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PRIMARY AND EARLY YEARS PARTNERSHIP

PGCE Early Years and Primary Education (3-7) with QTS

PGCE Primary Education (5-11) with QTS

PGCE Primary Education (5-11) PE Specialist with QTS

PGCE SCHOOL DIRECT

Programme of Taught Training Sessions

2019-20

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Contents	Page
Welcome	3
Introduction	4
PGCE School Direct Generic Calendars for 2019-20	6-7
PGCE School Direct Taught Training Overview	9
Outdoor Learning Session Outlines	17
Maths Session Outlines	21
English Session Outlines	46
Science Session Outlines	65
Foundation Subjects Session Outlines	74
Masters 1 Session Outlines	102
Masters 2 Session Outlines	112
Professional Learning Session Outlines	121
Appendix: Support Materials for the 5 Strands: • Appendix 1: Provision for all • Appendix 2: Behaviour • Appendix 3: Designing learning • Appendix 4: Assessment for learning • Appendix 5: Research informed practice	149 *To follow shortly*
Essential and Recommended Reading List	161

Dear School Direct Partner

The Initial Teacher Education team at Sheffield Hallam University would like to offer you a very warm welcome. We are delighted to be working with you as part of the School Direct PGCE Primary Partnership. We are looking forward to the rewards and the challenges of the times ahead and to a shared experience that will be professionally beneficial for us all. We hope that you enjoy working with us.

Sheffield Hallam University has a proud, extensive and successful history in Initial Teacher Education. Working in close partnership with your own highly experienced teaching staff, we look forward to training and developing the next generation of outstanding teachers.

Marie

Marie Helks
Head of Area for Post Graduate Primary Teacher Education

If you would like more information or to discuss any aspect of the course further, key members of staff involved in the PGCE School Direct programme are:

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Introduction

This document is designed to strengthen the links between University-based and Partner-based training in the pursuit of high-quality Initial Teacher Education. It has a number of elements:

- Two 2019-2020 generic calendars showing the days of school-based training for both Delivery Schedules. (A 2019-2020 calendar specific to each Lead School and their chosen placement pattern [5 options] is separately available.)
- A week-by-week overview of the PGCE programme for the fully year of taught training sessions
- Session outlines for all taught training sessions

Models 2 and 3 Lead Schools

This document will support Partner Lead Schools following Models 2 and 3 (i.e. Fridays only in SHU: shared delivery of professional learning and curriculum taught training), informing the coherence, consistency and progression of training between University-based and Partner-based teaching.

The week-by-week training overview shows the full range of teaching sessions included within the PGCE programme for the full year.

The University-based taught training sessions are coloured ‘green’ and Partner-based taught training sessions are ‘red’.

Session outlines for each taught training session are included in this document. Each session lasts for 90 minutes, though how Partner Lead Schools organise this is at their discretion. The session outlines provide additional information for tutors. Whilst the learning objectives for each session must be adhered to for consistency and coherence, the rest of the session outlines can be used flexibly. It is certainly not SHU's intention to dictate to Partners the structure, content and resources of the partner-based taught training sessions, but rather to support Partners in the development of these. The aim is to minimise repetition and omission and maximise

progression of trainee learning and development. Additional information is always available upon request and Marie Helks should be contacted in the first instance for this (m.helks@shu.ac.uk).

Please also note that any enhancements to training, appropriate to Partners' needs and strengths, can be included in the programme. These can take place during non-assessed school-based training days.

For Partners following Models 2 and 3, the expectation is that the Lead School will provide an equivalent week-by-week training overview. This should be submitted to the SHU School Direct PGCE administration team as part of the ongoing development of the programme and to inform the QA of taught training sessions.

Model 1 Lead Schools

This document will also support schools following Model 1 (i.e. Thursdays and Fridays in University-based training). Although Model 1 Lead Schools are not directly involved in the design and delivery of any 'red' taught training sessions, they are responsible for the ongoing development of trainees' classroom practice linked to the Teachers' Standards. Therefore, this document should inform trainees' school-based training programme and Partners should use this in the week-by-week planning of the trainees' training.

Please also note that, as above, any enhancements to training appropriate to Partners' need and strengths can be included in the programme. These can take place during non-assessed school-based training days.

Other essential information:

This document of taught training sessions is one of a number of key documents designed to support the development of robust and relevant Initial Teacher Education. Other key documents are located in the Documents folder on Abyasa.

PGCE SCHOOL DIRECT CALENDAR 2019-20 (3-7 and 5-11) including PE

MODEL 1 (Thursdays & Fridays at SHU) – Full Taught Training Schedule at SHU

SHU wk	w/c date	M	T	W	Th	F
3	12-Aug	**Summer School (SS) for PE specialists only (*Enrolment 12/08/19)**				
4	19-Aug					
5	26-Aug				SD Enrolment* + Course Intro Day 1	SD Course Intro Day 2 (PE SS ends)
6	02-Sep					SHU (white cells)
7	09-Sep					
8	16-Sep					
9	23-Sep					
10	30-Sep	School Based Training - first school Talk for Learning (Masters 1) focus				
11	07-Oct					
12	14-Oct	**School Based Training - prep for BP1**				
13	21-Oct					
14	28-Oct	*Half Term*				
15	04-Nov	**SD BP1 Assessed Block of School Based Training 6 Week Block**				
16	11-Nov					
17	18-Nov					BP1 Mid-Placement Day in SHU
18	25-Nov					
19	02-Dec					
20	09-Dec					
21	16-Dec	Study leave for assignment completion (Flexibility agreed for salaried trainees)		TIS & Post-BP1 Tutorials in SHU	Study leave for assignment completion (Flexibility agreed for salaried trainees)	
22	23-Dec	*Christmas Holiday*				
23	30-Dec					
24	06-Jan	School Based Training - first school **or** second school. Significant focus on Specialism activities/teaching and National Priorities (i.e EAL, SEND, Phonics, Maths, Behaviour). May include short placement in other schools to address National Priorities.				
25	13-Jan					
26	20-Jan					
27	27-Jan					
28	03-Feb					
29	10-Feb					
30	17-Feb	*Half Term*				
31	24-Feb	School Based Training - first school **or** second school Lesson Study (Masters 2) focus				
32	02-Mar					
33	09-Mar	**School Based Training - prep for BP2**				
34	16-Mar					
35	23-Mar					
36	30-Mar	*Easter Holidays*				
37	06-Apr					
38	13-Apr	*BH*	**8 Week Block (in alternative KS to BP1) SD BP2 Assessed Block of School Based Training**			
39	20-Apr					
40	27-Apr					
41	04-May	*BH*				
42	11-May					BP2 Mid-Placement Day in SHU
43	18-May					
44	25-May	*Spring Bank Holiday*				
45	01-Jun	**SD BP2 Assessed Block of School Based Training (cont.)**				
46	08-Jun					
47	15-Jun	Study leave	SHU	SHU	SHU	
48	22-Jun	**NQT Week**				

PGCE SCHOOL DIRECT CALENDAR 2019-20 (3-7 and 5-11) including PE Specialist

MODELS 2 and 3 (Fridays at SHU) – Taught Training Schedule shared with SD Partner

SHU wk	w/c date	M	T	W	Th	F
3	12-Aug	**Summer School (SS) for PE specialists only (*Enrolment 12/08/19)**				
4	19-Aug					
5	26-Aug				SD Enrolment* + Course Intro Day 1	SD Course Intro Day 2 (PE SS ends)
6	02-Sep	First School Induction				
7	09-Sep			SHU (white cells)		
8	16-Sep	School Based Training - first school Talk for Learning (Masters 1) focus				
9	23-Sep					
10	30-Sep					
11	07-Oct	**School Based Training - prep for BP1**				
12	14-Oct					
13	21-Oct					
14	28-Oct	*Half Term*				
15	04-Nov	**SD BP1 Assessed Block of School Based Training 6 Week Block**				
16	11-Nov					
17	18-Nov					BP1 Mid-Placement Day in SHU
18	25-Nov					
19	02-Dec					
20	09-Dec					
21	16-Dec	Study leave for assignment completion (Flexibility agreed for salaried trainees)		TIS & Post-BP1 Tutorials in SHU/	Study leave for assignment completion (Flexibility agreed for salaried trainees)	
22	23-Dec	*Christmas Holiday*				
23	30-Dec					
24	06-Jan	School Based Training - first school **or** second school. Significant focus on Specialism activities/teaching and National Priorities (i.e EAL, SEND, Phonics, Maths, Behaviour). May include short placement in other schools to address National Priorities.				
25	13-Jan					
26	20-Jan					
27	27-Jan					
28	03-Feb					
29	10-Feb					
30	17-Feb	*Half Term*				
31	24-Feb	School Based Training - first school **or** second school Lesson Study (Masters 2) focus				
32	02-Mar					
33	09-Mar	**School Based Training - prep for BP2**				
34	16-Mar					
35	23-Mar					
36	30-Mar	*Easter Holidays*				
37	06-Apr					
38	13-Apr	*BH*	**8 Week Block (in SD BP2 Assessed Block of School Based Training alternative KS to BP1)**			
39	20-Apr					
40	27-Apr					
41	04-May	*BH*				
42	11-May					BP2 Mid-Placement Day in SHU
43	18-May					
44	25-May	*Spring Bank Holiday*				
45	01-Jun	**SD BP2 Assessed Block of School Based Training (cont.)**				
46	08-Jun					
47	15-Jun	Study leave		SHU	SHU	SHU
48	22-Jun	**NQT Week**				

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TAUGHT TRAINING OVERVIEW

Primary (5-11); Early Years & Primary (3-7) School Direct PGCE 2019-20

- **Model 1** (Thursday and Friday): Red and Green taught training sessions to be delivered in suggested weeks at SHU.
- **Models 2 and 3** (Friday only).
- Please note, dates of teaching are indicative. There will be some slight variation to the dates when green sessions are held due to group timetabling.
- Assignment submission dates are not included here - trainees should check on Blackboard for submission dates and times.

<table>
<tr><th>Week commencing</th><th>Maths</th><th>English</th><th>Science</th><th>Foundation subjects</th><th>Masters</th><th>Professional Learning (PL)</th><th>Lecture focus (Masters or PL)</th><th>Tutorials</th></tr>
<tr><td>26-Aug
Week 5</td><td></td><td></td><td></td><td></td><td></td><td colspan="2">THURSDAY 29th Aug 2019
Enrolment and Induction Day 1

PL1 (lecture): Aims, values & expectations of Early Years and Primary education

FRIDAY 31st Aug 2019
Induction Day 2</td><td></td></tr>
<tr><td>02-Sep
Week 6</td><td colspan="5">First School: Monday 3rdSept – Tuesday 11th Sept (7 days)
SHU: Wednesday 12th Sept – Friday 14th Sept (3 days)</td><td>3-7 & 5-11: Induction: working in school: safeguarding and risk assessment</td><td></td></tr>
<tr><td rowspan="2">09-Sep
Week 7

Outdoor Learning (Norfolk Park): Thurs 12th Sept</td><td colspan="4">THURSDAY
Outdoor learning</td><td rowspan="2">FRIDAY: 3-7 & 5-11: MASTERS DAY

Masters Seminar 1: The reflective teacher

Masters Seminar 2: Understanding the value of classroom talk</td><td rowspan="2">PL2: What is learning?

PL3. Learning and provision design</td><td rowspan="2">FRIDAY: 3-7 & 5-11: Masters' Day (Module 1):

Masters Lecture 1: Intro to classroom talk and the module assessment

Masters Lecture 2: Research methods</td><td rowspan="2">ACADEMIC TUTORIALS</td></tr>
<tr><td>1. 5-11 years: Introduction: to Early Maths - Overview of module, maths attitudes

1. 3-7 years:</td><td>1.3-7 & 5-11 Introduction: Overview of module; English in the EY / Primary curriculum</td><td></td><td>History 1

D&T 1</td></tr>
</table>

	Introduction to Early Maths - Overview of module, maths attitudes; Teaching maths in the EYFS - overarching principles						and ethical considerations in investigating classroom talk	
16-Sep Week 8	2. 5-11 years: Early Counting - Key Concepts Number Sense 2. 3-7 years: Early Counting - Key Concepts Number Sense through the provisions 3. 3-7 & 5-11: An introduction to Maths Mastery - Teaching for conceptual understanding	2. 3-7 & 5-11: Text analysis through children's literature (subject knowledge focus)	1. 3-7 & 5-11: Intro to Science in the National Curriculum & changing materials		NO MASTERS SEMINAR	PL4: Where can we learn? PL5: Safeguarding and the Prevent agenda PL6: Learning for all	3-7 & 5-11: Course Leader Lecture: Pre-BP1	ACADEMIC TUTORIALS cont
23-Sep Week 9	4. 5-11: Place Value and the Number System - Early key concepts 4. 3-7; Mathematics within the Early Year setting - Teaching place value in EYFS	3. 3-7 & 5-11: Children's literature including reading comprehension 4. 5-11 years: Sentence level pedagogical subject knowledge: Grammar 1 (incl. KS1 & 2 strategies) 4. 3-7 years: Sentence level pedagogical subject knowledge: Grammar 1 (incl. FS & KS1 strategies)	2. 3-7 & 5-11: Working scientifically - gyrocopters	PE 3: Dance	Masters Seminar 3. Observing teacher talk	PL7: Planning for all children	PL8 (Lecture): The Curriculum 5-11 years: National Curriculum including National Priorities and pre-post age range experience 3-7 years: EYFS & National Curriculum including National Priorities and pre-post age range experience	
30-Sep Week 10		5 3-7 & 5-11: Early reading in context including Phonics 1	3. 3-7 & 5-11: Working scientifically – investigations 1	PE 4: Gymnastics	Masters Seminar 4. Perspectives on talk through a critical review of literature		PL9 (Lecture) 3-7 & 5-11: Promoting positive behaviour through effective behaviour management	

