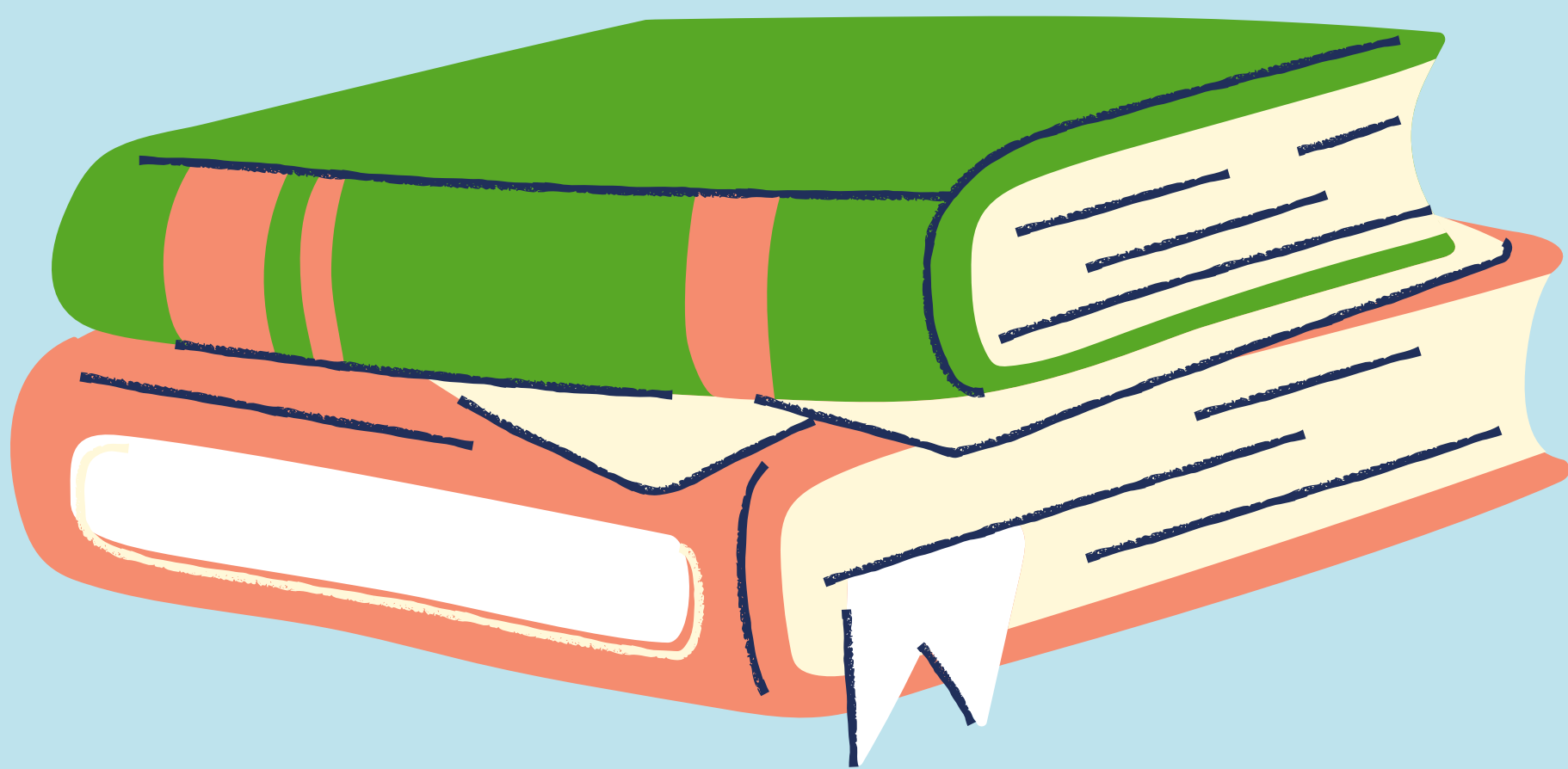University of Sunderland

SECONDARY

PASSPORT

Secondary Education School Experience 1
2023/24

CONTENTS

OVERARCHING INTENT AND ETHOS OF THE PROGRAMME
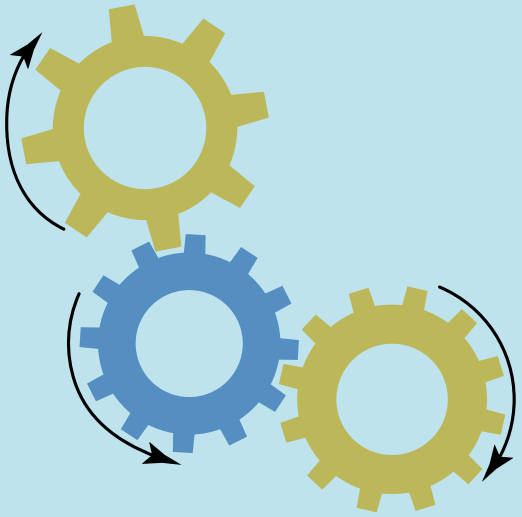
The ambition of the Secondary Education curriculum is demonstrated through its solid foundations of teaching and learning, development of subject knowledge and purposeful integration of knowledge and theory with school-based practices.

The programme intends to provide trainees with a solid grounding in the foundations of teaching and learning. The University is making the assumption that there are five key areas which underpin the competence of a beginning teacher; these are referred to as the 5 Foundational Concepts. The application of these underlying principles of the 5 Foundational Concepts are formatively assessed throughout the programme. Formative assessment activities include: trainees' progress reviews with school mentors and the formal review of progress at initial, developing, and consolidating points with the university mentor. Where relevant, next steps to success, through granular feedback 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 Secondary 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
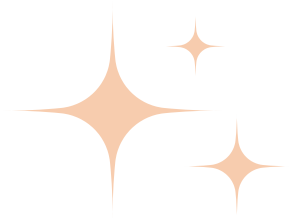
At the University of Sunderland, we are committed to Partnership working in line with our five 'Core Values' as set out in our Strategic Plan. Our values set out the kind of organisation we are and the principles that will guide our activities, decisions, and behaviours:

01 INSPIRING

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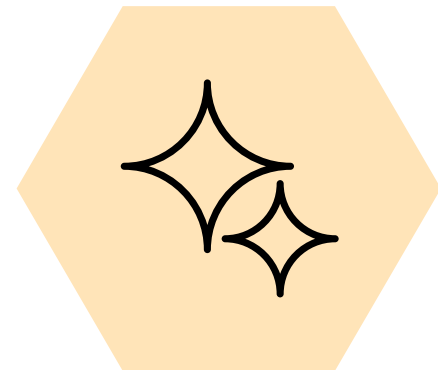
02 INNOVATIVE

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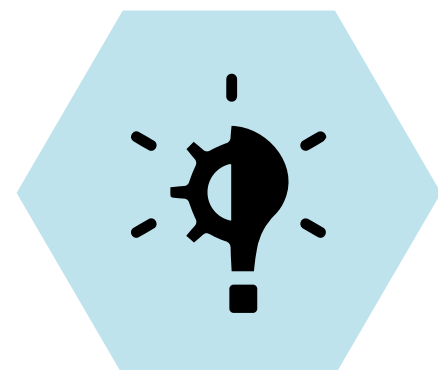
03 COLLABORATIVE

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.
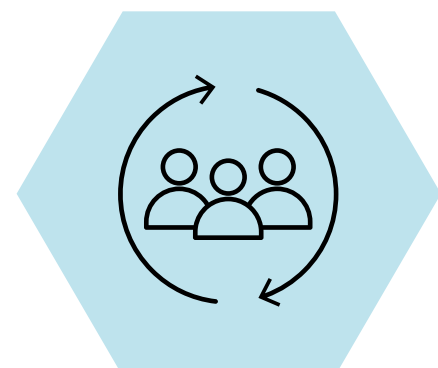
05 EXCELLENT

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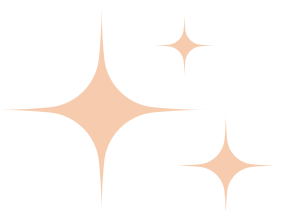
SAFEGUARDING

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 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.

Welcome to the

SECONDARY EDUCATION PASSPORT

This passport serves as a guide for Secondary Education mentors. Its main aim is:

- To show mentors what trainees have studied during university-based sessions and to bridge the gap between the "learn that" elements of the CCF taught within the University sessions and the "learn how to" statements. Within the infographs section of the passport are suggested tasks for mentors and trainees to work through together to support this purposeful integration, which 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 secondary 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 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 generic 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 theory linked practice activities 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 and reflection

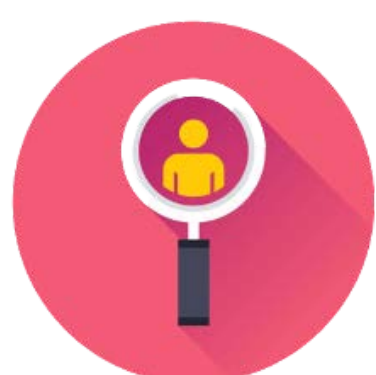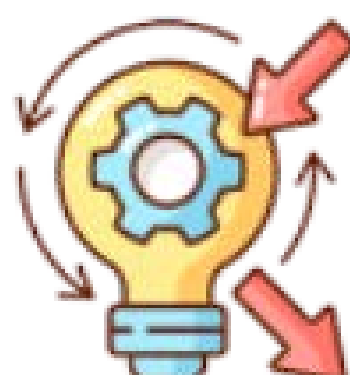Collaborative planning

Analyse artefacts

Sharing of practice

Rehearsal

Self-assessment

Action planning

Triangulate with research

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 needs
- 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 CONT...

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 trainee's 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 pebble pad portfolio throughout the course of the placement.

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. 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 each school experience and the trainee's Early Career Teacher (ECT) phase by ensuring rigorous assessment against the Foundational Concepts; including effective target setting and completion of tripartite reports.