				RE			PL10 (Lecture) 3-7 & 5-11: Relational Pedagogy and Relationships Education	
07-Oct Week 11		6. 3-7 & 5-11: Subject knowledge & terminology: Phonics 2	4. 5-11 years: Forces and motion 4. 3-7 years: Science in the water tray		Masters Seminar 5. Analysing classroom talk		PL11 (Lecture) 3-7 & 5-11: Well Being: Understanding the emotional dimension of Early Years and Primary classrooms PL12: (Lecture) 3-7 & 5-11: Data is the start not the end: Pupil progress and attainment	Pre-placement tutorials with mentors
14-Oct Week12	5. 5-11 years: Principles of Early Calculation: addition and subtraction - Planning and teaching - from abstract to concrete 5. 3-7 years: Principles of Early Calculation: addition and subtraction - Planning and teaching - from abstract to concrete Early Years Provisions 6. Deeper understanding of the Mastery Approach	7. 5-11 years: Perspectives on shared and guided reading (KS1&2 focus) 7. 3-7 years: Perspectives on shared and guided reading (FS&KS1 focus)		Art & Design 1 Computing 1 Geography 1	Masters Seminar 6. Working with transcripts as critical incidents	PL13: The impact of effective teaching on learning – how do we show pupil progress?	Masters Lecture 3: 3-7 & 5-11: Meeting the assessment criteria and writing up your study	Pre-placement tutorials with mentors (continued)
21-Oct Week13	School based training first school – cont. prep for BP1							
28-Oct	**Half Term**							

Week14								
04-Nov Week15 11-Nov Week 16	**BP1 assessed block of school based training (6 weeks)**							
18-Nov Week 17							BP1 Mid Placement Day in SHU (including TIS introductory lecture)	
25-Nov Week 18 02-Dec Week 19 09-Dec Week 20								
16-Dec Week 21	**Study Leave (Flexibility agreed for salaried trainees)**			**Wed: Trauma Informed Schools (TIS) (seminar 1) & Post-BP1 tutorials: SHU**		**Study Leave (Flexibility agreed for salaried trainees)**		
23--Dec Week 22 30-Dec Week 23	**Christmas Holiday**							
06-Jan Week 24	7 .5-11 years: Progression in multiplication - key concepts 7 .3-7 years: Using stories to promote mathematical understanding key concepts (multiplication)	8. 5-11 years: Developing Oracy / Drama 8. 3-7 years: Supporting language comprehension		PE 1: Fundamentals	NO MASTERS SEMINAR		3-7 and 5-11 years: Course Leader Lecture: Spring term briefing	Trauma informed schools (TIS) seminar 2 at some point during the spring term.
	8. 5-11 years: Understanding the key concepts for division 8. 3-7 years: Understanding the key concepts for	9. 5-11 years: Drama 9. 3-7 years: Drama: FS/KS1 strategies						

	division							
13-Jan Week 25			5. 3-7 & 5-11: Working scientifically: investigations 2		**FRIDAY: MASTERS DAY** Masters Seminar 1: Focusing on your specialism Masters Seminar 2: Models of Teacher Learning	Trauma Informed Schools (Lecture) – to be followed by 2 x 3hour seminars	**FRIDAY** Masters Day (Module 2): 3-7 & 5-11 Masters Lecture 1: Introduction to the module Masters Lecture 2: Exploring subject specialisms PL14: (Lecture) 3-7 & 5-11: SEND and the Code of Practice	
20-Jan Week 26	9 .5-11 years: Problem solving-four operations-reasoning and applying KS2 focus 9. .3-7 years: Problem solving-four operations-reasoning and applying - KS1 focus the capable learner, building resilience in the young mathematician 10 .5-11 years: Fractions - making connections 10.3-7 years: Fractions - early key concepts and connections	10. 5-11 years: Early writing development 10. 3-7 years: FS literacy and play – early reading and writing development	6. 3-7 & 5-11: Light	PE 2 : Inclusion	Masters Seminar 3:. The impact of collaborative CPD/Ethics		PL15: (Lecture) 3-7 & 5-11: Supporting learners with EAL	
27-Jan Week 27	11. 5-11 years: Algebra - key concepts and	11. 5-11 years: Word level pedagogical subject knowledge:		Foreign Languages 1	NO MASTERS SEMINAR		PL16: (Lecture) 3-7 & 5-11: Anti-bullying and homophobia	

	connections 11. 3-7 years: Measures length height/mass/weight	Spelling (inc. phonics), handwriting & vocab dev. 11. 3-7 years: Word level pedagogical subject knowledge: Spelling (inc. phonics), handwriting & vocab dev. 12. 5-11 years: Developing writing 12. 3-7 years: Writing at KS1		Computing 2				
03-Feb Week 28	12.5-11 years: Measures: length / time 12. 3-7 years: Measures teaching time	13. 5-11 years: Developing comprehension 13. 3-7 years: Supporting early reading comprehension	7.5-11 years: Reversible and irreversible changes 7. 3-7 years: Materials	Foreign Languages 2	Masters Seminar 4: Developing your specialism/lesson study cycle	PL17: Supporting vulnerable groups		
10-Feb Week 29	13. 5-11 years: Geometry 13. 3-7 years: Geometry	14. 5-11 years: Reading and writing non-fiction LECTURE 3 14. 3-7 years: Reading and writing non-fiction, including strategies for sorting and classifying (FS)	8.5-11 years: Properties of everyday materials 8.3-7 years: The Young Scientist part1	Foreign Languages 3 Computing 3	Masters Seminar 5: Research methods for CRL	PL18: Enhancing the experience of learners and families with English as an additional language	3-7 & 5-11: Course Leader Lecture: Pre-BP2	
17-Feb Week 30	**Half Term**							
24-Feb Week 31		15.5-11 years: Sentence level pedagogical subject knowledge: Grammar 2 (incl. KS1 & 2 strategies)	9.5-11 years: Electricity and magnetism	Music 1	NO MASTERS SEMINAR	PL19: Positive relationships with parents, carers and the community	NO MASTERS LECTURE	

		15. 3-7 years: Sentence level pedagogical subject knowledge: Grammar 2 (incl. FS & KS1 strategies)	9.3-7 years: The Young Scientist part 2	D&T 2				
02-Mar Week 32	14.5-11 years: Key considerations for effective teaching in mathematics - evaluation and reflection 14.3-7 years: Key considerations for effective teaching in mathematics - evaluation and reflection		10 3-7 & 5-11: Sound	Music 2 History 2	NO MASTERS SEMINAR	PL20: Asking and answering big questions through P4C	NO MASTERS LECTURE	
09-Mar Week 33			11. 3-7 & 5-11: Human variation	Art & Design 2 Geography 2	Masters Seminar 6: Preparing for your viva		3-7 & 5-11: Masters' Lecture 3: Summary of module key learning, outcomes and assessment	Pre-placement tutorial with mentor
16-Mar Week 34		16.5-11 years: Digital literacy 16.3-7 years: Multimodal literacies in the early years			NO MASTERS SEMINAR	**PGCE CONFERENCE (pm) - all trainees** and 3-7 Trainees only: Outdoor learning in the Early Years (am)		Pre-placement tutorial with mentor (continued)
23-Mar Week 35	**School based training – Prep for BP2 continues**							
30-Mar Week 36	**Easter Holiday**							
6-Apr Week 37								

13-Apr Week 38	**BP2 assessed block of school based training (8 weeks) – Weeks 1-6**			
20-Apr Week 39				
27-Apr Week 40				
04-May Week 41				
11-May Week 42				BP2 Mid Placement Day in SHU
18-May Week 43				
25-May Week 44	**Half Term**			
01-Jun Week 45	**BP2 assessed block of school based training (8 weeks) – Weeks 7-8**			
08-Jun Week 46				
15-Jun Week 47	**Study Leave – Monday & Tuesday (Flexibility agreed for salaried trainees)**	**SHU**	PL21: (Lecture) 3-7 & 5-11: Revisiting values through SMSC Course Leader Lecture 3-7 & 5-11: Post-BP2, NQT Year and Beyond	**FINAL** ACADEMIC TUTORIALS
22-Jun Week 48	**NQT Week**			

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Outdoor Learning: Session Outlines

1. **All PGCE trainees (3-7 years and 5-11 years) have an educational outdoor learning visit in the first week of the SHU-based element of their training.**

2. **In addition, all Early Years/Primary trainees (3-7 years) have an educational outdoor learning visit in the spring term with a focus on Forest Schools.**

Outdoor Learning Focus 1 (3-7 years and 5-11 years)	
Session Title	**Exploring cross-curricular learning opportunities within an outdoor learning focus**
Learning Outcomes	By the end of the session the trainees will have: • Developed first-hand their understanding of benefits of learning outside of the classroom in physically active, engaging, hands-on learning opportunities • Explored a number of pedagogical approaches (e.g. practical problem solving) and team building activities, and considered how these experiences could impact positively on children's learning behaviour • Developed ideas of how to teach creatively and make connections across the curriculum and with the real world, relating activities to a central theme
Outline Session Content	During this session trainees will: • Have an overview of the context and background to outdoor learning with links to the historical and theoretical perspective • Explore cross-curricular learning opportunities using the outdoors as a starting point for pupils' learning • Make links to the Early Years Foundation Stage Curriculum and the Key Stage 1 National Curriculum (3-7 years) and KS1 and KS2 National Curriculum (5-11 years) • Actively participate in outdoor learning activities • Work collaboratively to discuss and identify follow-up cross-curricular learning opportunities to build on the stimulus of outdoor learning • Discuss Risk Assessment and health and safety/safeguarding considerations as part of the process of organising outdoor learning opportunities
Key Messages	*Planning for pupils' active participation in a range of outdoor learning can inspire and motivate children in their learning across the curriculum. Outdoor learning encourages positive learning behaviour and includes objectives beyond the physical.* *The 'Learning Outside the Classroom' DCSF (2006) manifesto leads with the statement, "We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances." Such experiences "help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside*

	to the classroom and vice versa". *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS5, TS7, TS8

Outdoor Learning Focus 2 (3-7 years only)	
Session Title	**Exploring cross-curricular learning opportunities within an outdoor learning / Forest Schools focus**
Learning Outcomes	By the end of the session the trainees will have: • Explored a range of active approaches to outdoor cross-curricular learning • Reflected on and identified a range of follow-up learning opportunities
Outline Session Content	During this session trainees will: • Have an overview of the context and background to Forest School with links to the historical and theoretical perspective • Explore cross-curricular learning opportunities using the outdoors as a starting point for EYFS and KS1 pupils' learning • Make links to the Early Years Foundation Stage Curriculum and the Key Stage 1 National Curriculum • Actively participate in Forest Schools and Outdoor Learning activities • Work collaboratively to discuss and identify follow-up cross-curricular learning opportunities to build on the stimulus of the outdoor learning • Reflect on key considerations linked to National Priorities • Discuss Risk Assessment and Safeguarding considerations as part of the process of organising outdoor learning opportunities
Key Message	*Planning for pupils' active participation in a range of outdoor learning can inspire and motivate children in their learning across the curriculum.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS5, TS7, TS8

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Maths
Session Outlines

Session Outlines for Maths

Maths Session 1	
Session Titles	**5-11 years: Overview of module: an introduction to the key considerations of Early Maths including maths attitudes** **3-7 years: Overview of module: an introduction to Early Maths - Teaching maths in the EYFS: three effective characteristics of learning; maths attitudes**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To reflect upon own experiences of maths as a learner, own attitudes and the implications for teaching • To know what the key considerations are for effective teaching and learning in early maths • To consider the variety of teaching approaches in early mathematics • To consider how we set high expectations which inspire, motivate and challenge learners • To gain an understanding of the importance of creative maths and the promotion of mathematical talk and collaborative work opportunities • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide opportunities to engage and meet the needs of all children 3-7 trainees to include: • To reflect upon their own experiences of maths as a learner, their own attitudes and the implications for teaching • To consider the variety of teaching approaches in Early mathematics • To consider how we set high expectations which inspire, motivate and challenge young learners • To gain an understanding of the importance of creative maths taught through interactions (in the moment learning) • To develop their understanding of Early Years pedagogy: three effective characteristics of learning and the overarching principles • To consider how we teach maths through the continuous provisions enabling the environment

Outline Session Content	During the session trainees will: • consider the 'wonder' of mathematics and how we set high expectations which inspire, motivate and challenge the pupils we teach through analysing and reflecting upon the different elements that contribute to an outstanding maths lesson / outstanding teaching and learning in the Early Years • reflect upon their own learning experience and how this may have influenced their own attitude towards mathematics • identify the importance of planning for opportunities to promote mathematical talk and positive learning experiences • reflect upon the impact this may have upon children's understanding and attitude of maths
Key Messages	• *'Mathematics is a human activity, a social phenomenon, a set of methods used to help illuminate the world'* • *Sharing their own experiences of mathematics to harness those experiences to help:* • *Develop an understanding of how pupils learn maths and to reflect upon how this may impact on their teaching* • *Value children's thinking through listening to mathematical talk and/or through observing how they use resources, and help them to see maths as a creative subject* • *To establish connections between positive learning experiences and attainment* • *To develop the idea that there is more than one way to be successful, so more pupils are successful (Boaler 2008).* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS4, TS5, TS6, TS7, TS8