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 Secondary Team. 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 in person. 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, this meeting is likely to take place virtually. University-Based Mentors are also your first point of contact should you have any queries or concerns.

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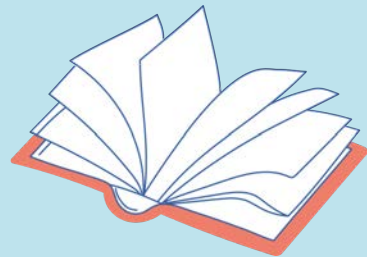
1 ...read a wide evidence base, starting with the CCF so your teaching can be research informed.

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

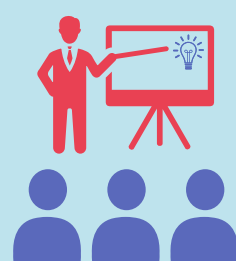**3** ...always have high expectations of pupils - in their work and behaviour.

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.

Trainees
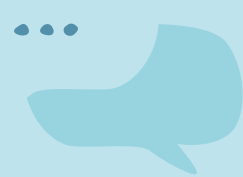
DON'T...

1 ...reduce teacher talk.

2 ...set ridiculously high expectations.

3 ...differentiate by task, objective or demographic; these don't help pupils make progress. Instead adapt your teaching and scaffold.

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

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.

DO...

Mentors

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.

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.

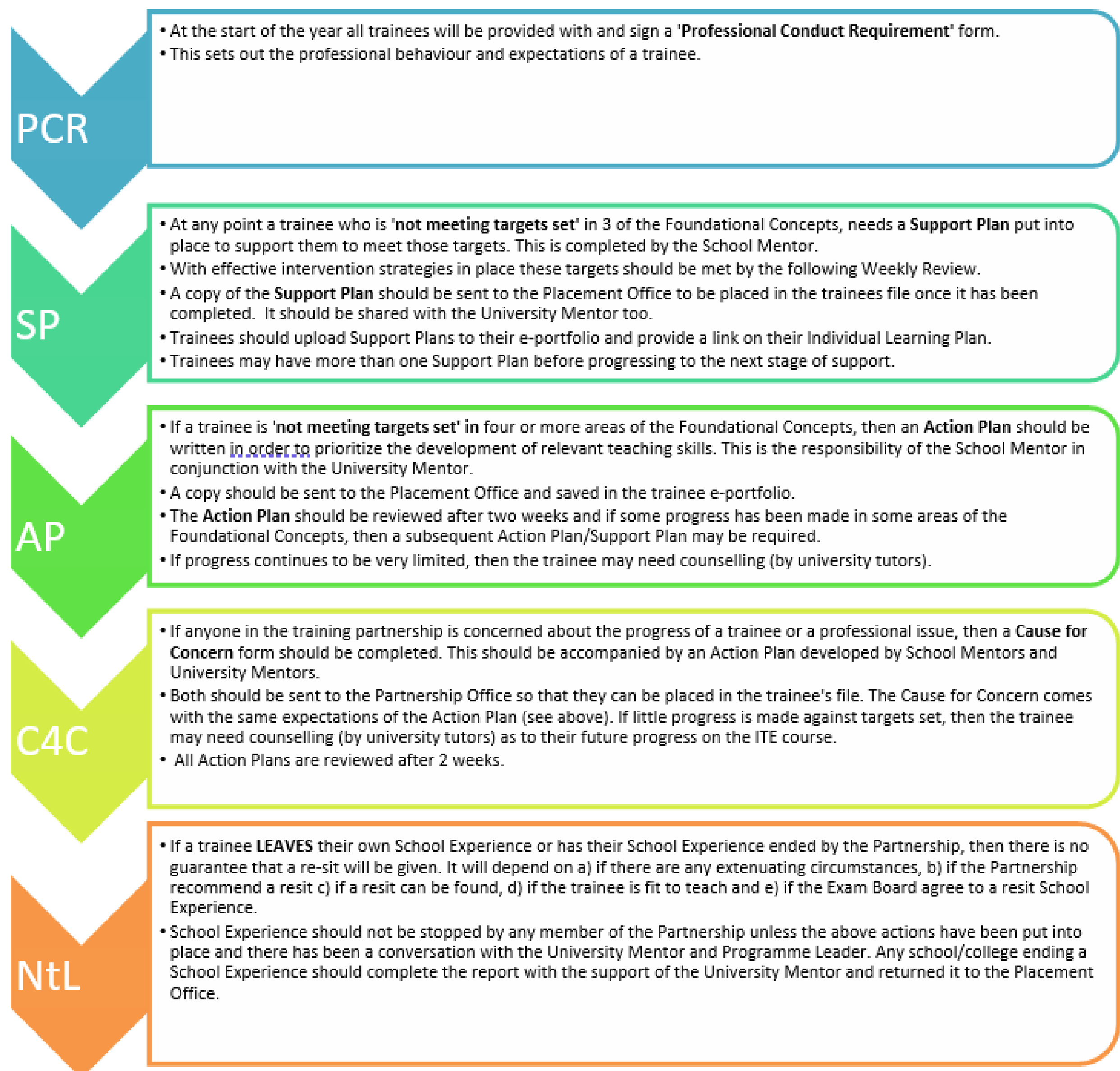**9** ...work in isolation. Work collaboratively with colleagues to support the trainee.

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).

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.

The University is making the assumption that there are five key areas which underpin the competence of a beginning teacher; these are referred to as the 5 Foundational Concepts, as informed by the ITT Core Content Framework.

The application of the underlying principles of the 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 a range of expert teachers and colleagues across all subject areas to gain a breadth of experience in the secondary curriculum. 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.

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

SUBJECT KNOWLEDGE AND CURRICULUM

The Curriculum

Trainees are introduced to the Secondary National Curriculum for Key Stages Three and Four and the progression between Key Stages. They consider various pedagogical approaches and explore the overlap of theory, 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 within the 'school curriculum'	Use a variety of pedagogical approaches to put theory and 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 within the 'school curriculum'. Share subject specific pedagogy and explain why this is effective. Demonstrate how trainees would remediate particular misconceptions through scaffolding.		
Building "how to"	Analyse school subject curriculum and identify NC requirements within this, including embedding numeracy and literacy.	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 – Overview

Trainees learn about the origins of their subject and its relevance in the world around us. They look at how the curriculum is sequenced, and the importance of sequencing. Trainees develop an understanding of both conceptual and procedural knowledge in addition to pedagogical content knowledge. They learn of the value of making mistakes and develop evidence based teaching and learning strategies which consider working memory development.

Trainees have considered progression within their subject curriculum and how through their assessment they can scaffold this progression for individual pupils.

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 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 subject sessions	Plan and deliver subject sessions	Observe how expert colleagues teach other aspects of the curriculum	Practise delivering other aspects of the subject within the classroom/setting

Engaging in Research:

Ofsted (2021) Research Review Series
https://www.gov.uk/government/collections/curriculum-research-reviews
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:

Marton, F. (2015). Necessary conditions of learning. New York: Routledge.

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

HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

Behaviour Management

Trainees will further 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

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

PROFESSIONAL BEHAVIOURS
Roles and Responsibilities of a Teacher

Trainees will think about the Roles and Responsibilities of a teacher within a secondary 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 DfE 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.

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

HOW PUPILS LEARN, CLASSROOM PRACTICE, AND ADAPTIVE TEACHING
Adaptive Teaching

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 within their 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

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

ASSESSMENT
Formative Assessment

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

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University of Sunderland

SE1 at a Glance

Theory Linked Practice Weeks Sep & Oct

- University and School Mentor meet for <u>initial visit</u>
- Mentor and trainee engage with purposeful integration activities using infographics.
- Intensive Teaching and Practice Week Completed

Assessed Teaching 6/11/23 – 14/12/23

- Trainees gradually build up towards 50% of normal teaching timetable and Support Framework implemented if required. Move to simplified lesson plan if appropriate.
- **Mentor and trainee engage with purposeful integration tasks using infographics.**
- **Formal observation by University Mentor.**
- **Interim Tripartite Report.**
- Final Tripartite Report and meeting.

PGCE School Experience One: Overview
Theory Linked Practice

Week	Trainee	School Mentor (SM)	University Mentor
Theory Linked Practice Weeks	Familiarise yourself with school policies and your subject curriculum. Identify Designated Safeguarding Lead. Complete School Section of pebble pad e-portfolio	Provide the trainee with all relevant school policies, ensuring they are aware of safeguarding procedures in school including Designated Safeguarding Lead. Ensure you have access to your trainees pebble pad.	Carry out Initial Visit to meet with School Mentor. Check with the trainee that evidence is being uploaded to their ePortfolio. Regular Checks of trainees pebble pad e-portfolio, including feedback, targets set, and progress towards targets. 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.
	Observe teaching across KS3 & KS4 (if possible) Support classroom teaching. Observe and join in meetings and CPD.	Organise a range of observations across KS3 & KS4 (if possible). Agree a teaching timetable based on approx. 50% of a classroom teachers timetable (pro rata based on a 4 day week), covering both KS3 & KS4 (if possible)	
	Familiarise yourself with the SEND needs for classes you will be teaching. Create seating plans for classes you will be teaching.	Use weekly infographs in the Secondary Passport to work through weekly tasks, and discuss with the trainee evidence of progress in relation to the Foundational Concepts, endorsing any evidence as appropriate.	
	Plan (with support from your mentor) lessons that you will be teaching during your assessed weeks.	Identify weekly targets and actions, and complete weekly return on PebblePad. Support trainee to lesson plan.	
	Complete documentation in preparation for Weekly Review Meetings with your subject mentor.	Review targets from the previous week, and set future targets, during a timetabled weekly meeting.	

Secondary SE1 - 25th to 28th Sep INFOGRAPHIC
Supporting your trainee as they settle into their placement:
Introduction to SEND

This week's focus is on how Special Educational Needs and Disabilities (SEND) can affect a child's ability to participate and learn. Including looking at how classroom teachers provide all pupils equal access to learning and take into account the learning characteristics of all pupils in their classroom. Trainees have looked at their legal and regulatory duties as a teacher, and planning teaching and learning for SEND pupils.

Suggested WeeklyTasks

Clarifying the "how to"	Receive clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice.	Discuss and analyse with expert colleagues how to balance input of new content so that pupils master important concepts.	Reinforce the understanding of pupils' differences, including their different levels of prior knowledge, potential barriers to learning, and requirements for different levels and types of support.
Modelling the "how to"	- Model how to make effective use of teaching assistants and other adults in the classroom. - Adapt teaching in a responsive way, including by providing targeted support to pupils who are struggling. - Adapt teaching without artificially creating distinct tasks for different groups of pupils or to set lower expectations for particular pupils.		
Observing/rehearsing "how to"	Observe how expert colleagues adapt lessons, whilst maintaining high expectations for all.	Deconstruct a range of well-designed resources (e.g. textbooks) to scaffold and support learning.	Meet with the SENCO and special education professionals and the DSL under supervision of expert colleagues.

Engaging in Research:

The Childrens and Families Act 2014
https://www.legislation.gov.uk/ukpga/2014/6/contentsLinks to an external site.
The Council for Disabled Children: The Children and Families Act 2014
https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/ChildrenAndFamiliesActBrief.pdfLinks to an external site.
The SEN Code of Practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25Links to an external site.
The United Nations Convention on the Rights of the Child (1989). Aspects are relevant for SEND, such as consulting children and their families in an authentic and meaningful way
Key articles: See articles 3, 12, 13, 18, 23
UNCRC 1989 Full Convention and SummaryLinks to an external site.
The Equalities Act 2010 Advice for Schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schoolsLinks to an external site.
Martin-Denham, S. (2022b) Co-producing SMART targets with children and caregivers of children and young people with special educational needs and disabilities. London: Routledge.
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send

Secondary SE1 - 29th Sep to 5th Oct INFOGRAPHIC

Supporting your trainee as they settle into their placement:

Lesson Planning

This week trainees have examined the evidence for effective lesson planning (learn that ....) and then offer practical ideas for planning and teaching (learn how to ....)

Objectives covered include:

- To analyse the process of lesson planning
- To promote Fundamental British Values (FBV) in lesson planning
- To apply the theory of Barak Rosenshine to planning
- To create a lesson plan using the University of Sunderland's Lesson Planning Template

Suggested WeeklyTasks

Clarifying "how to"	Discuss effective models for planning learning sequences, including Rosenshine's Principles. Consider how to avoid task-based planning and instead plan for learning.	Discuss how effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Discuss and analyse with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).
Modelling the 'how to"	- Demonstrate using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. - Demonstrate and discuss how to remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. - Model effective questioning to check pupils' prior knowledge, assess understanding and break down problems. - Model how to revisit prior learning through planned retrieval practice.		
Observing/rehearsing "how to"	Observe how expert colleagues provide opportunities for pupils to consolidate and practise applying new knowledge and skills.	Observe how expert colleagues break tasks down into constituent components when first setting up independent practice.	Observe high-quality classroom talk which supports pupils to articulate ideas, consolidate understanding and extend vocabulary.

Engaging in Research:

Sherrington, Tom. Rosenshine's Principles in Action. Saxmundham, Suffolk: John Catt Educational, Limited, 2019.

Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. https://doi.org/10.1016/j.edurev.2013.11.002Links to an external site..

Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In International Journal of Computer-Supported Collaborative Learning, 13(2), 213-233.

Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002.

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

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].

Secondary SE1 - 6th to 12th Oct INFOGRAPHIC (Part 1)

Supporting your trainee as they settle into their placement: Assessment

This week the trainees have been learning about the fundamentals of assessment, the rationale behind it, and how to plan and use assessment to identify the extent to which learning has taken place. Trainees have identified the different types of assessment, why we assess and how we assess. More specifically, the different types of assessment and their purpose (criterion-referenced, formative, norm referenced, and summative) are reviewed.

Suggested WeeklyTasks

Clarifying the "how to"	Discuss with expert colleagues how effective assessment provides teachers with information about pupils' understanding and needs.	Discuss with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding.	Receive effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).
Modelling the "how to"	- Model the use of hinge questions to assess threshold knowledge and pinpoint knowledge gaps. - Model the use of high-quality written and verbal feedback to improve learner progress. - Model using assessments to check for prior knowledge and pre-existing misconceptions. - Model time efficient approaches to written marking and recording of data only when it is useful for improving pupil outcomes.		
Observing/rehearsing "how to"	Deconstruct and discuss with expert colleagues how to use assessments to check for prior knowledge and pre-existing misconceptions	Trainees should observe experts scaffolding self-assessment by sharing model work with pupils, highlighting key details.	Discuss with experts the value of externally validated materials, used in controlled conditions for summative assessments.

Engaging in Research:

Baird, J-A., Cresswell, M. and Newton, P. (2000). 'Would the real gold standard please step forward?', *Research Papers in Education*, 15(2), pp. 213–229.

Broadfoot, P., Daugherty, R. (2002) 'Assessment for Learning: 10 Principles. Research-based principles to guide classroom practice Assessment for Learning.' Available online at: https://www.researchgate.net/publication/271849158_Assessment_for_Learning_10_Principles_Research-based_principles_to_guide_classroom_practice_Assessment_for_LearningLinks to an external site.Links to an external site.

Chiles, M. (2021) *The Feedback Pendulum*. Woodbridge: John Catt.

www.edglossary.orgLinks to an external site.Links to an external site.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedbackLinks to an external site.

Jones, K. (2021) *William and Leahy's Five Formative Assessment Strategies in Action*. Woodbridge: John Catt.

Mansell, W., James, M. and Assessment Reform Group (2009). Assessment in Schools: Fit for Purpose? A Commentary by the Teaching and Learning Research Programme. London: Teaching and Learning Research Programme. Available: www.tlrp.org/pub/documents/assessment.pdf [18 September 2013].

NFER (2007) 'NFER Position Paper on Assessment.' Available online at: https://www.nfer.ac.uk/media/2326/99904.pdfLinks to an external site.

Ofsted (2019) 'School inspection handbook.' Available online at: https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

Sherrington, T. (2017) '#FiveWays of Giving Effective Feedback as Actions.' Available online at: https://teacherhead.com/2017/12/18/fiveways-of-giving-effective-feedback-as-actions/Links to an external site.Links to an external site.

Sherrington, T. (2019) 'Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies.' Available online at: https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/Links to an external site.Links to an external site.

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

Wiliam, D., Black, P. (2006) *Inside the Black Box: v. 1: Raising Standards Through Classroom Assessment*. Brentford: G L Assessment Limited.

Wiliam, D., Leahy, S. (2015) *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*. Blairsville, Pensylvania: Learning Sciences International.

Secondary SE1 - 6th to 13th Oct INFOGRAPHIC (Part 2)
Supporting your trainee as they settle into their placement:

Classroom Management

In University trainees will be looking at the theory and practice of classroom management. Trainees will look at: Understanding how to establish positive classroom behaviour consistent with a whole school behaviour policy. Understanding the value of applying sanctions and rewards in a consistent manner. Knowing how to maintain positive teaching and learning relationships with pupils. Techniques on how to establish frameworks for discipline with a range of strategies. The value of maintaining good relationships with pupils. How unacceptable behaviour in the classroom is managed by teachers, and how a range of strategies may be used to manage unacceptable behaviour.

Suggested WeeklyTasks

Clarifying the "how to"	Receive clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.	Discuss and analyse with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.	Discuss strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.
Modelling the "how to"	- Model how to give manageable, specific and sequential instructions and check pupils' understanding of instructions before a task begins. - Model how to use early and least-intrusive interventions as an initial response to low level disruption. - Demonstrate routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).		
Observing/rehearsing "how to"	Rehearse how you might deal with inappropriate comments being made in the classroom.	Familiarise yourself with the school system rewards, sanctions and reporting within and outside of the classroom.	Observe expert colleagues using consistent language and non-verbal signals for common classroom directions.

Engaging in Research:

Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114.

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/2OvmvKOLinks to an external site..

DuPaul, G. J., Belk, G. D., & Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. Handbook of Evidence-Based Interventions for Children and Adolescents, 167.

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ Links to an external site.

Bennet, T. (2007) 'Creating a Culture: How School Leaders can Optimise Behaviour.' Available online at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdfLinks to an external site.

Bennet, T. The Beginning Teacher's Behaviour Toolkit. Available online https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdfLinks to an external site.
Links to an external site.

Dix, P. (2017) When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour. Carmarthen: Independent Thinking Press.
Links to an external site.

Finnis, M. (2021) Restorative Practice. Carmarthen: Independent Thinking Press.
Links to an external site.

Lemov, D. (2015) Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass

Petty, G. (2008) Teaching Today A Practical Guide Fourth Edition

INTENSIVE TRAINING AND PRACTICE WEEK
16th to 20th Oct
This is the 1st of the ITAP weeks - focussing on SCAFFOLDING

This week Trainees will complete a number of specific learning tasks, which are both school and centre based.

Intended outcomes from the CCF:

Learn that…

1. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
2. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

Learn how to…

- Increase challenge […] as knowledge becomes more secure (e.g. by removing scaffolding, [using] spacing or introducing interacting elements).
- Observe and deconstruct how experts] use tasks that scaffold pupils through meta-cognitive and procedural processes.
- Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
- Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.
- Identify pupils who need new content further broken down.
- Reframe questions to provide greater scaffolding or stretch.
- Scaffold self-assessment by sharing model work with pupils, highlighting key details.