Maths Session 2	
Session Titles	**5-11 years: Early Counting - Key Concepts Number Sense** **3-7 years: Early Counting - Key Concepts Number Sense**
Learning Outcomes	By the end of this session 5-11-trainees will be able: • To develop an understanding of the importance of place value and its progression • To begin to develop an understanding of the connective model of learning in mathematics (Haylock &Cockburn 2008) • To develop an understanding of progression in early counting • To learn how working with different representations reveal the mathematical structure behind a concept 3-7 trainees to include: • To develop an understanding of progression in early counting and how it is taught/reinforced through the provisions • To earn about enabling the environment - active learning, play and exploration, creative and critical thinking • To develop an understanding of the importance of concept image model of learning mathematics in relation to the principles of early counting • To begin to develop an understanding of the connective model of learning in mathematics • To learn how working with structured imagery can help children meet these challenges and can help convey abstract mathematical concepts to children
Outline Session Content	During the session trainees 5-11 will: • look at progression and development in early counting • have the opportunity to develop their understanding of the key principles involved in early counting through direct teaching, modelling and discussion, thereby exploring the variety of teaching approaches and structured apparatus available • reflect upon their understanding of how children learn to count and how this can be a foundation for other aspects of maths • have the opportunity to build up a collection of activities to use in the classroom based around each progressive step with a focus on planning for quality first teaching and learning involving counting During the session trainees 3-7 trainees will: • explore the importance of leading children to an understanding of the abstract numeral and its associated amount- giving each number a place within the number system according to their value • to come to recognise that an active, supportive environment

	makes children feel comfortable and leads to learner progress • work on a joint activity plan for early number and counting
Key Messages	• *How is the concept of number developed into a mathematical perspective? And how do we ensure such an abstract set of concepts are taught effectively?* • *How do we move children on in their counting?* • *What are the common misconceptions?* • *What tools do we have at our disposal in order to move children on?* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 3	
Session Title	**3-7 & 5-11: Developing Mathematical Reasoning and Critical thinking in Young Learners using a Mastery Approach (Lecture 1)**
Learning Outcomes	By the end of this session 5-11 trainees will be able • To understand what reasoning is and how this can be developed through a mastery approach • To plan for higher order questioning to support the development of reasoning in lessons • To develop ideas around procedural and conceptual understanding in maths learning • To understand how having a fixed and growth mind-set can adversely affect attitudes of teachers, parents and children towards mathematics • Consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees to include: • To deliver the Mastery Approach through the learning environment and provisions
Outline Session Content	During the session 5-11 trainees will: • reflect on their own understanding of reasoning and applying • understand the importance of mental maths to ensure children have a secure foundation of skills • consider different types of questioning • develop reasoning strategies through the use of resources, discussion and representations 3-7 trainees to include: • Reflect on the pedagogical devices available through the 3 effective characteristics of learning - Mastery through the provisions • Discuss how the mastery approach unfolds within the Early Years setting
Key Messages	*'……to ensure children have a secure foundation of oral and mental skills to support their mathematical learning.' (Williams 2008)* • *Develop and understanding of how pupils learn maths and to reflect upon how this may impact on their teaching* • *Value children's methods & explanations* • *Importance of using open and closed questions* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, **TS3,** TS4, TS5

Maths Session 4	
Session Titles	**5-11 years: Place value and the number system - early key concepts** **3-7 years: Mathematics within the Early Years Setting - place value**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To consider the strengths and difficulties with our number system • To distinguish between the symbols of the number from the number it represents • To learn how to use models and images to underpin abstract concepts linked to place value • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees will be able: • To look at the strengths and difficulties with our number system • To learn how to use structured apparatus- models and images to underpin abstract concepts linked to place value in the Early Years setting • To think about how your choice of resources is used to promote conceptual understanding in this area of maths • To consider numbers in all their different forms • To understand the importance of place value and how to introduce it to young children through number-sense • To consider the overarching principles in EYFS • To reflect on professional development in Early Maths
Outline Session Content	During the session trainees 5-11 will: • look at progression and development in place value across key stages beginning with EYFS • have an opportunity to develop their understanding of our number system and the difficulties it can cause children • develop an understanding of decimals and develop teaching methods and approaches which will impact on pupils • explore place value through connections and patterns, and think about ways in which we can share such an abstract concept with children through the use of structured apparatus models and images • carry out an evaluation of structured apparatus and their use in the teaching of place value the Primary / Early Years classroom • develop an attitude of reflection

	During the session trainees 3-7 will: • discuss the overarching principles of teaching early maths in EYFS • explore how the three effective characteristics of learning provide pedagogical devices for teaching early maths through practical activities and reflection: focus on place value • explore how we deliver key concepts through the continuous provisions- enabling the environment • see the child as a capable learner • think about resources to make concepts accessible and visible to the learner think about resources to make concepts accessible and visible to the learner through activity/session design • understand the importance of knowing children as individual learners and their needs - prior learning • recognise the importance of research and theory and its impact on pedagogy.
Key Messages	*'Sense of number develops with an understanding of the patterns that exist within the number system and the rules that our system obeys'. (Cotton 2010)* *'Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs. Children develop and learn in different ways and at different rates. ' (EYFS Framework Statuary Guidance 2014)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 5	
Session Titles	**5-11 years: 1-1 Principles of early calculation: addition and subtraction- planning and teaching from abstract to concrete** **3-7 years: 1-1 Principles of early calculation: addition and subtraction- planning and teaching from abstract to concrete using the provisions**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To develop an understanding of the early principles of addition and subtraction and how these principles progress to KS 2 • To know of some strategies for teaching addition and subtraction including effective ways of modelling and teaching strategies and methods • To develop the pedagogical knowledge of the CPA approach to support all children to understand concepts of addition and subtraction • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees to include: • To focus on continuous provisions and enabling the environment • To reflect upon how we provide and promote rich and varied opportunities for physical activity, exploration and play in maths • To produce together an activity plan for a strand of learning: early addition or subtraction - evaluate
Outline Session Content	During the session trainees will: • have an opportunity to develop a deeper understanding of the steps of progression involved in reaching a secure understanding of addition and subtraction • explore the importance of known facts and the relevance of patterns and relationships as a precursor to calculation • reflect on the use of models and images, structured apparatus and informal and formal methods • develop fluency and confidence in the language of addition and subtraction • To be able to take an abstract concept and plan a concrete learning outcome • To reflect upon how to teach for conceptual and procedural understanding, as well as for greater depth.

Key Messages	• *What are the early key principles that cement the learners' understanding of addition and subtraction?* • *What learning experiences can we provide to ensure the pupils develop a secure understanding of early addition* and subtraction*?* • *How can we ensure children have the opportunity to make cognitive connections?* • *Bruner (1966) - learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 6	
Session Title	**3-7 and 5-11 years**: To develop a deeper understanding of the Mastery Approach (Lecture 2)
Learning Outcomes	By the end of this session trainees will be able: • To know how to plan activities which promote capable learners through a Maths Mastery pedagogy • To understand how AFL opportunities in maths can be used as a formative tool and promote inclusive practice • To know how Maths Mastery pedagogy can be used to build a positive attitude to maths • To know how a CPA model of Maths mastery can be used to highlight misconceptions • To consider how learning goals/targets can be used to promote participation in maths • To know how a connective model of teaching promotes motivation to learn through self- regulation and metacognitive strategies
Outline Session Content	During the session trainees will: • identify the big ideas from the National Curriculum • identify key concepts • understand the importance of conceptual understanding • understand the importance of variation • understand how all of this strengthens reasoning and applying Trainees will look at the big ideas within the National Curriculum and how we break them down into key concepts. They will think about variation and implications for learning, and the use of visual representations to promote conceptual understanding. They will understand how to plan for reasoning and applying opportunities using investigations and lines of enquiry in maths.
Key Messages	*The intention of these approaches is to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – 'mastery' – in mathematics, rather than many failing to develop the maths skills they need for the future.' NCETM (2014)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 7	
Session Titles	**5-11 years: Progression in Multiplication and division - Key concepts (PART 1)** **3-7 years: Using stories to promote mathematical understanding - Key concepts (multiplication)**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To know the key concepts of multiplication and division the steps of progression • To know how to teach those concepts through concrete learning opportunities using visual representations to help promote conceptual understanding • To develop knowledge of different teaching strategies for multiplication and division appropriate for KS1 and KS2, including the use of manipulatives, models and images to teach the key principles and inverse relationship • To be aware of the written methods for multiplication • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees to include: • To develop knowledge of different teaching strategies appropriate for EYFS/KS1, including the use of manipulatives, models and images • To see the value of stories in teaching Early Maths • To know the key concepts of multiplication and the steps of progression • To know how to teach those concepts through concrete learning opportunities using visual representations to help promote conceptual understanding • EYFS focus: multiplication through story telling-imaginative role play
Outline Session Content	During the session trainees will: • To know how to teach the concepts of multiplication and division through concrete learning opportunities using visual representations to help promote conceptual understanding • To think about how we take an abstract concept for multiplication and division and make it visual for the learners • To think around multiplication seen through the use of arrays and

	how this can link to the learners understanding of division • To consider how as teachers we develop the use of precise mathematical vocabulary as well as developing meaning through free-flowing language • To consider the importance of valuing misconceptions in mathematics lessons in order to build the learner's confidence, as well as a window into a child's thinking • To have learned about informal and formal written methods and teaching approaches which support their application • To develop teaching for conceptual and procedural understanding, as well as for greater depth.
Key Messages	• *There is a network of connections for multiplication and division: how do we highlight these connections to develop a secure understanding in learners? How do we plan for reasoning as a strategy to develop greater depth?* • *Calculation policies in practice* • *"The most effective early year's pedagogues encourage talk with adults and among children by keeping with the child's interest and attention. One of the most common methods of prompting interactions with children is through questions." (Siraj-Blatchford I, & Manni, L, 2004)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 8	
Session Title	**5-11years: Understanding the Key Concepts For Multiplication and Division (PART 2)** **3-7 years: Understanding the Early Key Concepts For Division**
	By the end of this session 5-11 trainees will be able: • To develop an understanding of the key principles and concepts of mastication and division relevant to KS2 (by referring to calculation policies and/or the National Curriculum) • To have knowledge of common misconceptions in multiplication and division and be able to address these in lessons to support all children • To know how to teach the concepts of multiplication and division through concrete learning opportunities using visual representations and discussion to help promote conceptual understanding • Develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • Consider how we provide learning opportunities that engage and meet the needs of all children By the end of this session 3-7 trainees will be able: • To develop an understanding of the early principles of division: the starting point EYFS - KS1 • To develop an understanding of progression, including the developmental stages of mathematical learning • To know of some strategies for teaching division including effective ways of modelling and teaching strategies and methods **(EYFS focus: division through play and exploration)** • To have knowledge of common misconceptions in EYFS and KS1 in division and be able to support children • To know how to teach the concepts of division through concrete/ active learning opportunities
Outline Session Content	During the session trainees will: • recognise the expectations for multiplication and division within the National Curriculum • model and scaffold different written methods and procedures • explore the different resources and visual models-evaluate impact on learner • develop an understanding of multiplication and division that will allow them to take children deeper in their understanding reflect upon how to teach for conceptual and procedural understanding, as well as for greater depth.