Week Overview:

MONDAY CENTRE-BASED	TUESDAY SCHOOL-BASED	WEDNESDAY SCHOOL-BASED	THURSDAY SCHOOL-BASED	FRIDAY CENTRE-BASED
Digital approximation (at start and end) or self-audit	Assigned readings	Receiving support to apply learning in the classroom	Team teaching	Digital approximation (at start and end) or self-audit
Lecture				
Learning about the theory of teaching and learning				
Digital approximations (What and Why) considering the purpose of scaffolding and how this provides support for pupils	Expert modelling		Trainee teaching. Lesson observation (trainee being observed) and reflection/feedback	Quizzes
Deliberate practice using digital approximations (Respond and Review) with expert feedback	(Directed) Lesson observations	Co-planning with mentor	Lesson observation and feedback from mentor	Reflective piece considering theory and experience (as part of module assessment.
Using approximations to practice and get feedback				
Peer Group Role Play	Using representations to analyse expert teaching			
Deliberate practice applying scaffolding techniques onto a pre-developed lesson plan				Trainee reflection and module assessment piece

Engaging in Research:

Bruhwiler, C. and Blatchford, P. (2011) 'Effects of class size and adaptive teaching competency on classroom processes and academic outcome', Learning and Instruction, 21(1), pp. 95-108. doi: 10.1016/j.learninstruc.2009.11.004.

CEC (2017) 'High-Leverage Practices in Special Education Teaching'.

Deunk, M. I. et al. (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}, pp. 31-54. doi: 10.1016/j.edurev.2018.02.002. *

EEF (2020) 'Special Educational Needs in Mainstream Schools: Guidance report'. [URL].

Hardy, I., Decristan, J. and Klieme, E. (2019) 'Adaptive teaching in research on learning and instruction', Journal for Educational Research Online, 11(2), pp. 169-191. doi: 10.25656/01.

Parsons, S. A. et al. (2018) 'Teachers' Instructional Adaptations: A Research Synthesis', Review of Educational Research, 88(2), pp. 205- 242. doi: 10.3102/0034654317743198.

Nasen (2022) 'Teacher Handbook: SEND'. [URL].

van de Pol, J. et al. (2015) 'The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support', Instructional Science. 43(5), pp. 615-641. doi: 10.1007/s11251-015-9351-z.

van de Pol, J., Mercer, N. and Volman, M. (2019) 'Scaffolding Student Understanding in Small-Group Work: Students' Uptake of Teacher Support in Subsequent Small-Group Interaction', Journal of the Learning Sciences. Routledge, 28(2), pp. 206-239. doi:10.1080/10508406.2018.1522258.

Webster, R. (2022) 'The Inclusion Illusion'. [URL].

Secondary SE1 - 20th to 26th Oct INFOGRAPHIC

Supporting your trainee as they settle into their placement:

Teaching Children with EAL and Supporting Refugees

This week trainees have been considering the challenge to learning faced by EAL learners, and have been discussing practical ways to adapt lessons in order to enable EAL pupils to learn. Trainees have also been looking at how to support refugees in educational settings.

Objectives in the session include: Planning for the learning needs of EAL pupils; Identifying EAL pupil needs; and planning teaching and learning resources for EAL pupils in an inclusive classroom

Suggested WeeklyTasks

Clarifying the "how to"	Discuss with expert colleagues ways that teachers act as key role models, who can influence the attitudes, values and behaviours of their pupils, creating an inclusive classroom culture.	Discuss with expert colleagues how to implement effective strategies to support EAL learners including those recommended by the Bell Foundation. .	Discuss with expect colleagues how to teach unfamiliar vocabulary explicitly and plan for repeated exposure to high-utility and high-frequency words.
Modelling the "how to"	• Model how to address problematic views that do not align with Fundamental British Values. • Demonstrate ways to ensure representation and diversity using inclusive curriculum materials. • Outline how school events including assemblies, celebrations and learning excursions incorporate themes about displacement, migration and asylum. • Model how to use strategies including dual coding to support the teaching of new vocabulary. • Model how to use peer support and collaborative learning to support EAL students.		
Observing/rehearsing "how to"	Observe the way that an inclusive school ethos is promoted through lesson materials, displays and activities.	Observe how expert colleagues provide accessible opportunities for oracy and use scaffolding including sentence stems to support classroom talk.	Rehearse with your mentor how to manage challenging conversations about diversity and inclusion.

Engaging in Research:

House of Commons Library Briefing Paper No 09023, (8th October 2020). *Educational Outcomes of Black pupils and students*

Runnymede Trust (June 2020). *Race and racism in English secondary schools*

Cabinet Office (October 2017). *Race Disparity Audit*

Arday, J. & Mirza, H. (eds). (2018). *Dismantling race in higher education.* Palgrave MacMillan

The Report of the Commission on Race and Ethnic Disparities (2021) – Foreword, introduction, and full recommendations – GOV.UK (www.gov.uk)

https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/

https://schools.cityofsanctuary.org/

Secondary SE1 - 27th Oct - 9th Nov INFOGRAPHIC

Supporting your trainee as they settle into their placement: Phonics, Literacy and Numeracy across the curriculum

This week's focus is on Phonics and literacy and numeracy across the curriculum. Trainees have focussed on recognising the drive within schools to improve levels of language and numeracy, identifying how all subject teachers can contribute to the development of reading, writing, talking and listening, and using strategies to develop numeracy within chosen subject areas. Trainees have also looked at how they can build their understanding of phonics to support literacy in all pupils

Suggested WeeklyTasks

Clarifying the "how to"	Discuss ways that every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	Trainees to review school literacy and numeracy strategies and consider implications in their subject area.	Discuss the school approach to reading interventions using Systematic Synthetic Phonics to decode unfamiliar words.
Modelling the "how to"	- Demonstrate how to explicitly teach tier 2 and 3 vocabulary in your subject area. - Model approaches to teaching disciplinary literacy including reading, writing and oral skills in your subject. - Model approaches to subject- based numeracy activities in your subject, demonstrating how these support learning in your subject.		
Observing/rehearsing "how to"	Observe small group or one-to-one guided reading and phonics interventions.	Discuss with expert colleagues how student reading ages are used to target word support and intervention.	Discuss with the school numeracy lead how numeracy can be incorporated into your subject. Use this information to plan numeracy into a forthcoming lesson

Engaging in Research:

Antonacci P.A., and O'Callaghan C. (2014) Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms Sage Publications
Capel S. Leaske M. (2013) Learning to Teach in the Secondary School. A Companion to School
Additional resources - numeracy
Ofsted (2021). Research review series: mathematics. Available at Research review series: mathematics - GOV.UK (www.gov.uk)
DfES (2001). Guidance to support pupils with dyslexia and dyscalculia. Available at dyslexia_leaflet_maths.pdf (scotens.org)
National Numeracy (2018). Numeracy across the curriculum. Available at Numeracy across the curriculum | nn.org (nationalnumeracy.org.uk)
Numeracy across the curriculum | Teaching and learning | Teachit Maths CPD   Numeracy Subject Support (missbsresources.com)
Additional resources - literacy
Ofsted (2022) Research Review Series: English. Available at Research review series: English - GOV.UK (www.gov.uk)
Allington, R.L. (2013). What Really Matters when Working with Struggling Readers. The Reading Teacher, 66 (7), p520-530
Education Endowment Foundation (2017). EEF Projects. London: Education Endowment Foundation.
Disciplinary Literacy and Explicit Vocabulary Instruction: Katherine Mortimore
https://researchschool.org.uk/greenshaw/news/improving-reading-in-secondary-schools-lets-be-more-specific-about-it
https://www.marymyatt.com/blog/text-as-the-beating-heart-of-the-lesson
Stuart Pryke, 2020, CPD: Reading Matters
Phonics
https://www.theschoolrun.com/year-1-phonics-screening-checkLinks to an external site. Links to an external site.https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-videoLinks to an external site.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdfLinks to an external site.

PGCE School Experience One: Overview
Assessed Teaching

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Teaching Weeks	Build up to teaching approx 50% of a classroom teachers timetable. Complete evaluations of each lesson taught.	Complete Interim Tripartite Report approximately half way through the Assessed Teaching weeks. Complete Final Tripartite Report in the Final Assessed Teaching week.	Carry out Joint Observation and Interim Tripartite meeting. Check with the trainee that evidence is being uploaded to their ePortfolio. Regular Checks of trainees' pebble pad e-portfolio, including feedback, targets set, and progress towards targets. 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. Carry out Final Tripartite meeting and agree targets for School Experience 2.
	Continue to plan lessons, supplying mentor with lesson plans and resources in good time in advance of teaching.	Provide feedback on lesson plans, to ensure they are suitable for the classes to be taught.	
	Begin to collect evidence towards the Foundational Concepts and record these appropriately. Regularly update your pebble pad portfolio.	Use weekly infographs in the Secondary Passport to work through weekly tasks, and discuss with the trainee evidence of progress in relation to the Foundational Concepts, endorsing any evidence as appropriate.	
	Fulfil all teaching responsibilities e.g. marking, setting homework, working with a tutor group, carrying out duties, and liaising with parents.	Carry out one formal lesson observation each week and give timely feedback to your trainee. Provide informal feedback in addition to the formal observation.	
	Complete documentation in preparation for Weekly Review Meetings with your subject mentor.	Identify weekly targets and actions, and complete weekly return on PebblePad. Review targets from the previous week, identifying progress made during a timetabled weekly meeting.	

Secondary SE1 - 10th to 16th Nov INFOGRAPHIC

Supporting your trainee on their assessed weeks:
Assignment Input and Supporting Trainee Teachers Literacy

This week's focus is on improving the trainees' academic reading and writing skills. They will consider how to read and write more critically and think about the quality of any research sources they use.

Suggested WeeklyTasks

Clarifying the "how to"	Review with expert colleagues a chosen area of research and consider the implications in context.	Trainees to source an academic publication and critically discuss the content with expert colleagues.	Suggest some additional sources that trainees may want to engage with, for example subject specific associations or local hubs.
Modelling the "how to"	- Demonstrate a technique or concept highlighted in the trainee's reading or research. - Engage with relevant educational research and review and make links to teaching practice. - Evaluate the impact of research-based interventions on specific groups of learners.		
Observing/rehearsing "how to"	Encourage the trainees to try out research-informed approaches to improve specific student outcomes.	Encourage the trainees to reflect on impact and triangulate sources of evidence.	Where relevant, trainees should meet with an appropriate member of staff to discuss the area of study, for example the SENCO.

Engaging in Research:

https://library.sunderland.ac.uk/services-and-support/skills/guides/improve-writing/

https://library.sunderland.ac.uk/services-and-support/skills/guides/being-critical/

Bottomley, J., Pryjmachuk, S. and Waugh, D. (2018). *Academic writing and referencing for your education degree.* Available at https://librarysearch.sunderland.ac.uk/permalink/44UNOS_INST/1oqr22t/alma991001663449707451

Bottomley, J., Maude, K., Pryjmachuk, S. and Waugh, D. (2019). Critical thinking skills for your education degree. Available at https://librarysearch.sunderland.ac.uk/permalink/44UNOS_INST/1ppl2ba/cdi_askewsholts_vlebooks_9781912508600

Patmore, M., Woodhouse, S., Petronzi, R. and Mosey, C. (2022) Fundamental English and Maths Skills for Trainee Teachers. London: Sage.

Secondary SE1 - 17th to 23rd Nov INFOGRAPHIC

Supporting your trainee on their assessed weeks:
Exploration of Research on Effective Explaining

This week trainees have been exploring the research around effective explanations. Trainees have considered their pedagogical subject knowledge, explored planning for explanations, and made connections to the Theories of Learning. Trainees have also looked at the different purposes of explanations in teaching and their features, including the importance of using Analogies, Stories, demonstrations and modelling, choral response. Trainees have also considered factors such as: room layout, behaviour management, class position, voice, classroom displays, worksheets and PowerPoints.

Suggested WeeklyTasks

Clarifying the "how to"	Discuss with expert colleagues how to take into account pupils' prior knowledge when planning how much new information to introduce.	Discuss and analyse with expert colleagues how to identify possible misconceptions, and how to plan to prevent these forming through appropriate modelling and choice of examples.	Discuss with expert colleagues how to use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
Modelling the "how to"	- Model how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). - Model how to break complex material into smaller steps (e.g. using partially completed examples to focus pupils on specific steps).		
Observing/rehearsing "how to"	Observe how expert colleagues interleave concrete & abstract examples, slowly withdrawing concrete examples & drawing attention to the underlying structure of problems & deconstructing this approach	Rehearse narrating thought processes when modelling to make explicit how experts think (e.g. ask questions aloud pupils should consider when working independently & drawing attention to links with prior knowledge).	For a forthcoming lesson plan how you will connect new content with pupils' existing knowledge or provide additional pre-teaching if assessment has shown pupils lack critical knowledge

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Engaging in Research:

Chiles, M. (2021) The Sweet Spot: Explaining and modelling with precision. Woodbridge, John Catt Publications.

Department for Education and Skills (2004) Pedagogy and practice: Teaching and learning in secondary schools – Unit 8: Explaining. https://webarchive.nationalarchives.gov.uk/ukgwa/20110203142333mp_/http://nationalstrategies.standards.dcsf.gov.uk/node/174694Links to an external site.
accessed 04/11/2021

Griffith, A and Burns, M. (2014) Outstanding Teaching – Teaching Backwards. Carmarthen, Crown House Publishing.
Chapter 3 pages 122- 135 Mastering the Art of Explanation.

Hall, S. (2019) Planning Scripted Instruction: A 'Sort-Of' Guide… Planning Scripted Instruction: A 'Sort-Of' Guide… | Kesgrave High School (wordpress.com) Links to an external site.accessed 04/11/2021

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.pdfLinks to an external site.

Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. https://doi.org/10.1007/s10648-010-9136-5

Secondary SE1 - 24th to 30th Nov INFOGRAPHIC

Supporting your trainee on their assessed weeks:
Curriculum design and Medium Term Planning

This week's focus is on exploration of curriculum design. Trainees have been looking at how to use curriculum maps, mid-term plans and departmental schemes of learning to generate effective learning sequences.

Suggested WeeklyTasks

Clarifying the "how to"	Discuss and analyse the school's own curriculum including vision for knowledge, skills and values and encompassing the national curriculum.	Discuss and analyse with expert colleagues how the school interprets the National Curriculum for your subject through departmental planning.	Discuss with expert colleagues the relationship between the whole-school curriculum, the subject curriculum and the learning sequences delivered to specific groups of students.
Modelling the "how to"	• Demonstrate how to put together a sequence of lessons to build on existing skills and knowledge and help pupils to create schema with links to prior knowledge.		
Observing/rehearsing "how to"	Discuss with expert colleagues how to sequence lessons in this subject so that pupils secure foundational knowledge before encountering more complex content.	Discuss with expert colleagues how to take into account pupils' prior knowledge in this subject when planning how much new information to introduce.	With support from expert colleagues, use curriculum mapping to plan a learning sequence in your subject.

Engaging in Research:

Jerome, L. and Bhargava, M. (2015) Effective medium-term planning for teachers. Sage.

Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).

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.

Sweller, J., van Merrienboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251-296.https://doi.org/10.1023/A:1022193728205.

Secondary SE1 - 1st to 7th Dec INFOGRAPHIC

Supporting your trainee on their assessed weeks:
Use of Data in Schools

This week trainees have been looking at how teachers need to use data for tracking progress to ensure good lessons and good outcomes. Trainees have explored pupil data, and started to appreciate how data is used to set lesson learning objectives and plan for good and outstanding progress over time, and they have considered appropriate use of data for setting pupil progress targets. Trainees have also looked at whole school data, and data management tools used by schools and the data they generate.

Suggested WeeklyTasks

Clarifying the "how to"	Receiving clear, consistent and effective mentoring in how to use class data to inform planning .	Discuss with expert colleagues how they monitor progression during a lesson and across a sequence of lessons to determine good outcomes.	Discuss with expert colleagues how senior staff use data to monitor whole school performance and how that feeds in to whole school planning.
Modelling the "how to"	• Demonstrate how to track data within a lesson and across a sequence of lessons. • Model how you use data to inform planning.		
Observing/rehearsing "how to"	Discuss with expert colleagues practical steps in your subject to enable data tracking.	Discuss how planning can be adapted based on the outcomes of data.	Plan an activity to generate data to guide future lesson planning.

Engaging in Research:

Raiseonline guidance document hub. https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/school-improvement-data/performance-data/raiseonline-analysing-the-report (Links to an external site.)Links to an external site.

Source of access to pupil data sources and RaiseOnLine http://www.thegrid.org.uk/learning/assessment/data/weblinks.shtml (Links to an external site.)Links to an external site.

Association for Achievement and Improvement through Assessment (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

assessing without levels; Good practice (Links to an external site.)Links to an external site.

Progress (Links to an external site.)Links to an external site.8 and Attainment 8: how measures are (Links to an external site.)Links to an external site.calculated (Links to an externalLinks to an external site.
site.)Links to an external site. (Ref: DFE-00252-2016)

Secondary accountability measures: (Links to an external site.)Links to an external site.guide (Links to an external site.)Links to an external site. (Ref: DFE-00278-2017)

Secondary SE1 - 8th to 14th Dec INFOGRAPHIC

Supporting your trainee on their assessed weeks:

Using Teaching Assistants Effectively in the Classroom

This week's focus is on using teaching assistants effectively in the classroom. Trainees have been looking at how Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. Trainees have also been looking at strategies for sharing the intended lesson outcomes with teaching assistants ahead of lessons, and ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for support from the teacher.

Suggested WeeklyTasks

Clarifying the "how to"	Find out how teaching assistants contribute to the learning experience for different pupils. What different roles do they play before, during and after lessons?	Discuss with an expert colleague who regularly works with teaching assistants. How do they work together to plan lessons and resources?	Read the research from the EEF (below) regarding making the best use of teaching assistants.
Modelling the "how to"	- Model how to share the intended lesson outcomes with teaching assistants ahead of lessons. - Model how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. - Model how to prepare teaching assistants for lessons under supervision of expert colleagues.		
Observing/rehearsing "how to"	Plan a lesson or series of lessons with a teaching assistant. Use their expert knowledge of particular pupils to adapt your teaching approach.	Discuss with a teaching assistant the most helpful things you can do to support them in their work. Find out how they can support you.	Observe a lesson in which a teaching assistant is supporting pupils. Focus on how they enable learning for individuals.

Engaging in Research:

Teacher Handbook SEND - 14th Dec 2021-1.pdf Read pages 39-41 for working with teaching assistants

Avgerinou, V. (2018) Do teaching assistants improve pupil outcomes in mainstream schools?
Accessed at:
https://my.chartered.college/2018/10/teaching-assistants-improve-pupil-outcomes-mainstream-schools/ (Links to an external site.)Links to an external site.

Education Endowment Foundation (n.d.) Making Best Use of Teaching Assistants:
Guidance to help primary and secondary schools make the best use of TAs.
Accessed at:
https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/

Secondary SE1 - 15th Dec INFOGRAPHIC

Supporting your trainee as they settle into their placement: Transition to KS3

This week the trainees have been learning about supporting pupil transition between Key Stages 2 and 3. Trainees have considered the pastoral challenges facing Year 7 pupils in adjusting to the secondary school environment, and have looked at dominant teaching and learning styles at each Key Stage. Trainees have looked at the KS2 classroom teaching and learning environment, and started to develop lesson activities suited to pupils recently transitioning from Primary School

Suggested WeeklyTasks

Clarifying the "how to"	Discuss with expert colleagues the dominant teaching and learning styles at Key Stages 2 and 3 in your subject.	Discuss with expert colleagues lesson activities in your subject which are suitable for pupils who have recently transitioned from Key Stage 2.	Discuss with expert colleagues how to take into account pupils' prior knowledge at Key Stage 2 when planning how much new information to introduce.
Modelling the "how to"	- Model how teachers use explanations and scaffolds, acknowledging that novices need more structure early in a domain - Model strategies used to checking pupils' understanding of instructions before a task begins - Model how expert teachers check for prior knowledge and pre-existing misconceptions		
Observing/rehearsing "how to"	With the support of expert colleagues, plan a section of a lesson to connect new content with pupils' existing knowledge.	Observe how expert colleagues check for prior knowledge, and how they use responses to inform further decisions.	Observe how expert colleagues check for pre-existing misconceptions, and how responses are used to inform further decisions.