Key Messages	• *Conceptual and procedural understanding should be balanced delivered through practical concrete learning experience which leads the learner to connections within maths* • Teaching for metacognition in maths. *'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly.*' (Education Endowment Foundation 2018) *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3, TS4, TS5, TS6 and TS7

Maths Session 9	
Session Title	**5-11 To develop problem solving with a KS2 focus** **3-7years: Problem solving - four operations, reasoning and applying - EYFS - KS1 focus**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To consider how problem solving and investigations in maths can be promoted through active engagement for KS2 learning opportunities in maths • To explore the importance of problem solving - as a vehicle for greater depth: Mastery Approach • To understand the importance of subject knowledge and how this enables us to encourage children to develop problem solving skills and build resilience in maths • Develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • Consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees to include: • A focus on the capable learner, building resilience in young mathematicians through reasoning and applying
Outline Session Content	During the session trainees will: • examine the use of stories cross curricular links and objects as a vehicle for mathematical thinking and investigation • consider how problem solving and investigations in **(EYFS focus - EYFS and KS1 maths can be promoted through active engagement and play)** • look at aims of the new curriculum - fluency, reasoning and problem solving • have knowledge of how to encourage children through questioning to develop problem solving skills and build resilience in maths • continue to develop ideas for group work in all key stages and how to encourage talk and collaboration in maths • discuss how to develop a collaborative maths classroom • explore how we use reasoning and applying as part of the Mastery Approach • continue to develop understanding of teaching for conceptual and procedural understanding and teaching for greater depth
Key Messages	*Consider the importance of problem solving in mathematics, making links to the real world and making maths relevant to their setting*

	'Relational mathematics consists of building up a conceptual structure (schema) from which its possessor can (in principle) produce an unlimited number of plans for getting from any starting point within his schema to any finishing point.' (R, Skemp 2016) Teaching for relational mathematics. *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS4, TS5, TS6 and TS7

Maths Session 10	
Session Titles	**5-11 years: Fractions - Key Concepts and Connections** **3-7 years: Fractions - Early Key Concepts and Connections**
Learning Outcomes	By the end of this session trainees will be able: • To develop an understanding of the early principles of fractions • To develop an understanding of progression, including the developmental stages of mathematical learning • To know of some strategies for teaching fractions, including effective ways of modelling and teaching strategies and methods • To have knowledge of common misconceptions in fractions and how they can be used in teaching to support children • To teach fractions from pictorial and to abstract • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children
Outline Session Content	During the session trainees will: • explore their understanding of the big ideas and the explore their understanding of the big ideas and the key concepts of fractions (**EYFS focus- through play and exploration, imaginative play)** • understand the importance of visual representations of key concepts • develop an understanding of progression, including the developmental stages of mathematical learning • know of some approaches for teaching fractions including effective ways of modelling and teaching strategies and methods • have knowledge of common misconceptions in fractions and be able to support children • reflect upon how to teach for conceptual and procedural understanding, as well as for greater depth.
Key Messages	*Making sense of abstract concepts in maths comes through the right choice of resources, models and images.* *'Using resources to show interrelated meaning allows children to see the symbolic representation of mathematics.' (Clausen, T, M 2015)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 11	
Session Title	**5-11years: Algebra – Key concepts and connections** **3-7years: Measures – Length and height; mass/weight/capacity**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To consider effective and creative ways of teaching algebra and progression and development across the key stages • To understand common misconceptions and how to deal with them • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees to include: • To consider effective and creative ways of teaching measures through **(active learning and problem solving working collaboratively - EYFS focus)** • To understand common misconceptions and how to deal with them • To analyse relevant models and images for teaching measures • To develop knowledge of key concepts
Outline Session Content	During the session the trainees 5-11 will: • think about the practical challenges of teaching algebra • give thought to adult led and child-initiated learning experiences practical investigations around algebra • discuss a range of activities to support the teaching of algebra • use of correct vocabulary to explain and model understanding • evaluate activity ideas • examine resources, models and images to support learning think about steps of progress • reflect upon how to teach for conceptual and procedural understanding, as well as for greater depth. During the session 3-7 trainees will: • think about the practical challenges • give thought to adult led and child initiated learning experiences **(the active learning and problem solving - EYFS focus)**

	• discuss a range of activities to support the teaching of measures • use of correct vocabulary to explain understanding • evaluate activity ideas • examine resources, models and images to support learning • think about next steps of progress
Key Messages	*Teaching for understanding through investigations of key concepts* *'A sociocultural account of cognitive development emphasises the guiding role of more knowledgeable members of communities in the development of children's knowledge and understanding and this kind of interaction can be important for their induction into the discourses associated with particular knowledge domains.' (Mercer & Sam's 2006)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 12	
Session Title	**5-11 years: Measures** **3-7 years: Measures - teaching time**
Learning Outcomes	By the end of this session 5-11 trainees will be able: • To understand progression and development in measures across key stages • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children 3-7 trainees to include: • To know the challenges of teaching measures from EYFS to KS1 • To compare models and images which best exploit key principles through the choice of provisions and **(play and exploration- enabling the environment - EYFS foc**us) • To teach measures through play and exploration - enabling the environment
Outline Session Content	During the session trainees will: • give thought to adult led and child initiated learning experiences • discuss a range of activities to support the teaching of measures • use of correct vocabulary to explain understanding • evaluate activity ideas • examine resources, models and images to support learning • think about non- standard and standard units and progression towards standard units • widen their subject knowledge of measures through direct teaching discussion and modelling, establishing clear definitions of terminology and how to deliver that in a child friendly way • have the opportunity to build on their understanding of the progressive steps for measures • reflect upon how to teach for conceptual and procedural understanding, as well as for greater depth. 3-7 will include: • To know the challenges of teaching measures from EYFS to KS1 • To compare models and images which best exploit key principles through the provisions • To teach measures through practical engagement • To explore different teaching strategies, thinking about effective use of resources to underpin children's understanding

Key Messages	*To plan engaging practical learning opportunities which will underpin children's confidence and practical skills in measures, alongside conceptual understanding.* *'Children operating in the Piagetian stages of 'pre-operational' and 'concrete operational' modes of thinking need to manipulate objects to make sense of, and develop, mathematical ideas.' (Drew's 2007)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 13	
Session Title	**3-7 and 5-11 Geometry**
Learning Outcomes	By the end of this session, 5-11 trainees will be able: • To understand the properties and associated language of 2D and 3D shapes • To develop subject knowledge and consider how to address any misconceptions involved in Geometry • To look at angles, symmetry and construction of shapes, classification of geometric shapes 5-11 trainees only) • To develop an understanding of the 5 big ideas in mastery and how they are used in lesson design • To consider how we provide learning opportunities that engage and meet the needs of all children By the end of this session, 3-7 trainees will be able: • To develop the subject knowledge needed to teach shape/geometry confidently across the key stages • To anticipate misconceptions • To know the curriculum content and the progressive steps • To evaluate activity ideas
Outline Session Content	During the session trainees will: • widen their subject knowledge of Geometry through direct teaching discussion and modelling, establishing clear definitions of terminology and how to deliver that in a child friendly way • have the opportunity to build on their understanding of the progressive steps for Geometry reflected in the EYFS curriculum and the National Curriculum • **Teaching geometry involving all the provisions to promote play and active learning opportunities - 3-7 EYFS focus** • evaluate and reflect upon the delivery of that content in a way that builds upon prior learning • pinpoint common misconceptions at the different stages of understanding and reflect upon the most effective approaches and strategies needed to move children forward • understand the key concepts involved • explore different teaching strategies, thinking about effective use of resources to underpin children's understanding • reflect upon how to teach for conceptual and procedural

	understanding, as well as for greater depth.
Key Messages	*Having a clear understanding of the fundamental mathematical ideas involved in the process of Geometry aligned with the importance of clear models and images, linked with confident delivery which rests upon good subject knowledge.* Van Hiele's stages of progression- promoting geometric thinking. Inclusive Practice Focus: thinking about the 'whole' child Session/Lesson Design Focus: to plan activities which promote the stages of development identified by Van Hiele: • Visualization • Analysis • Abstraction • Deduction • Rigor *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, **TS3,** TS4, TS5, TS6 and TS7

Maths Session 14	
Session Title	5-11 & 3-7 years: Key considerations for effective teaching in mathematics - evaluation and reflection
Learning Outcomes	By the end of this session trainees will be able: • To develop ideas and approaches, including the CPA approach for teaching ratio and proportion effectively • To recognise common misconceptions for ratio and proportion • To have shared and synthesise what outstanding maths teaching looks like linked to the Standards and grading criteria sheets • To reflect upon and plan for outstanding quality first teaching during school-based training and understand the impact on children's learning • To reflect upon how we provide learning opportunities that engage and meet the needs of all children
Outline Session Content	During the session trainees will: • Reflect on key considerations of effective teaching in maths through discussion and collaborative projects come to their own understanding of the key components of what contributes towards quality first teaching and learning in maths Review the audit carried out earlier in the year and reflect on their progress made so far. Target the next areas for development. Highlight gaps in learning around subject knowledge and pedagogy. Links to TS standards and grading criteria sheets. Look at previous feedback from SBT and ULT and to recognise any areas for further development in order to meet the TS grade one standards in their delivery of maths on their next block of school-based training. • Use the document: 'Aspiring to be Outstanding in Maths' to highlight areas they feel are already strong. Trainees will be encouraged to bring in a lesson plan that they want to develop into an outstanding lesson. Work with peers to write a lesson plan which they feel has the potential to meet the criteria to be outstanding. Opportunities to support one another against areas of professional development, including a forum for questions about subject knowledge and pedagogy.
Key Messages	*To understand how pupils learn maths and to reflect upon how we as a teacher build confidence and understanding enabling fluency and efficiency- intelligent practice in maths Learning to use self- reflection and evaluation measured against high standards and expectations. Developing keen observation skills in relation to the impact they are having on their pupils and the teaching of maths and all that it offers as a subject. Do I motivate/inspire the pupils to enjoy the subject? Do I introduce relevant concepts and make connections within mathematics? Do I encourage pupils to think for themselves and be willing to try when faced with challenges? If not what steps can I take to improve this element of my teaching?* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, **TS2**, **TS3** and TS6 and TS7

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English
Session Outlines

Session Outlines for English

English Session 1	
Session Title	**All:** **Overview of module; English in the Early Years / Primary Curriculum**
Learning Outcomes	By the end of this session trainees will be able: • To appreciate the aims and outcomes of the English National Curriculum and Communication and Language, and Literacy in the EYFS • To consider the implications of new technologies on the teaching of language ,literacy and communication • To reflect on arising discussions in English teaching eg; Reading for Pleasure; critical literacy
Outline Session Content	Trainees will: • Reflect upon their personal aims for teaching English in the light of the five views of English (Cox Report 1989) • Reflect on the Charter for Literacy Education (Burnett et al, 2014); including digital and critical literacies • Consider language and literacy use in everyday life – trainees' experiences over the last 24hours • Compare the role of paper-based and screen-based texts • Review key national / statutory documentation
Key Messages	• *At the beginning of the PGCE journey, what kind of English teacher do you want to be and why? Review at key stages. The role of the reflective practitioner is a central part of this PGCE course.* • *The changing nature of English and the implications for us as teachers.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS3, TS4, TS8

English Session 2	
Session Title	**All: Text analysis / Children's literature 1**
Learning Outcomes	By the end of this session trainees will be able: • To understand how textual features (visual and verbal) impact on meaning • To know of the value of discussion in facilitating response to fiction • To know a range of strategies for exploring and encouraging response to fiction and poetry
Outline Session Content	During the session trainees will: • Review their pre-course audits (text analysis): share strengths/needs and the implications for development: target setting as part of the Training Plan • Work in groups to analyse a children's picture book according to the SHU text analysis form, reflecting upon the expectations of the National Curriculum for English/ EYFS • Consider own choice picture book in preparation for individual text analysis directed task*
Key Messages	• *The importance of strong subject knowledge in effective teaching of English, including knowledge and understanding of metalanguage.* • *The need to audit own level subject knowledge thoroughly against the new National Curriculum terminology / glossary* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4 ** the direct task involves creating a group digital poster. Using a chosen picture storybook, trainees will identify the key textual features and suggest ways of using the text in the classroom.*

English Session 3	
Session Title	**Children's literature 2 including reading comprehension**
Learning Outcomes	By the end of this session trainees will be able: • To be familiar with children's authors and poets • To understand the role of picture books • To be aware of a range of strategies for exploring and encouraging response to fiction and poetry • To be able to choose and use materials to reflect linguistic and cultural diversity • To be aware of the importance of Reading for Pleasure
Outline Session Content	During the session trainees will: • Share and discuss own book choice (for text analysis task) • Review progress with text analysis directed task and the implications subject knowledge development • Consider the value of children's literature and explore ideas for teaching activities and approaches for using high quality children's literature in the primary classroom, with a focus on reading comprehension
Key Messages	• *The important role of stories e.g. in developing children's symbolic thought* • *Teachers as readers - the importance of reading children's literature regularly throughout the PGCE – start by posting a first recommendation on Blackboard. Always have a book 'on the go'.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 4	
Session Titles	**5-11 years: Sentence level pedagogical subject knowledge: Grammar 1 (including KS1 and 2 strategies)** **3-7 years: Sentence level pedagogical subject knowledge: Grammar 1 (including FS and KS1 strategies)**
Learning Outcomes	By the end of this session trainees will be able: • To reflect critically on approaches to teaching grammar and punctuation • To be able to devise KS1 / KS2 grammar activities related to texts • To be aware of the challenges involved in reading comprehension 3-7 trainees to include: • To be able to devise FS / KS1 grammar activities related to texts
Outline Session Content	During the session trainees will: • Review their subject knowledge (grammar) within the context of high quality children's literature • Undertake and reflect upon a range of different practical activities for the teaching of grammar • Consider a model for teaching grammar through children's literature
Key Messages	• Understanding of grammatical features enables children to become more effective writers • Understanding of grammar can be developed within the context of teaching reading and writing • Understanding of grammatical terminology is not an end in itself • Teaching grammar involves playing with language and exploring the impact on the meaning • Teaching grammar is fun *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3**

English Session 5	
Session Title	**Early reading in context, including Phonics 1**
Learning Outcomes	By the end of this session trainees will be able: • To understand the nature of the reading process • To know of current debates around the teaching of reading • To develop subject knowledge, including knowledge of appropriate phonics terminology
Outline Session Content	During the session trainees will: • Consider an historical overview of teaching reading and key issues • Explore current research findings into the teaching of early reading • Understand the Simple View of Reading and the implications for teaching • Review own level phonics subject knowledge/experience and reflect on potential targets for the Training Plan • Know the national expectations and SHU PGCE expectations, including the phonics self-audit and development profile as a working document • Undertake practical workshop activities linked to the development of own level key phonic knowledge and skills
Key Messages	• *The importance of strong subject knowledge in effective teaching of reading, including phonics terminology* • *The need to audit own level phonics subject knowledge/skills thoroughly and regularly review training needs with SBT* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3**: Demonstrate good subject and curriculum knowledge: if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

English Session 6	
Session Title	**Subject knowledge and terminology: Phonics 2**
Learning Outcomes	By the end of this session trainees will be able: • To draw on relevant subject knowledge to understand planning, teaching, assessment of phonics • To reflect on the purpose and value of a range of activities for phonics teaching • To understand a sequence for progression in phonics
Outline Session Content	During the session trainees will: • Consider the national criteria for high quality phonics teaching • Undertake practical workshop activities linked to the development of own level key phonic knowledge and skills, including teaching a phonics lesson and the ability to plan for progression through a teaching sequence • Develop their understanding of key principles in effective phonics teaching • Review in the light of the National Curriculum
Key Messages	• *The importance of a broad and rich language curriculum (Rose Report 2006) and, within this, the development of children's spoken language.* • *The importance of systematic synthetic phonics as an essential element of the picture of teaching reading, including need for continual monitoring of learning and assessment of children's developing phonic knowledge and ability to apply this.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3:** Demonstrate good subject and curriculum knowledge: if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

English Session 7	
Session Titles	**5-11 years: Perspectives on shared and guided reading (KS1&2 focus)** **3-7 years: Perspectives on shared and guided reading (FS&KS1 focus)**
Learning Outcomes	By the end of this session trainees will be able: • To be familiar with the nature and purpose of shared and guided reading • To assess key features of early reading development • To plan appropriate questions to support the development of reading comprehension
Outline Session Content	During the session trainees will: • Return to the Simple View of Reading • Undertake a practical miscue analysis activity and analyse findings in the light of the two dimensions on the SVoR • Discuss different forms of organising reading in the primary classroom, including associated assessment opportunities • Reflect on experience of shared and guided reading, drawing out differences in purpose and form, and related issues and considerations for teaching • Plan a sequence of questions incorporating different levels of cognitive challenge • Review in the light of the National Curriculum
Key Messages	• *The importance of including carefully considered questions / prompts on lesson plans, and of planning for all aspects of comprehension (literal, inferential, evaluative).* • *Reading comprehension as the ultimate goal.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 8	
Session Titles	**5-11 years: Developing Oracy / Drama** **3-7 years: Supporting language comprehension**
Learning Outcomes	By the end of this session trainees will be able: • To be able to plan contexts to support the development of children's language and literacy • To be familiar with aspects of classroom organisation and activities to promote later spoken language development • To be able to assess key features of spoken language development • To consider the role of drama in the development of spoken language 3-7 trainees to include: • To be able to plan contexts to support the development of children's earlier language and literacy • To be familiar with aspects of classroom organisation and activities to promote later spoken language development • To be able to assess key features of spoken language development • To support language development in the early years • To develop communication, language and literacy through play contexts e.g. small world
Outline Session Content	During the session trainees will: • Explore the different functions of talk, focusing on talk for learning in English and across the curriculum • Undertake a practical 'talk' activity; evaluate it in the light of implications for the primary classroom; review in the light of the National Curriculum • Explore a range of other practical activities and approaches to promote the development of spoken language, considering assessment opportunities within them and the practical considerations and challenges Early Years to include: • Supporting children's receptive and expressive language • Organisation of resources to support language development

Key Messages	*The importance of:* • *respect for children's language - create a positive learning environment* • *valuing talk - make it a regular part of every session or day* • *own use of language - be a role-model* • *planning and organisation of talk - allocate time and activities to monitor and assess speaking and listening development across units of work within the read, analyse, plan and write sequence of activities* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS4 and **TS3** including: demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

English Session 9	
Session Titles	**5-11 years: Drama: KS1/KS2 strategies** **3-7 years: Drama: FS/KS1 strategies**
Learning Outcomes	By the end of this session trainees will be able: • To be able to use drama to explore texts and thereby support literacy • To investigate strategies and structure activities for encouraging children to prepare, perform and respond to drama • To be familiar with the value of drama as a creative context for writing 3-7 trainees to include: • To use drama to support children's comprehension and response
Outline Session Content	During the session trainees will: • Discuss appropriate text choice and the benefits of exploring children's literature through drama • Experience and evaluate warm-up activities and games • Participate in a range of drama strategies e.g. freeze-frames of significant moments, hot-seating, role on the wall, improvisation, teacher in role, conscience alley, thought-tracking & spoken thoughts to explore a children's story in depth • Undertake a 'writing in role' practical activity and reflect upon the benefits for learning, including motivation
Key Messages	• *Find a story (or poem) that lends itself to drama; a narrative with 'gaps'; stories that involve characters facing problems* • *It is important to be clear about what you want children to learn from the drama.* • *It is important to plan time for children to reflect on what they have learned through the drama once it has finished. Drama provides a rich learning experience but reflection on that learning is important to enable participants to articulate what they have learned.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 10	
Session Titles	**5-11 years: Early writing development** **3-7 years: FS literacy and play – early reading and writing development**
Learning Outcomes	By the end of this session trainees will be able: • To be able to plan appropriate questions to support the development of early writing • To be able to assess key features of writing development • To understand the nature of the writing process 3-7 trainees to include: • To be able to plan appropriate questions to support the development of early writing • To be able to assess key features of writing development • To understand the nature of the writing process • Early literacy development and play • Early mark-making • Progression in early writing and assessment • Planning for early writing through teacher-led and child initiated activity • Implications for continuous provision
Outline Session Content	During the session trainees will: • Apply own developing subject knowledge to a number of practical activities related to the analysis of a selection of writing samples (attainment and progress) including transcription and composition • Discuss different forms of organising writing in the primary classroom, including associated assessment opportunities • Be introduced to the teaching sequence for writing • Review form and purpose of shared and guided writing • Plan a sequence of questions incorporating different levels of cognitive challenge for any stage of the writing process. • Review in the light of the National Curriculum 3-7 trainees to include: • Planning for teacher-led and child-initiated writing activities • Development of early mark making • The use of play contexts to support early writing

Key Messages	• *The importance of first-hand experience when generating writing tasks and of providing children with opportunities for real audience and meaningful purposes* • *Teachers as writers, particularly as part of the planning process (i.e. always try it yourself first!)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 11	
Session Titles	**5-11 years: Word level pedagogical subject knowledge: Spelling (inc. phonics), handwriting and vocab development (including KS1 and 2 strategies)** **3-7 years: Word level pedagogical subject knowledge: Spelling (inc. phonics), handwriting and vocab development (including FS and KS1 strategies)**
Learning Outcomes	By the end of this session trainees will be able: • To understand the nature of children's development in spelling and handwriting, including phonics • To consider a range of strategies for developing children's spelling, handwriting and vocabulary • To be aware of spelling conventions and rules
Outline Session Content	During the session trainees will: • Consider key spelling and handwriting principles in the context of classroom experience and children's development • Undertake practical activities to learn a given number of spellings collaboratively and reflect on attitudes and approaches • Identify and apply appropriate strategies for exploring and learning spellings e.g. investigations • Develop subject knowledge e.g. technical terminology such as morphemes and etymology • Learn about key aspects of posture, pencil grip, letter formation • Evaluate own handwriting e.g. in the light of the school policy/handwriting scheme
Key Messages	• *It is not enough to merely assess spellings via spelling tests, we must teach spellings. Little and often is preferable to a single spelling lesson once a week.* • *As a teacher, you should respond to content of writing first! – then discuss key spellings and encourage self-correction. Avoid over-emphasis on correctness as this can deter independence in spelling and self-confidence. Encourage an interest in words.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 12	
Session Titles	**5-11 years: Developing writing** **3-7 years: Writing at KS1**
Learning Outcomes	By the end of this session trainees will be able: • To be familiar with the nature and purpose of shared and guided writing at KS1 & 2 • To be able to analyse key features of later writing development and set targets, including examples from children learning EAL • To understand how to plan creative sequences of work designed to develop writing
Outline Session Content	During the session trainees will: • Assess a sample of child's writing (ideally one from the trainee's own class) • Review what is to be gained by assessing the process as well as the product in writing (e.g. observation and discussion) • Review the teaching sequence for writing • Explore a range of practical, creative, meaningful activities and approaches to support the teaching sequence for writing (e.g. high quality texts, digital literacy, discussion/booktalk, drama, interesting writing tasks), including 'hooks for learning' • Consider the role and value of shared and guided writing in the teaching sequence for writing 3-7 trainees to include: • Focus on progression in writing at Key Stage 1.
Key Messages	• *'The best writing is vigorous, committed, honest and interesting. We did not include these qualities in our statements of attainment because they cannot be mapped onto levels.' (Cox 1991)* • *Meaning powers the writing; the importance of audience and purpose in writing* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 13	
Session Titles	**5-11 years: Developing comprehension** **3-7 years: Supporting early reading comprehension**
Learning Outcomes	By the end of this session trainees will be able: • To further develop their understanding of shared and guided reading, particularly at KS2 • To consider a range of approaches and activities designed to develop reading comprehension e.g. DARTs • To understand how to plan sequences of work to develop reading comprehension at the higher levels of attainment 3-7 trainees to include: • To develop their understanding of shared and guided reading, particularly at KS1 • To consider a range of approaches and activities designed to develop reading comprehension e.g. DARTs – sequencing, matching, cloze, pictorial representation • Re-examining the Simple View of Reading and the relationship between decoding and comprehension • To develop literal, inferential and evaluative lines of questioning
Outline Session Content	During the session trainees will: • Return to the Simple View of Reading and the implications for teaching • Undertake a planning task (shared and/or guided reading), providing creative opportunities for children to inhabit a text • Explore benefits of other group-based reading activities (e.g. GRITs, Reciprocal Teaching, booktalk, literature circles, book groups) • Practically undertake and evaluate a number of DARTs 3-7 trainees to include: • Revisiting the Simple View of Reading and how to support children's reading comprehension at Key Stage 1.
Key Messages	• *Using a 'hook' first can build understanding even before the text is introduced.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 14	
Session Titles	**5-11 years: Reading and writing non-fiction** **3-7 years: Reading and writing non-fiction, including strategies for sorting and classifying (FS)**
Learning Outcomes	By the end of this session trainees will be able: • To understand the differences between fiction and non-fiction, and non-fiction genres in terms of presentation and purpose • To develop understanding of grammatical features of non-fiction genres • To be aware of the role of writing frames in the teaching of non-fiction writing • To develop children's skills of criticality in reading non-fiction 3-7 trainees to include: • To understand the difference between non-fiction genres in terms of presentation and purpose • To develop understanding of how information texts work (e.g. contents, glossary) • To understand the importance of collecting, classifying and sorting as the foundation for organising non-fiction writing
Outline Session Content	During the session trainees will: • Analyse a range of real-life texts according to purpose and form • Undertake a planning task (shared and/or guided reading), providing creative opportunities for children to inhabit a text • Explore benefits of other group-based reading activities (e.g. GRITs, Reciprocal Teaching, booktalk, literature circles, book groups) • Practically undertake and evaluate a number of DARTs 3-7 trainees to include: • Experience practical sorting and classifying activities to demonstrate the nature of a non-fiction text
Key Messages	• *Writing frames can be used to teach children how to transfer their ideas (e.g. as explored during talk for writing or drama) into writing.* • *Genre theory is controversial because texts cannot always be fitted into neat categories. The critical question here is how to help pupils get to grips with the structures and language of different types of texts without adopting a disassociated 'skills' approach.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 15	
Session Titles	**5-11 years: Sentence level pedagogical subject knowledge: Grammar 1 (including KS1 and 2 strategies)** **3-7 years: Sentence level pedagogical subject knowledge: Grammar 1 (including FS and KS1 strategies)**
Learning Outcomes	By the end of this session trainees will be able: • To reflect critically on approaches to teaching grammar and punctuation • To devise KS1 and KS2 grammar activities e.g. to teach terminology, minimising barriers and maximising challenge • To able to analyse children's use of grammar, including texts written by the EAL child 3-7 trainees to include: • To devise FS and KS1 grammar activities
Outline Session Content	During the session trainees will: • Reflect on memories of grammar teaching and the perceived impact on their confidence and skills as a writer • Discuss their understanding of 'effective' grammar teaching (e.g. prescriptive v descriptive) • Consider progression within grammatical / punctuation features within the National Curriculum for English and the implications for subject knowledge development • Consider the implications for children learning English as an Additional Language (EAL) 3-7 trainees to include: • Participate in a range of practical activities that trainees can adapt for their own the classroom (e.g. sentence / non-sentence game)
Key Messages	• *"Accuracy is really important, but it's not sufficient. You can have a really accurate, but dull, piece of writing. This is about using language creatively: giving children power over its use." (Myhill 2011)* • *Children's literature offers models for discussion and imitation. Authors use specific grammatical devices for an effect; patterns of language for impact.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

English Session 16	
Session Title	**5-11 years: Digital literacy** **3-7 years: Multimodal literacies in the early years**
Learning Outcomes	By the end of the session the trainees will be able: • To be able to use film to support literacy learning • To be aware of approaches to reading and writing multimodal texts • To develop understanding of effective, inclusive practice in the planning and teaching of English 3-7 trainees to include: • Examining the use of multimodal / digital literacies in FS and Key Stage 1
Outline Session Content	During the session trainees will: • Explore a range of rich practical activities aimed at: using film; making film; multimodality; visual literacy • Evaluate a number of practical activities used which support the development of 'digital literacy'. • Reflect on the opportunities and challenges for teaching and learning digital literacy • Begin to think about inspirational, engaging, creative, inclusive application of ideas to the BP2 context 3-7 trainees to include: • Focus on multimodal literacies in the EYFS and KS1.
Key Messages	*'The moving image media – film, television, video and an increasing number of web sites and computer games – are important and valuable parts of our culture. It follows that children have a basic right to learn about these media in school.' (BFI 2003)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	**TS3** and TS4

Sheffield Hallam University | Sheffield Institute of Education

Science
Session Outlines

Science Sessions

The Curriculum covers many areas of science and there are not enough sessions on the course to cover everything. Therefore, we should make it clear to trainees that the principles covered in each session are generic and apply to all science teaching.