Engaging in Research:

https://www.gov.uk/government/publications/key-stage-3-the-wasted-years (Links to an external site.)

http://www.sec-ed.co.uk/best-practice/key-stage-3-year-6-to-7-transition/ (Links to an external site.)

https://www.teachwire.net/news/blaming-failures-in-ks3-english-progression-on-flawed-ks2-data-is-ignoring-the-real-problem-and-a-huge-opportunity (Links to an external site.)

https://www.learningcultures.org/news/primary-to-secondary-transition-continuous-learning/ (Links to an external site.)

https://www.teachwire.net/news/lets-improve-our-information-sharing-during-the-ks2-to-ks3-transition (Links to an external site.)

http://www.nottinghamschools.org/wp-content/uploads/2018/01/5-bridges-self-evaluation-tool.pdf (Links to an external site.).

https://www.tes.com/teaching-resources/blog/easing-pupils-secondary-school-life (Links to an external site.)

https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school (Links to an external site.)

https://www.history.org.uk/primary/categories/315/module/7814/before-1066-all-that-transition-between-ks2-k/7816/b-ensuring-effective-transition-between-ks2-ks3 (Links to an external site.)

https://www.history.org.uk/secondary/categories/ks3-transition-ks2-ks3 (Links to an external site.)

Howe, Alan (Alan Robin); Richards, Val, Bridging the transition from primary to secondary school https://www.dawsonera.com/readonline/9780203818718/startPage/14/1 (Links to an external site.)

Potter, Molly, 100 ideas for primary teachers: transition to secondary school, 2014

SUBJECT KNOWLEDGE AND CURRICULUM

Mathematics Subject Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

Mathematics

Wednesday 6th September	--- Introduction to the National Curriculum in Mathematics
Thursday 7th September	--- Expanding knowledge beyond the National Curriculum
Monday 11th September	--- Oral and mental maths and mathematical thinking Investigations, generalisation and proof
Wednesday 13th September	--- Numeracy: Types of number and calculation methods
Friday 15th September	--- Fractions and Directed number
Monday 18th September	--- Ratio and Proportion
Friday 22nd September	--- Use of Algebra
Friday 29th September	--- Function machines and building on algebraic understanding
Friday 6th October	--- Geometry: Visualisation and classification, locus, and standard proofs
Friday 13th October	--- Geometry: Properties of shapes, constructions and use of ICT
Friday 27th October	--- External Speaker: Core Maths (Advanced Maths Support Programme)

HALF TERM

Friday 10th November	--- Interpreting statistics and real life data
Friday 17th November	--- Theoretical and Experimental Probability, and Sample Space diagrams
Friday 24th November	--- Conditional Probability, Venn diagrams, Tree diagrams, the Binomial and other probability distributions
Friday 1st December	--- Functions and Transformations
Friday 8th December	--- Factor and Remainder Theorem
Friday 15th December	--- Algebraic and Partial Fractions

Engaging in Research:

OFSTED Research Review Series: Mathematics

National Curriculum in England: Mathematics Programme of Study

Teaching for Mastery | NCETM

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.

Education Endowment Foundation (2017) Improving Mathematics in Key Stages Two and Three Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/

Hodgen, J., Foster, C., Marks, R. & Brown, M. (2018) Improving Mathematics in Key Stages Two and Three: Evidence Review. [Online] Accessible from https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/

Institute of Education Sciences. (2009) Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. Accessible from: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf.

SUBJECT KNOWLEDGE AND CURRICULUM

Mathematics Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Pupils are more likely to engage in disruptive behaviours when expected to complete tasks that they have not mastered the component parts of. Content should therefore be rehearsed as component parts before learning the conditions for its use within a composite skill. • Give achievable tasks to keep pupils on task and motivated by setting pupils tasks that focus on rehearsal of facts, methods and strategies in addition to tasks that develop pupils' understanding. • Support pupils' progression through the mathematics curriculum by ensuring that pupils' bookwork is of a high quality. When calculations are systematic and orderly, they are better able to see the connections of number and spot errors that can be corrected.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Pupils can be helped with simple everyday objects and semi-concrete representations, such as Numicon, but the aim should be that pupils move to working with symbols and abstract representations • Use carefully selected representations of mathematics to expose mathematical structure and enable students to think about mathematics, and achieve a deep understanding of mathematical structures and connections. • Balance developing pupils' understanding and the associated use of informal and diagrammatic methods with instruction in efficient methods that accurately and consistently reveal new patterns and connections of number. Informal methods should only be used as a bridge to formal written methods. • Pupils require adequate opportunities to learn, rehearse and then use formal methods • The bar modelling method and other representations can be used as a bridge between areas of Mathematics for example arithmetic to early algebra • Teaching pupils how to construct and use visual representations can help pupils to convert information presented in a problem into symbolic equations • Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.
Subject Knowledge and Curriculum	• Know that pupils need to systematically acquire core mathematical facts, concepts, methods and strategies to be able to experience success when problem-solving and in order to become proficient mathematicians. • As pupils progress through the curriculum, they need regular opportunities to rehearse and apply the important facts, concepts, methods and strategies that they have learned through fact retrieval (Explaining relationships between facts), method rehearsal (Explaining principles, proving conceptual understanding such as, use of informal methods), and strategies rehearsal (Describing relationships between the problem and choices of strategy) • Use conceptual and procedural variation. Vary how a concept is represented to draw attention to critical features and look at the concept from different perspectives to gain comprehensive knowledge. Use purposeful changes to draw pupils' attention to key features of the mathematics, scaffolding students' thinking to enable them to reason logically and make connections.
Assessment	• Use frequent, low-stakes testing of taught content to prepare pupils for summative tests by providing memory-enhancing opportunities to recall and apply taught content.
Professional Behaviours	• Enable teachers to improve subject and subject-pedagogic knowledge through opportunities to work with and learn from each other. For example, to help new teachers to see and adopt useful ways of explaining core concepts, methods and strategies to the pupils they teach.

SUBJECT KNOWLEDGE AND CURRICULUM

English Subject Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

English

Wednesday 6th September	--- Introduction to the National Curriculum for English
Thursday 7th September	--- Subject and curriculum knowledge for GCSE Language and Literature
Monday 11th September	--- Introduction to grammar, SPAG and vocabulary
Wednesday 13th September	--- Reading and comprehension
Friday 15th September	--- The writing process
Monday 18th September	--- The art of analysis
Friday 22nd September	--- Oracy and dialogic teaching
Friday 29th September	--- KS3 Shakespeare (Romeo and Juliet)
Friday 6th October	--- The whole class novel in KS3
Friday 13th October	--- Poetry and cultural capital
Friday 27th October	--- Phonics

Half term

Friday 10th November	--- Teaching drama texts (An Inspector Calls)
Friday 17th November	--- Grammar for writing
Friday 24th November	--- Non-fiction writing
Friday 1st December	--- Non-fiction reading: viewpoints and perspectives
Friday 8th December	--- The 19th Century novel (A Christmas Carol)
Friday 15th December	--- GCSE Shakespeare (Macbeth)

Engaging in Research:

Ofsted English Research Review Series

DFE (2022) 'The reading framework: teaching the foundations of literacy'

National Curriculum in England: 'English Programmes of Study.'

Improving Literacy in Secondary Schools: EEF Guidance Report.

Oxford University Press (2018) 'Why Closing the Word Gap Matters': Oxford Language Report.

R Alexander (2012) 'Improving oracy and classroom talk in English school: achievements and challenges', University of Cambridge.

S Graham, C MacArthur and J Fitzgerald (2019) 'Best practices in writing instruction', Guilford Press.

A Quigley and R Coleman (2019) 'Improving literacy in secondary schools', Education Endowment Foundation.

T Shanahan (2005) 'The national reading panel report. Practical advice for teachers'.

SUBJECT KNOWLEDGE AND CURRICULUM
English Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Developing a culture of high challenge and low threat in the English classroom. • Managing collaborative learning and discussion in English through dialogic teaching. • Building a repertoire of strategies to engage students in reading and develop resilience in extended writing. • Developing strategies to engage harder to reach students and address boys' achievement in English.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Understanding key barriers to learning in English, including specific learning needs, low reading ages and SEMH. • Developing knowledge of Quality First Teaching strategies to overcome barriers to learning in English. • Developing knowledge of teaching to the top and adaptive teaching through instructional scaffolding. • Experimenting with teacher modelling and thinking out loud using an 'I do, We do, You do' approach. • Developing knowledge of targeted reading strategies and interventions including synthetic phonics and reciprocal reading.
Subject Knowledge and Curriculum	• Disciplinary knowledge of literature, including literary genres, contexts, writers' craft, reader response and literary criticism. • Foundational knowledge of the domain characteristics of reading, writing and speaking and listening. • Procedural knowledge of how to apply reading skills of identifying, inference, analysis and evaluation and writing skills of planning, drafting, composition, editing and proof-reading. • Curriculum knowledge of Key Stages 3 and 4 English, GCSE specifications, transition from KS2 and to KS5 and knowledge of curriculum sequencing and progression through 'boot-strapping' texts.
Assessment	• Gaining understanding of the role and characteristics of formative and summative assessment in English. • Experimenting with formative approaches including targeted questioning, hinge questions and live marking as well as retrieval practice. • Exploring Whole Class Feedback and developing responsive teaching. • Developing understanding of exam rubrics and marking examples of student work.
Professional Behaviours	• Engaging with the best evidence from research and becoming a reflective practitioner. • Modelling professional values including tolerance, diversity and inclusion when encountering emotive and challenging topics in the English classroom.

SUBJECT KNOWLEDGE AND CURRICULUM

Undergraduate Science Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

Wednesday 6th September	---	Safety in the lab and teacher only demonstrations for KS3 and KS4
Thursday 7th September	---	All Sciences - Practical fair testing and designing experiments
Monday 11th September	---	Biology - Cells as the building blocks of life
Wednesday 13th September	---	Maths skills needs for scientists
Friday 15th September	---	Chemistry - Particles that make up the world
Monday 18th September	---	Physics - Energy - Stores and Transformations
Friday 22nd September	---	Biology/chemistry crossover - Making proteins and polymers
Friday 29th September	---	Physics - Forces - Types and Effects
Friday 6th October	---	Biology - Current affairs in genetics and ethical implications
Friday 13th October	---	Chemistry - Reactivity, bonding and the periodic table
Friday 27th October	---	Physics - Particle model and density

HALF TERM

Friday 10th November	---	Biology - The cardiovascular, respiratory and digestive system.
Friday 17th November	---	Chemistry - Quantities in chemistry for KS3 and KS4
Friday 24th November	---	Physics - Magnetism - fields and electromagnetism
Friday 1st December	---	Biology - The endocrine and nervous system, are they different?
Friday 8th December	---	Chemistry - Organic chemistry - How do we make crude oil useful?
Friday 15th December	---	Physics - Electricity - circuits and behaviours

Engaging in Research:

Ofsted Science Research Review Series - Finding the optimum: the science subject report

Education Endowment Foundation (2018) Improving Secondary Science Guidance Report

Guzzetti, B. J. (2000) Learning counter-intuitive science concepts: What have we learned from over a decade of research?

Allen JP, Pianta RC, Gregory A, Mikami AY, Lun J (2011) An interaction-based approach to enhancing secondary school instruction and student achievement. Science 333(6045):1034-1037

T Mostafa, 'How do science teachers teach science – and does it matter?', PISA in Focus, No. 90, OECD Publishing, November 2018.

Boxer, Adam. Teaching Secondary Science. Melton, Suffolk: John Catt Educational, Limited, 2021. Print.

Harlen W, (2015) Working with Big Ideas of Science Education, Association for Science Education

Exam board websites for specific specifications and practical handbooks

SUBJECT KNOWLEDGE AND CURRICULUM

Undergraduate Science Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. • Using praise and rewards to give attention to good behaviour. • Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Building personalised and meaningful relationships with pupils, including crucially, using each pupils' name. • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Planning for teaching to the top, but scaffolding to support all pupils. • Using effective modelling and explanations to develop student knowledge, acknowledging that novices may need more structure early in a domain. • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills especially when teaching complex scientific concepts. • Identifying pupils who need new content further broken down and implementing strategies to allow these students to succeed. • Planning lessons to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
Subject Knowledge and Curriculum	• Plan and teach well structured lessons which correspond to the science curriculum the schools is teaching. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in Science. • Making and using new resources which promote good progress in the classroom.
Assessment	• Using formative assessment throughout lessons ensuring understanding of the content taught. • Using hinge questions and plenaries to establish when pupils are able to move on to harder concepts. • Using questioning to identify misconceptions and rectify poorly understood content in subsequent learning sequences. • Using relevant data to monitor progress, set targets, and plan subsequent lessons.
Professional Behaviours	• Taking responsibility for improving teaching through appropriate professional development. • Responding to advice and feedback from colleagues and reflecting on lessons taught. • Making a positive contribution to the wider life and ethos of the school by attendance of activities such as, supervising break duties, attending parent's evenings and working with SENDCo, TAs and pastoral leaders, to name a few.

SUBJECT KNOWLEDGE AND CURRICULUM

Science PGCE Subject Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

Wednesday 6th September	---	Safety in the lab and teacher only demonstrations for KS3 and KS4
Thursday 7th September	---	All Sciences - Practical fair testing and designing experiments
Monday 11th September	---	Biology - Cells as the building blocks of life
Wednesday 13th September	---	Maths skills needs for scientists
Friday 15th September	---	Chemistry - Particles that make up the world
Monday 18th September	---	Physics - Energy - Stores and Tranformations
Friday 22nd September	---	Biology/chemistry crossover - Making proteins and polymers
Friday 29th September	---	Physics - Forces - Types and Effects
Friday 6th October	---	Biology - Current affairs in genetics and ethical implications
Friday 13th October	---	Chemistry - Reactivity, bonding and the periodic table
Friday 27th October	---	Physics - Particle model and density

HALF TERM

Friday 10th November	---	Biology - The cardiovascular, respiratory and digestive system.
Friday 17th November	---	Chemistry - Quantities in chemistry for KS3 and KS4
Friday 24th November	---	Physics - Magnetism - Fields and Electromagnetism
Friday 1st December	---	Biology - The endocrine and nervous system, are they different?
Friday 8th December	---	Chemistry - Organic chemistry - How do we make crude oil useful?
Friday 15th December	---	Physics - Electricity - Circuits and Behaviours

Engaging in Research:

Ofsted Science Research Review Series - Finding the optimum: the science subject report

Education Endowment Foundation (2018) Improving Secondary Science Guidance Report

Guzzetti, B. J. (2000) Learning counter-intuitive science concepts: What have we learned from over a decade of research?

Allen JP, Pianta RC, Gregory A, Mikami AY, Lun J (2011) An interaction-based approach to enhancing secondary school instruction and student achievement. Science333(6045):1034-1037

T Mostafa, 'How do science teachers teach science – and does it matter?', PISA in Focus, No. 90, OECD Publishing, November 2018.

Boxer, Adam. Teaching Secondary Science. Melton, Suffolk: John Catt Educational, Limited, 2021. Print.

Harlen W, (2015) Working with Big Ideas of Science Education, Association for Science Education

Exam board websites for specific specifications and practical handbooks

SUBJECT KNOWLEDGE AND CURRICULUM

Science PGCE Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. • Using praise and rewards to give attention to good behaviour. • Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Building personalised and meaningful relationships with pupils, including crucially, using each pupils' name. • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Planning for teaching to the top, but scaffolding to support all pupils. • Using effective modelling and explanations to develop student knowledge, acknowledging that novices may need more structure early in a domain. • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills especially when teaching complex scientific concepts. • Identifying pupils who need new content further broken down and implementing strategies to allow these students to succeed. • Planning lessons to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
Subject Knowledge and Curriculum	• Plan and teach well structured lessons which correspond to the science curriculum the schools is teaching. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in Science. • Making and using new resources which promote good progress in the classroom.
Assessment	• Using formative assessment throughout lessons ensuring understanding of the content taught. • Using hinge questions and plenaries to establish when pupils are able to move on to harder concepts. • Using questioning to identify misconceptions and rectify poorly understood content in subsequent learning sequences. • Using relevant data to monitor progress, set targets, and plan subsequent lessons.
Professional Behaviours	• Taking responsibility for improving teaching through appropriate professional development. • Responding to advice and feedback from colleagues and reflecting on lessons taught. • Making a positive contribution to the wider life and ethos of the school by attendance of activities such as, supervising break duties, attending parent's evenings and working with SENDCo, TAs and pastoral leaders, to name a few.

SUBJECT KNOWLEDGE AND CURRICULUM

History Subject Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

<u>History</u>

Wednesday 6th September	---	Introduction to the National Curriculum for history at KS2/KS3
Thursday 7th September	---	Subject pedagogy & curriculum knowledge - foundations of
Monday 11th September		history
Wednesday 13th September	---	Substantive and disciplinary knowledge in history
Friday 15th September	---	Chronology and key historical terminology
Monday 18th September	---	Second order concepts, enquiry questions and using sources
Friday 22nd September	---	The bigger picture and interpretations in history teaching
Friday 29th September	---	Progression in the history classroom
Friday 6th October	---	Teaching writing in the history classroom
Friday 13th October	---	Teaching the Holocaust at KS3 & KS4 - addressing sensitive topics
Friday 27th October	---	Adapting teaching approaches for A level history
	---	Mapping cross curricular links in history for understanding

HALF TERM

Friday 10th November	---	Decolonising in teaching the history of different ethnicities
Friday 17th November	---	KS3 focus - teaching Medieval history
Friday 24th November	---	KS3 focus - teaching Renaissance history
Friday 1st December	---	KS3 focus - teaching 17th century history
Friday 8th December	---	Developing a spiral approach; rise of science & witches
Friday 15th December	---	KS4 question styles; focus area on people & protest

Engaging in Research:

Ofsted Research Review Series History https://www.gov.uk/government/publications/research-review-series-history

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf
https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study
https://www.gov.uk/government/publications/gce-as-and-a-level-for-history

https://www.history.org.uk/secondary/categories/teacher-development - the Historical Association

https://www.nationalarchives.gov.uk/education/

http://fdslive.oup.com/www.oup.com/oxed/Closing_the_Word_Gap_-_history.pdf?region=uk Oxford University Press

Davies, I. (Ed.)(2017) Debates in History Teaching. London: Routledge.