All science sessions should include the following principles:

- The importance of trainees' subject knowledge
- Learning through hands-on activities
- Working scientifically
- Health & safety considerations

As many as possible should also address misconceptions, encouraging curiosity, system modelling, awe & wonder and cross-curricular / topic potential.

The following green sessions will be taught to all trainees by tutors at SHU. The content of the remaining red sessions are suggested areas. The science subject content of these can be changed to suit your current topics and the needs of your trainees.

Science Session 1	
Session Title	**All: Introduction to Science in the Curriculum: changing materials**
Learning Outcomes	By the end of the session the trainees will be able: • To analyse investigative activities for children • To reflect on attitudes towards science • To explore the chemical and physical processes involved in burning. • To appreciate that science lessons are more interesting if they involve hands-on activities.
Outline Session Content	During this session trainees will: • Learn about changing materials during combustion • Reflect on how it feels to learn something new • Explore their own attitudes towards science
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 2	
Session Title	**All: Working scientifically: gyrocopters**
Learning Outcomes	By the end of the session the trainees will be able: • To identify skills involved in investigative work • To analyse a simple investigation • To draw and interpret appropriate graphs
Outline Session Content	During this session trainees will: • Investigate gyrocopters with specific consideration of the science skills being use in the investigation
Key Messages	• *Science skills* • *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 3	
Session Title	**All: Working scientifically: investigations 1**
Learning Outcomes	By the end of the session the trainees will be able: • To practise skills involved in investigative work • To use a variety of activities to develop prediction skills
Outline Session Content	During this session trainees will: • Explore how to develop children's science skills • Investigate pendulums with specific consideration of the science skills being use in the investigation
Key Messages	• *Science skills* • *The importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 4	
Session Title	**5-11 years: Forces and motion**
Learning Outcomes	By the end of the session the trainees will: • Know about the forces involved when objects float or sink. • Know how to structure floating and sinking activities to match the abilities of the children. • Developed ideas of gravity and air resistance • Have tackled some common misconceptions in the area of forces
Outline Session Content	During this session trainees will: • Explore the first principles of forces • Undertake a series of activities to structure children's learning • Learn why objects float or sink • Appreciate the concepts of gravity
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* • *Misconceptions in science* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 4	
Session Title	**3-7 years: Science in the Water Tray**
Learning Outcomes	By the end of the session the trainees will: • Know how to develop children's concepts of floating and sinking through water play • Know about the forces involved when objects float or sink • Know how to structure water activities to match the abilities of the children.
Outline Session Content	During this session trainees will: • Tackle their own understanding of the forces involved in floating • Undertake a series of activities to structure children's learning • Develop ideas of structured learning through play
Key Messages	• *Developing science understanding intuitively through play* • *Health & safety during science lessons* • *Misconceptions in science* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 5	
Session Title	**All: Working scientifically: investigations 2**
Learning Outcomes	By the end of the session the trainees will be able: • To develop their scientific enquiry skills • To develop a number of investigations that can be used with children
Outline Session Content	During this session trainees will: • Undertake two investigations (forces & changing materials) with specific focus on variables and fair testing
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 6	
Session Title	**All: Light**
Learning Outcomes	By the end of the session the trainees will be able: • To know and understand how we see objects and that seeing is passive • To know and understand how our eyes work • To know and understand how light travels • To explore a variety of activities relating to light
Outline Session Content	During this session trainees will: • Undertake a series of activities relating to light to explore subject knowledge and pedagogy.
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 7	
Session Title	**5-11 years: Reversible and irreversible changes**
Learning Outcomes	By the end of the session the trainees will be able: • To learn that when materials change they can do so either reversibly or irreversibly • To carry out some examples of both of the above that are suitable for use in the classroom
Outline Session Content	During this session trainees will: • Explore examples of reversible & irreversible changes
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 7	
Session Title	**3-7 years: Materials**
Learning Outcomes	By the end of the session the trainees will be able: • To learn that when materials change they can do so either reversibly or irreversibly • To carry out some examples of both of the above that are suitable for use in the classroom
Outline Session Content	During this session trainees will: • Explore examples of reversible & irreversible changes that are around us • Analyse and reflect on the science learning involved in cooking and freezing/melting activities.
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 8	
Session Title	**5-11 years: Properties of everyday materials**
Learning Outcomes	By the end of the session the trainees will be able: • To know and understand how materials are chosen for their properties • To know and understand how properties can vary • To learn about how materials are sorted and classified
Outline Session Content	During this session trainees will: • Participate in a practical investigation – best material to make an umbrella
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 8	
Session Title	**3-7 years: The Young Scientist PART 1**
Learning Outcomes	By the end of the session the trainees will be able: • To identify skills involved in investigative thinking and play. • To appreciate that science skills and scientific "thinking" are used in a wide variety of every-day activities. • To know and understand how properties of materials can vary
Outline Session Content	During this session trainees will: • Observe each other during a simple science related activity and start to analyse the skills and processes that are involved.
Key Messages	• *Observation is a key skill in spotting emerging scientific thinking in seemingly unrelated activities.* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 9	
Session Title	**5-11 years: Electricity & Magnetism**
Learning Outcomes	By the end of the session the trainees will be able: • To carry out simple electrical activities. • To teach that electricity is the movement of electrons. • To teach about the difference between magnets and magnetic material. • To structure a series of lessons for children
Outline Session Content	During this session trainees will: • Undertake a progression of activities to explore own understanding of electricity and magnetism. • Analyse how these could be adapted to use in the classroom with children
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 9	
Session Title	**3-7 years: Young Scientist PART 2**
Learning Outcomes	By the end of the session the trainees will be able: • To understand how data can be handled and collected in an Early Years setting • To record data in a variety of child centred ways
Outline Session Content	During this session, trainees will: • Undertake a progression of activities available in continuous provision • Develop an age appropriate way of recording data for each activity • Discuss ways of helping children analyse the data that they have collected and develop theories from this
Key Messages	• *Scientific analysis begins at a very young age* • *Science activities are about 'what have we found out' and not correct/incorrect outcomes* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 10	
Session Title	**All: Sound**
Learning Outcomes	By the end of the session the trainees will be able: • To know and understand that sound is a form of energy • To know and understand that sound is caused by vibrations • To know and understand that sound is carried by (longitudinal) waves that need a medium through which to travel • To know and understand about a variety of activities using sound
Outline Session Content	During this session trainees will: • Undertake a series of activities relating to sound to explore subject knowledge and pedagogy
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Science Session 11	
Session Title	**All: Human variation**
Learning Outcomes	By the end of the session the trainees will be able: • To understand how humans vary from each other • To examine the way we use our senses to explore the world around us
Outline Session Content	During this session trainees will: • Participate in a set of five activities (one for each sense)
Key Messages	• *Importance of hands-on practical science lessons* • *Health & safety during science lessons* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Sheffield Hallam University | Sheffield Institute of Education

Foundation Subjects: Session Outlines

Session Outlines for Art & Design

Art and Design Session 1	
Session Title	**Learning and teaching about the elements of Art & Design through drawing**
Learning Outcomes	By the end of this session trainees will: • Be familiar with key features of the subject • Be familiar with some concepts, attitudes, skills and knowledge associated with the subject • Be familiar with approaches towards assessment and planning for the subject • Know at least three approaches to support the teaching of drawing
Outline Session Content	During this session trainees will: • Develop skills in the teaching of Art & Design through reflection on subject knowledge and pedagogy • Explore the elements of line, tone and texture • Practice planning and assessing
Key Messages	• *Through familiarity with the elements and CASK of Art & Design, you can be a highly effective teacher of the subject* • *Everyone can draw* • *Drawing is a tool for learning across the curriculum* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS, TS4

Art and Design Sessions 2	
Session Title	**Learning and teaching about the elements of Art & Design through paint**
Learning Outcomes	By the end of this session trainees will be able: • To identify the elements associated with Art & Design • To identify concepts, attitudes, skills and knowledge associated with the subject • Be familiar with aspects of good practice in Art & Design • To teach children skills & knowledge associated with painting • To be familiar with National Curriculum requirements for Art & Design
Outline Session Content	During this session trainees will: • Further build on their skills in the teaching of Art & Design through reflection on subject knowledge and pedagogy • Explore the elements of colour, pattern and texture • Practice planning and assessing • Relate their subject knowledge to appraisal of work by artists and through assessment of work produced in session
Key Messages	• *The importance of aiming for an appropriate balance between children's exploration & direction from teacher* • *Every Primary teacher is a teacher of art & design* • *Every child is an artist* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS, TS4

Session Outlines for Computing

Computing Session 1	
Session Title	**The Computing Curriculum**
Learning Outcomes	By the end of this session trainees will be able: • To recognise the key areas in the Computing National Curriculum • To identify the areas in Computational Thinking • To know about the teaching of unplugged lessons in Computing • To explore how to begin teaching algorithmic thinking • To explore activities from the floor to the screen • To identify the difference between text based and block based programming
Outline Session Content	During this session, trainees will: • Explore the Computing Programmes of Study • Undertake activities based around Computational Thinking • Engage in Computing Unplugged activities • Program in a text based and block based programming language
Key Messages	*We need to ensure all children are Computational Thinkers in Computing. Children need to be taught the Computing Curriculum using technology and away from the technology to deepen their understanding of concepts.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, 3 and 4

Computing Session 2	
Session Title	**Programming and Physical Computing**
Learning Outcomes	By the end of this session trainees will be able: • To understand the teaching of input, process and output in Computing Systems • To program using a visual block-based programming language • To identify what's needed to teach Physical Computing
Outline Session Content	During this session, trainees will: • Look at activities to teach input, process and output • Program a progression of activities using Scratch, a block-based programming language • Explore Physical Computing using Crumble Boards
Key Messages	*Programming is not just about using Scratch. Children need to experience a range of software and technologies to understand the key concepts in Computing. Physical Computing can enhance the teaching of the STEM subjects.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2,3 and TS4

Computing Session 3	
Session Title	**Digital Literacy**
Learning Outcomes	By the end of this session trainees will be able: • To recognise what to teach in terms of networks to children • To identify a school's requirements with regards to Online Safety • To understand the implications of the Children Commissioner's Report and Keeping Children Safe in Education 2018 in terms of Online Safety • To be aware of what young children are doing online and the potential risks they may face • To know where to go for resources • To think about their own professional reputation
Outline Session Content	During this session trainees will: • Take part in activities to teach networks to children Engage with current policy, research and resources linked to online safety. • Engage in discussion about supporting children to use technology safely
Key Messages	*The Internet offers a variety of services including the world wide web. New technologies have an amazing amount to offer to 21st century learners but need to be used safely and responsibly.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2,3 and TS4

Session Outlines for Design and Technology

Design and Technology Session 1	
Session Title	**Design & Technology: processes, skills and knowledge 1**
Learning Outcomes	By the end of this session trainees will: • Be aware of some concepts, attitudes, skills and knowledge, (CASK), associated with the subject • Be aware of aspects of good practice in Design & Technology • Be familiar with National Curriculum requirements for Design & Technology
Outline Session Content	During the session trainees will: • Develop skills in the teaching of Design & Technology • Develop subject knowledge for the teaching of Design & Technology • Explore processes involved in Design & Technology : investigation, evaluation, focussed practical tasks • Engage in practical work: e.g. designing and making bags/puppets •
Key Messages	• *The importance of process and how this supports learning across the curriculum* • *The importance of aiming for an appropriate balance between children's exploration & direction from teacher (e.g. teaching of skills)* • *Through familiarity with CASK of Design & Technology, you can be a highly effective teacher of the subject* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS, TS4

Design and Technology Session 2	
Session Title	**Design & Technology: processes, skills and knowledge 2**
Learning Outcomes	By the end of this session trainees will: • Be familiar with some concepts, attitudes, skills and knowledge, (CASK), associated with the subject • Be familiar with aspects of good practice in Design & Technology • Be able to begin to assess and plan for the subject
Outline Session Content	During the session trainees will: • Further develop skills in the teaching of Design & Technology, including assessment & planning • Further develop subject knowledge for the teaching of Design & • Explore skills and knowledge involved in Design & Technology through practical work investigation, evaluation, focussed practical tasks • Engage in practical work: making wooden frames for vehicles
Key Messages	• *Through familiarity with CASK of Design & Technology, you can be a highly effective teacher of the subject* • *D&T links with subjects, knowledge and skills across the curriculum* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS, TS4

Session Outlines for Foreign Languages

Foreign Languages (3-7 years only)	
Session Title	**3-7 years: Teaching & learning foreign languages in the Early Years (one session only for Early Years – Forest Schools visit in place of)**
Learning Outcomes	By the end of this session trainees will be able: • To know the current status of foreign languages in Key Stage 2, Key Stage 1 and the Foundation Stage • To understand how foreign language learning can support children's development and link to the EYFS and KS1 curriculum • To understand key principles underpinning the development of speaking and listening skills • To understand how to plan and teach foreign languages activities which can be integrated into the KS1/FS curriculum •
Outline Session Content	During this session trainees will: • Have the opportunity to reflect on own experiences of language learning and how this experience impacts on our attitudes to foreign languages teaching and learning • Explore the rationale for foreign language teaching at KS1 and the Foundation Stage • Participate in a variety of activities which give the opportunity for first-hand speaking and listening experiences, including reflection as a learner and a teacher
Key Messages	• *The same high quality pedagogical approaches for young children can be applied to foreign language experience.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS1

Foreign Languages Session 1	
Session Title	**5-11 years: Teaching & learning foreign languages: Introduction to speaking and listening**
Learning Outcomes	By the end of this session trainees will be able: • Have the opportunity to reflect on own experiences of language learning and how this experience impacts on our attitudes to foreign languages teaching and learning • Explore the rationale for statutory foreign language teaching at KS2 and how these can be transferred to KS1/EYFS • Participate in a variety of activities which give the opportunity for first-hand speaking and listening experiences, including reflection as a learner and as a teacher • Discuss National Curriculum objectives for foreign language at KS2 • Discuss related research
Outline Session Content	During this session trainees will: • Have the opportunity to reflect on own experiences of language learning and how this experience impacts on our attitudes to foreign languages teaching and learning • Explore the rationale for statutory foreign language teaching at KS2 and how these can be transferred to KS1 • Participate in a variety of activities which give the opportunity for first-hand speaking and listening experiences, including reflection as a learner and a teacher • Discuss National Curriculum objectives for foreign languages at KS2, with a focus on oracy • Experience first-hand, speaking and listening activities which support progression • Consider ways to integrate the target language into everyday classroom interactions
Key Messages	• *Present new language in a way that is memorable.* • *Allow children time to listen & respond without speaking at first.* • *Create as many different opportunities as you can for repetition of the new language.* • *Begin speaking with whole class/group response before moving to individual response.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS1

Foreign Languages Session 2	
Session Title	**5-11 years: Literacy**

Learning Outcomes	By the end of this session trainees will be able: • To build on previous learning in seminar 1, by reflecting on possible curriculum models which will support foreign languages learning in Key Stage 1 and Key Stage 2 • To look in detail at the pedagogy for teaching of literacy in the languages classroom • To make clear links between their good practice in other areas of the curriculum and delivery of FLs (e.g. phonics/SPaG)
Outline Session Content	During this session trainees will: • Investigate a range of approaches to support children's development of reading and writing in FLs. • Experience first-hand how phonics methodology can be used to support development of a range of skills in the FL classroom • Explore a range of strategies to support grammatical understanding in the FL classroom
Key Messages	• *Be prepared to experiment and take risks.* • *Apply what you know to be good practice in KS1/ 2 teaching to your foreign language teaching* • *Identify opportunities for an integrated approach to developing foreign language learning at KS2* • *Harness children's prior learning from across the curriculum and their extracurricular* experiences to support foreign language *acquisition* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3, TS1, TS4

Foreign Languages Session 3	
Session Title	**5-11 years: Foreign languages: CLIL and Intercultural Understanding**
Learning Outcomes	By the end of this session trainees will be able; • To build upon previous learning in seminars 1 & 2 by reflecting upon possible curriculum models which will support foreign languages in primary and early years • To look in detail at pedagogy for the teaching of Literacy in the languages classroom • To make clear links between their good practice in other areas of the Curriculum and delivery of FLs (e.g. Foundation Subjects)
Outline Session Content	During this session trainees will: • Understand the key principles of teaching and learning which underpin the CLIL approach • Investigate a range of resources, drawn from different curriculum areas in KS1/2 and understand how they can be used to support a CLIL approach • Experience first-hand how a CLIL activity in French/Spanish can support literacy in the 2nd language • Devise their own CLIL activity • Consider how intercultural understanding can form a key element of children's learning • Discuss recent research on the CLIL approach
Key Messages	• *Be prepared to experiment and take risks.* • *Apply what you know to be good practice in primary teaching to your foreign language teaching* • *Identify opportunities for an integrated approach to developing foreign language learning at KS2* • *Harness children's prior learning to support foreign language acquisition.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3,TS1 & TS4

Session Outlines for Geography

Geography Session 1	
Session Title	**5-11 years: Exploring Geographical Perspectives 1**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of geography curriculum • To explore the local area through: maps, enquiry, trails and ICT • To develop geography pedagogy to ensure provision for all • To reflect on own subject knowledge and gaps
Outline Session Content	During the session trainees will: • Work in pairs or small groups to explore the geography National Curriculum, developing their understanding of place, space, scale and changing physical and human processes. • They will use a range of geographical skills (interpretation, enquiry and communication)
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active geography sessions* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, 3 , 4, 8

Geography Session 1	
Session Title	**3-7 years: Exploring Geographical Perspectives at KS1**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of geography curriculum • To explore the local area through: maps, enquiry, trails and ICT • To developed geography pedagogy ensure provision for all • To reflect on own subject knowledge and gaps
Outline Session Content	During the session trainees will have: • Worked in pairs or small groups to explore the geography National Curriculum, developing their understanding of place, space, scale and changing physical and human processes. • They will have used a range of geographical skills (interpretation, enquiry and communication)
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active geography sessions* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, 3 , 4, 8

Geography Session 2	
Session Title	**5-11 years: Exploring Geographical Perspectives 2**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of geography curriculum • To explore the use of: atlases, maps, pictures, stories and ICT • To develop geography pedagogy ensure provision for all • To reflect on own subject knowledge and gaps
Outline Session Content	During the session trainees will: • Work in pairs or small groups to explore the geography National Curriculum, developing their understanding of place, space, scale and changing physical and human processes • They will use a range of geographical skills (interpretation, enquiry and communication)
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active geography sessions* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, 3 , 4, 8

Geography Session 2	
Session Title	**3-7 years: Exploring Geographical Perspectives in KS1 and Early Years**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of KS1 geography curriculum • To explore key aspects of EYFS Learning goals Understanding the World • To develop geography pedagogy ensure provision for all • To reflect on own subject knowledge and gaps
Outline Session Content	By the end of this session trainees will have: • Explored key aspects of geography/EYFS(The World) curriculum • Explored the use of: atlases, maps, small world, role play, pictures, classroom and school grounds, stories and ICT • Developed geography pedagogy • Reflected on own subject knowledge and gaps
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active KS1 and EYs Understanding the world: The World sessions* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, 3 , 4, 8

Session Outlines for History

History Session 1	
Session Title	**5-11 years: Exploring Historical Perspectives at KS1**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of History curriculum: chronology, significant people and events, changes in living memory, concepts and skills • To explore the use of role play, small world and hot seating in history • To explore the use of photos and pictures • To develop history pedagogy • To ensure provision for all
Outline Session Content	During the session trainees will: • Work in pairs or small groups to explore the History National Curriculum, developing their chronological understanding and knowledge and understanding of events, people and changes in the past using the following stating points: pictures/photos, hot-seating and artefacts. • Trainees will use a range of historical skills (interpretation & enquiry)
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active history sessions at KS1* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, 3 , 4, 8

History Session 1	
Session Title	**3-7 years: Exploring how personal history and changes within living memory can be explored in Foundation Stage and KS1**
Learning Outcomes	By the end of this session trainees will be able: • To explore ways of developing pupils understanding of the past and present in EYs • To explore cross curricular links and the planning associated with exploring the past and the present • To ensure provision for all
Outline Session Content	During the session trainees will : • Use the following starting points: personal history, stories and events, visitors, photos and artefacts. • Discuss cross curricular links with other EYFS key areas • Shared example of pedagogy they have seen or used.
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage foundation stage pupils in exciting, active sessions which develop their understanding of the past and present* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS3, TS4, TS8

History Session 2	
Session Title	**5-11 years: Exploring how the past influences the present (KS2)**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of history curriculum: chronology, local and world history concepts and skills • To explore the use of drama, photos, artefacts, visits and replication play • To consider cross curricular links • To develop history pedagogy • To ensure provision for all • To reflect on own subject knowledge and gaps
Outline Session Content	During the session trainees will: • Work in pairs or small groups to explore the History National Curriculum, developing their chronological understanding and knowledge and understanding of local and world history using the following starting points: photos, drama, artefacts. • Trainees will use a range of historical skills (interpretation & enquiry)
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active history sessions at KS2* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS3, TS4, TS8

History Session 2	
Session Title	**3-7 years: Exploring Historical Perspectives In KS1**
Learning Outcomes	By the end of this session trainees will be able: • To explore key aspects of History curriculum: chronology, significant people and events, concepts and skills • To explore the use of role play, small world and hot seating in history • To explore the use of photos and pictures • To develop history pedagogy • To ensure provision for all
Outline Session Content	During the session trainees will: • Work in pairs or small groups to explore the History National Curriculum, developing their chronological understanding and knowledge and understanding of events, people and changes in the past using the following stating points: pictures/photos, hot-seating and artefacts. • Trainees will use a range of historical skills (interpretation & enquiry)
Key Messages	*To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active history sessions at KS1* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, 3 , 4, 8

Session Outlines for Music

Music Session 1	
Session Title	***Music for, with and by children 1***
Learning Outcomes	By the end of this session trainees will be able to: • Use their voices and instruments with confidence and enjoyment. • Listen to music with an awareness of pulse and rhythm. • Create simple rhythm patterns and notate. • Understand the importance of music in primary education. • Know how to access high quality digital resources, schemes of work and support.
Outline Session Content	During this session trainees will: • Take part in vocal and physical warm-ups. • Sing songs and speak chants with expression. • Share recent musical experiences with others. • Move to the pulse, clap and recognise rhythm patterns. • Explore the creative use of percussion instruments. • Compose music using simple notation. • Learn about the National Plan for Music Education and Music Education Hubs, including WCET (whole class ensemble tuition).
Key Messages	• *Music is all about enjoyment. Start with practical things you feel confident about and that you enjoy.* • *Singing is at the heart of the curriculum. If you are not a confident singer, on-line resources make it easy!* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Link to Teachers' Standards	TS3 and TS4

Music Session 2	
Session Title	***Music for, with and by children 2***
Learning Outcomes	By the end of this session trainees will be able to: • Listen and move to music in contrasting styles. • Sing songs and speak chants from memory. • Understand aspects of current music practice in schools. • Compose with an awareness of the interrelated dimensions of music. • Relate what they have learned to the National Curriculum for Music, including ICT, inclusion and SEND.
Outline Session Content	During this session trainees will: • Listen and move to music with an awareness of style. • Review songs and activities from Session 1. • Learn a more complex song with actions and perform in groups. • Reflect upon current musical practice in schools. • Review what we have learned and how it relates to the National Curriculum for Music.
Key Messages	• *Try bringing musical elements to other subjects. For example, sounds made by software or classroom instruments can enhance a story or poem.* • *Above all, create an atmosphere of complete acceptance and don't be afraid to experiment!* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Link to Teachers' Standards	• TS3 and TS4

Session Outlines for Physical Education

PE Session 1	
Session Title	**Fundamentals of Movement**
Learning Outcomes	By the end of this session trainees will be able: • To understand physical literacy and its role in shaping KS1 and KS2 physical education • To learn how to structure a PE lesson with a focus on movement skills • To explore the progression of fundamental skills
Outline Session Content	During this session trainees will: • Participate in an active session designed to demonstrate the need to develop fundamental skills • Focus on developing core stability and agility • explore physical literacy and a range of simple methods for differentiating
Key Messages	• *Physical literacy is fundamental in developing a physically competent and confident learner.* • *Physical education is focused on developing the physical needs of learners not teaching sports.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

PE Session 2	
Session Title	**Inclusive Sports**
Learning Outcomes	By the end of this session trainees will be able: • To understand the difference between inclusive activity and disability sport. • To learn how to develop a lesson that caters for the needs of able bodied and disabled athletes
Outline Session Content	During this session trainees will: • Participate in an active session designed to demonstrate the need to differentiate and provide challenge for all learners • Focus on developing an appreciation of inclusive practice • Learn how to play a number of school based disability sports
Key Messages	• *Inclusive practice is fundamental to good teaching both in the classroom and in PE.* • *By changing the space, task, equipment and number of pupils involved in an activity, we can create activities which challenge pupils and provide fair competitive opportunities for all* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

PE Session 3	
Session Title	**Dance Based Activity**
Learning Outcomes	By the end of this session trainees will be able: • Develop skills in creating movement patterns and confidence in evaluating and improving own and other's performance.
Outline Session Content	During this session trainees will: • Participate in an active session designed to encourage trainees to work cooperatively and design creative movement patterns • Engage with a number of choreographed routines and will be challenged to adapt routines to suit the needs of their class.
Key Messages	• *Creativity is an important aspect of physical education and children's development.* • *It is important to allow children an opportunity to move and express themselves both through produced and unchoreographed dance.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

PE Session 4	
Session Title	**Introduction to Gymnastics**
Learning Outcomes	By the end of this session trainees will be able: • To learn how to develop a simple floor based routine focused on the development of balance and core stability • To explore the progression of basic gymnastic skills, encouraging fluency, control, extension and body tension • To learn a number of approaches to support rotation and forward rolls
Outline Session Content	During this session trainees will: • Participate in an active session designed to explore gymnastic movement and creativity • Focus on developing core stability and transition between varied shapes and explore the performance of gymnastic skills to music, integrating cheerleading
Key Messages	• *Physical literacy is fundamental in developing a physically competent and confident learner.* • *Good management is key when developing creative and safe gymnastic lessons.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS3 and TS4