SUBJECT KNOWLEDGE AND CURRICULUM
History Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Creating a safe environment for discussion of complex materials relating to the different mindsets of previous eras. • Communicating consistently and effectively when explaining core concepts such as 'empire,' 'monarchy' and 'revolution.' • Managing collaborative learning using dialogic approaches to ensure engagement with sources and concepts of the past.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Developing knowledge of teaching to the top and adaptive teaching through instructional scaffolding. • Experimenting with live modelling and thinking out loud using an 'I do, We do, You do' approach. • Using sources to engage and inform pupils thinking about the past in an evidence based approach to History. • Develop skills in presenting **second order concepts of History including cause and consequence, change and continuity, significance and interpretations.**
Subject Knowledge and Curriculum	• Engage pupils by building on prior knowledge from the primary History curriculum including concepts such as 'empire.' • Make links between topics across key stages of history to encourage a chronological understanding as well as adding to depth studies in line with key stage expectations and the spiral curriculum. • Develop strong subject knowledge in key subject areas to ensure lessons are in line with current understanding.
Assessment	• Develop skills in formative approaches including oracy, use of evidence, literacy skills and constructing an argument. • Develop skills in summative approaches including appropriate writing styles for describe, explain, significance, interpretation and narrative questions in History.
Professional Behaviours	• Trainees reflect on lessons and respond to feedback, particularly around how to teach second order concepts and use of sources. • Embed substantive and disciplinary knowledge and engage with all topics that may be covered within a school setting.

SUBJECT KNOWLEDGE AND CURRICULUM

PE Subject Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

Wednesday 6th September	--- Introduction to the National Curriculum for PE and the role of a PE teacher
Thursday 7th September	--- Evolution of PE
Monday 11th September	--- Models-Based Pedagogy
Wednesday 13th September	--- Morals, Ethics & Addressing Democracy in Action in PE
Friday 15th September	--- Lifelong Participation, Health and Physical Activity
Monday 18th September	--- Practical Considerations and Technology in PE
Friday 22nd September	--- GCSE and A Level PE Past Papers
Friday 29th September	--- Masterclass- Outdoor Adventurous Activity (OAA)
Friday 6th October	--- Masterclass- Table Tennis
Friday 13th October	--- Masterclass- Alternative Sports
Friday 27th Oct	--- Masterclass- Net/Wall Games

HALF TERM

Friday 10th November	--- Masterclass- Football
Friday 17th November	--- GCSE Syllabuses- Planning for Interaction
Friday 24th November	--- A Level Syllabuses- Diet and Nutrition Exemplar
Friday 1st December	--- Sports Psychology- Personality in PE
Friday 8th December	--- Formative GCSE/A Level Assessment
Friday 15th December	--- Formative GCSE/A Level Assessment

Engaging in Research:

Department for Education (2013) The National Curriculum in England: Physical education programmes of study: key stages 3 and 4.

Dixon, K., Braye, S. and Gibbons, T. (2022) Still outsiders: The inclusion of disabled children and young people in physical education in England. Disability & Society, 37(10), pp. 1549–1567.

Lynch, S., Walton-Fisette, J. L. & Luguetti, C. (2022) Pedagogies of Social Justice in PE and Youth Sport. UK: Routledge.

Moura, A., Graça, A., MacPhail, A. and Batista, P. (2021) Aligning the principles of assessment for learning to learning in physical education: A review of literature. Physical Education and Sport Pedagogy, 26(4), pp. 388–401.

Pill, S., Gambles, E.-A.F. and Griffin, L.L. (eds.) (2023) Teaching Games and Sport for Understanding. New York, NY: Routledge.

Quennerstedt, M. (2019) Physical education and the art of teaching: transformative learning and teaching in physical education and sports pedagogy. Sport, education and society, 24(6), pp. 611–623.

Whitehead, M. & Bailey, R. (2010) Physical Literacy: Throughout the Lifecourse. Florence: Routledge.

SUBJECT KNOWLEDGE AND CURRICULUM

PE Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Trainees are taught a range of approaches and strategies that equip them with the knowledge and skills necessary to set and deliver on, high expectations. • Examples of content within the programme include: elements of motor competence in Year 1, game-based approaches in Year 2 and a focus on classroom PE in Year 3. • The aim is to equip students with strategies for teacher support and scaffolding of the learning, so that they feel confident and competent to support the needs of pupils within lessons.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Trainees are taught how to instill a belief in pupils, that they can know more and do more. • Attainment is explained as incremental, which as students will learn to appreciate, stems from successful lesson planning, delivery - through observation, analysis and feedback - and reflection. • Adaptive practice discussed using the principles of STEP, and the module leader of the PE practical modules provides masterclasses on the application of theory into practice.
Subject Knowledge and Curriculum	• Trainees engage with a series of university masterclasses, placement days and continued professional development courses that are provided on site at the university. • Trainees are also encouraged to engage with National Governing Body awards which are signposted in class and offered through the university's institute of sport. • The aim is to provide trainees with a broad-ranging curriculum knowledge to build confidence that enables them to plan and deliver effective lessons that challenge pupils to know and do more.
Assessment	• Trainees are taught to apply aspects of the Core Content Framework to their teaching practice. • Lessons are planned to meet the needs of the pupils and the needs of the curriculum content. • Through instruction, practice and feedback trainees learn how to provide formative feedback aligned to learning outcomes. For example, if pupils are required to perform a straight drive in cricket, students are encouraged to deliver key teaching points e.g. step towards the ball, transfer of weight, and to then use these teaching points to feedback to pupils as they practice, focusing on how to improve. • Formative assessment is also taught and encouraged through mini-plenaries and lesson plenaries.
Professional Behaviours	• Professional behaviours are embedded throughout the course. Trainees sign a professional code of conduct governing their behaviour across the programme. The programme code of conduct then requires students to conform to their placement providers professional behaviours/standards, which mentors oversee. By conforming to these standards, students are expected to implement these professioanl behaviours within their teaching, inspiring the pupils/learners in their class and around school, to act accordingly. • Behaviour management is taught as part of the programme to equip trainees with strategies for when pupils fail to adhere to expectations.

SUBJECT KNOWLEDGE AND CURRICULUM

Computer Science Knowledge Overview

When discussing subject knowledge and subject pedagogy with trainees you might either focus on specific topics the trainee will need to be teaching shortly or discuss how they might deliver lessons including some of the content covered at the university in that week.

<u>Computer Science</u>

Wednesday 6th September	---	Introduction to the National Curriculum for Computer Science and KS2
Thursday 7th September	---	Computational Thinking
Monday 11th September	---	Programming KS3/KS4/KS5
Wednesday 13th September	---	High and low level languages
Friday 15th September	---	Hardware and Software + Algorithms
Monday 18th September	---	Binary
Friday 22nd September	---	Boolean logic in circuits and programming
Friday 29th September	---	Networking
Friday 6th October	---	Design and usability
Friday 13th October	---	Digital Media
Friday 27th Oct	---	Online Identity

HALF TERM

Friday 10th November	---	Online safety
Friday 17th November	---	Data structures
Friday 24th November	---	Databases
Friday 1st December	---	Excel
Friday 8th December	---	Games development in Computer Science
Friday 15th December	---	Image manipulation

Engaging in Research:

Computing National Curriculum Key stages 3 and 4
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239067/SECONDARY_national_curriculum_-_Computing.pdf

Computing in the National curriculum https://www.computingatschool.org.uk/resource-library/2014/june/secondary-computing-guidance
QuickStart https://www.computingatschool.org.uk/resource-library/2015/january/quickstart-computing-secondary-guide

A Level subject content
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302105/A_level_computer_science_subject_content.pdf

Harrison, A.J. (2021) *How to Teach Computer Science: Parable, Practice and Pedagogy*. Melton, Suffolk: John Catt Educational, Limited.

Ofsted Research Review Series Computing https://www.gov.uk/government/publications/research-review-series-computing

Younie, S. and Bradshaw, P. (eds)(2017) *Debates in Computing and ICT Education*. London: Routledge.

Younie, S. and Leask, M. (2013) Teaching with technologies: the essential guide. Maidenhead: Open University Press.

SUBJECT KNOWLEDGE AND CURRICULUM
Computer Science Subject Pedagogy

High Expectations and Managing Behaviour	**Examples could include:** • Trainees will exemplify how computing professionals work both independently and collaboratively. • Protocols should be established and reinforced regularly to ensure a safe learning environment within a computing context. • Communicating consistently and effectively when explaining core concepts such as 'computational thinking,' 'programming', 'algorithms' and 'protocols.' • When sensitive and ethical issues arise the learning atmosphere allows for safe and respectful discussion and engagement for all pupils.
How Pupils Learn, Classroom Practice, and Adaptive Teaching	• Plan for teaching to the top, but scaffold to support all pupils. • Be aware of the prior knowledge and experiences of pupils and identify their knowledge of digital literacy. • Pay heed to how practical work can engage all learners, but be aware of how extraneous cognitive load can inhibit learning when tricky practicals or complex investigations are used. • Develop pupils' knowledge through effective modelling and direct instruction.
Subject Knowledge and Curriculum	• Engage pupils by building on prior knowledge from the primary Computing curriculum including concepts such as 'digital artifacts' which underpin specified declarative and procedural knowledge. • Plan to relate safety carefully, in sequence, with each stage of the curriculum. • Make links between topics across key stages of computing to encourage a foundational understanding as well as adding to depth studies in line with key stage expectations and the spiral curriculum. • Ensuring that trainees engage in suitable CPD to enhance and maintain their subject knowledge (eg through MOOC courses, professional memberships and subject groups).
Assessment	• Develop skills in formative approaches including oracy, use of evidence, literacy skills and constructing an argument by methods including paired programming, parsons questions and Pose, Pause, Pounce, Bounce techniques. • When questions and quizzes are used they should identify misconceptions and trainees should use this information to rectify poorly understood content in subsequent learning sequences. • Hinge questions and plenaries are used to establish when pupils are able to move on to harder concepts.
Professional Behaviours	• Embed substantive and disciplinary knowledge and engage with all topics that may be covered within a school setting. • Trainees reflect on lessons and respond to feedback, particularly around how practical work and demonstrations can be effective in helping pupils to learn models, theories, relationships and concepts. • Use ideas from the Computing at School, Computer Science Teachers Association, and STEM Learning to enhance learning experiences.