Session Outline for Religious Education

RE Session	
Session Title	**An introduction to RE**
Learning Outcomes	By the end of this session trainees will be able: • To explore own views, personal experience and knowledge of RE, and how this might impact on their teaching • To develop an understanding of the statutory requirements for RE teaching in school and the implications for own subject knowledge development • To demonstrate an awareness of planning frameworks and begin to explore good practice in RE
Outline Session Content	During this session trainees will: • Review statutory practices • Undertake practical activities and discussion relating to good practice in RE teaching • Participate in challenging discussion relating to their own experiences and its impact on their teaching • Interact with and review a range of practical resources
Key Messages	*RE teaching needs to be practical and hands on - it should challenge stereotypes and it should inspire questioning* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS4

Sheffield Hallam University | Sheffield Institute of Education

Masters
Session Outlines

Session Outlines for Masters

MASTERS 1: REFLECTING ON APPROACHES TO TEACHING: TALK

Masters 1: Lecture 1	
Session Title	**Introduction to classroom talk and the module assessment**
Learning Outcomes	By the end of the session the trainees will be able: • To understand the assignment requirements • To identify different kinds of talk and patterns of communication in the classroom • To further develop their understanding of child development with a focus on spoken language
Outline Session Content	During this session trainees will: • Be briefed upon their first Masters level assignment which focuses on their analysis of their own spoken interaction to support children's learning ('Talk assignment') • Analyse in detail one teacher's use of talk for learning as an example of a 'talk episode' (English focus) • Consider the teacher's use of talk in the context of theoretical perspectives and recent research (e.g. dialogic talk – Robin Alexander)
Key Messages	*'Thought is not merely expressed in words; it comes into existence through them.' (Vygotsky 1986)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS6, TS8

Masters 1: Seminar 1	
Session Title	**The reflective teacher**
Learning Outcomes	By the end of the session the trainees will be able: • To develop skills and knowledge of action research as a practitioner • To understand the role of reflection as part of CPD
Outline Session Content	During this session trainees will: • Consider what we mean by reflection, according to their own thinking and definitions/ideas provided by the literature • Explore the importance of reflection – sharing personal experience relating to the objects and tools of reflection and considering the implications for the role of the teacher as reflective practitioner • Be introduced to a number of models and methods of reflection • Apply these models and this level of critical, reflective thinking to a given practical scenario • Reflect on the barriers and bridges to reflection
Key Messages	• *The value of effective reflection to your own professional development* • *The importance of actively setting time aside as part of your day for regular, focused reflection and analysis* • *'Length of experience does not necessarily confer insight and wisdom. Ten years of experience can be one year's worth of distracted experience repeated ten times' Bolton (2010: 13)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS8

Masters 1: Lecture 2	
Session Title	**Research methods and ethical considerations in investigating classroom talk**
Learning Outcomes	By the end of the session the trainees will be able: • To consider qualitative research methods used in the classroom • To have an awareness of research ethics • To further develop their understanding of child development
Outline Session Content	During this session trainees will: • Consider the value of small-scale research and the nature of qualitative enquiry • Be introduced to key research methods (especially observation and the voice of the child) to investigate how children learn • Consider the benefits and limitations of these research methods alongside the need for ethical approaches • Review a range of research studies and the practical ways in which they have included children as research participants • Develop their understanding of theories of learning and why these are important to teaching
Key Messages	• *Research is vital to the health of the profession* • *Undertaking research provides great opportunity to learn a range of skills useful throughout professional life.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS4, TS5, TS6, TS8

Masters 1: Seminar 2	
Session Title	**Understanding the value of classroom talk**
Learning Outcomes	By the end of the session the trainees will be able: • To develop their understanding of models of teaching reflecting on and evaluating pupil reasoning and rich communication (Maths focus) • To consider planning for pupil reasoning and rich communication • To develop understanding through working with transcripts of classroom talk as critical/significant incidents to support reflection and evaluation
Outline Session Content	During this session trainees will: • Consider different types of classroom talk • Reflect upon own experience of classroom talk • Discuss how talking differs from working alone • Explore the role of pupil collaboration and the links with theory • Apply skills of analysis to transcripts of classroom talk
Key Messages	• *Actual classrooms will have a variety of different practices and be a mixture* • *The teacher's job is to select the most appropriate approach for the intended learning of the children* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, TS3, TS8

Masters 1: Seminar 3	
Session Title	**Observing teacher talk**
Learning Outcomes	By the end of the session the trainees will be able: • To deepen their understanding of the research field related to talk, thinking and learning in the primary classroom • To develop their understanding of classroom talk through working with video and transcripts to analyse and evaluate the quality of interactions • To develop their own skills in academic writing • To reflect on and develop own practice to promote children's language, thinking and learning
Outline Session Content	During this session trainees will: • Share thoughts about a number of academic readings including discussing the implications for the classroom • Analyse and evaluate one example of academic writing • Analyse and evaluate the quality of two teachers' talk. Suggest 'even better ifs…'
Key Messages	• *There are strong links between high quality talk and learning* • *It is important to plan your key questions and prompts carefully if you are to provide children with cognitive challenge during discussions* • *Dialogic talk as one of the kinds of talk necessary in your 'talk for learning' repertoire* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS4, TS5, TS6, TS8

Masters 1: Seminar 4	
Session Title	**Perspectives on talk through a critical review of literature**
Learning Outcomes	By the end of the session the trainees will be able: • To develop their use of literature to support level 7 study • To develop their critical thinking in an academic context
Outline Session Content	During this session trainees will: • Develop their understanding of the nature of study at Masters level (level 7) • Share and explore current issues in teaching, drawing particular attention to the national priorities • Be introduced to the notion of critiquing journal articles through a practical group activity undertaken in their newly formed learning groups • Discuss the directed task: Level 7 critique of a journal article for formative feedback from M-Level Tutor.
Key Messages	*The importance of being able to make informed professional judgements by critically analysing evaluating and identifying the relevance and significance of principles, concepts, beliefs, values, ethics and other information* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS8

Masters 1: Seminar 5	
Session Title	**Analysing classroom talk**
Learning Outcomes	By the end of the session the trainees will be able: • To understand models and frameworks for analysing spoken language • To consider implications of analysing talk for planning for learning (e.g. lines of enquiry / questioning)
Outline Session Content	During this session trainees will: • Share, analyse, evaluate and transcripts samples of teacher and pupil talk • Apply models and frameworks provided transcripts of talk • Consider the implications for teaching and reflect implications for developing their own professional practice on BP1
Key Messages	*The importance of the voice of the child and of empowering children in their learning* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS4, TS8

Masters 1: Seminar 6	
Session Title	**Working with transcripts as critical incidents**
Learning Outcomes	By the end of the session the trainees will be able: • To analyse data collected so far. • To develop tools for data analysis • To begin to identify themes in data.
Outline Session Content	During this session trainees will: • Choose a 'moment of interest' to reflect upon. • Relate this to Tripp's (1993) critical incident analysis • Consider their 'story' from different perspectives
Key Messages	*The complexity of teaching…* *A teacher is 'a highly developed autonomous professional, with a requisite professional knowledge base and practitioner skills which could stand alongside the equivalent in medicine, law and engineering.' (Lovat 2003 p.11)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS4, TS8

Masters 1: Lecture 3	
Session Title	**Meeting the assessment criteria and writing up your study**
Learning Outcomes	By the end of the session the trainees will be able: • To review the assignment requirements with a focus on Part 3 and 4 • To further develop their understanding of child development with a focus on spoken language
Outline Session Content	During this session trainees will: • Review their first Masters level assignment which focuses on their analysis of their own spoken interaction to support children's learning ('Talk assignment')
Key Messages	*'Thought is not merely expressed in words; it comes into existence through them.' (Vygotsky 1986)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS3, TS6, TS8

MASTERS 2: EXPLORING A SPECIALISM THROUGH COLLABORATIVE DEVELOPMENT: LESSON STUDY

Masters 2: Lecture 1	
Session Title	**Lecture 1: Introduction to the module**
Learning Outcomes	By the end of the session the trainees will be able: • Explain the value of academic study at level-7 • Reflect on the value of small-scale classroom research/ investigation • Critically reflect on TS8 and the value of research informed practice • To develop their understanding of the concept of lesson study
Outline Session Content	During this session trainees will: • Find out about specialism expectations during school-based training (spring term) • Be introduced to the concept of lesson study • Reflect on the value of classroom-based research for the health of the profession • Be supported in bridging their learning from the previous Masters module i.e. reflective models and methods
Key Messages	*The importance of focusing on how children think and learn – and in the moment of teaching and learning - rather than on how teachers teach.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS8

Masters 2: Seminar 1	
Session Title	**Focusing on your specialism**
Learning Outcomes	By the end of the session the trainees will be able: • To consider lesson study in an international and local context • To examine the challenges of working with colleagues
Outline Session Content	During this session trainees will: • Learn about the origins, principles and practices of lesson study • Begin to apply lesson study to their specialist area of interest in their own school / classroom context
Key Messages	*'There is no doubt that lesson study has the potential to radically transform schools into learning environments in which teachers, working collaboratively, can investigate, share and verify what works well for their students' (Burghes and Robinson 2010)* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS8

Masters 2: Lecture 2	
Session Title	**Lecture 2: Exploring subject specialisms**
Learning Outcomes	By the end of the session the trainees will be able: • To build on Masters 1 in developing understanding of theories of learning and the relevance of these for the classroom • To reflect on the current issues and debates and areas of focus in a broad spectrum of subject specialisms
Outline Session Content	During this session trainees will: • Develop their understanding of different theoretical perspectives related to learning and applied to a range of specialist subjects • Discuss and critically evaluate issues and debates across subjects • Consider the challenging concept of learning including impact on learning • Begin to identify a potential focus for their own study
Key Messages	*There are many different ways of 'seeing' the world and consequently many different explanations and solutions* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS8

Masters 2: Seminar 2	
Session Title	**Models of teacher learning**
Learning Outcomes	By the end of the session the trainees will be able: • To examine different models of CPD • To further understand the role of CPD within education
Outline Session Content	During this session trainees will: • Be introduced to the organisation and content of this second Masters module, including assessment overview • Consider the term 'Continuing Professional Development' and share their experiences • Consider the concept of CPD in the light of recent research and theoretical principles
Key Messages	*An introduction to the importance of collaboration as an essential element of CPD – how do experienced teachers learn?* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS8

Masters 2: Seminar 3	
Session Title	**The impact of collaborative CPD/Ethics**
Learning Outcomes	By the end of the session the trainees will be able: • To refine their focus of study through engagement with academic sources • To develop skills of evaluating research reports and studies • To reflect on sources of support (academic, practice guidance, policy etc.) • To develop their subject knowledge around an area of study • To share and evaluate their progress in specialism activities
Outline Session Content	During this session trainees will: • Discuss their experiences in school so far in relation to specialism activities and progress with their lesson study • Search for literature to support and refine their thinking in relation to their pedagogical focus • Discuss reflections and responses in relation to key readings and the implications for teachers • Consider the viva voce questions alongside the assessment criteria, focusing on the importance of depth of reflective, thinking, analysis and criticality
Key Messages	*The benefits and challenges of collaborative ways of working in school* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1, TS2, TS8

Masters 2: Seminar 4	
Session Title	**Developing your specialism/lesson study cycle**
Learning Outcomes	By the end of the session the trainees be able: • To explain the advantages and limitations of observational field notes and pupil focus groups and know how to conduct the above ethically • To understand the value of Brookfield's four lenses in the process of critical reflection • To reflect on the autobiographical lens to explore current values, beliefs and underpinning theoretical perspectives in relation to specialism
Outline Session Content	During this session trainees will: • Explore the term 'reflection', considering it in the light of definitions and ideas from reading and application in collaborative research lesson • To use Brookfield's lenses as a vehicle to explore the value of multiple perspectives • Reflect on educational experiences so far and their emerging educational philosophy/ values, beliefs and key theories in relation to their subject specialism.
Key Messages	*Effective and critically reflective teachers draw on feedback from a range of sources in order to enhance their practice.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, TS4, TS8

Masters 2: Session 5	
Session Title	**Research methods for classroom research lesson (CRL)**
Learning Outcomes	By the end of the session the trainees will be able: • To develop their understanding of key principles, concepts and theories underpinning their specialism area • To deepen their understanding of current practice in their specialism area, including consideration of recent developments and challenges for teachers • To understand the need for a clear focus for observation related to pedagogical focus
Outline Session Content	During this session trainees will: • Prepare a mind map for their subject area, including principles, practices, challenges and changes • To observe teaching episodes to identify the use of a clear focus for observation • To plan, observe and evaluate a short activity • To reflect on the importance of clear criteria for observation
Key Messages	*In selecting the focus for your lesson study, it is useful to identify challenges and/or gaps between aspirations and reality of classroom practice.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS1-TS8

Masters 2: Session 6	
Session Title	**Preparing for your viva**
Learning Outcomes	By the end of the session the trainees be able: • To examine data generated during collaborative research lesson • To critically evaluate the data generated through observation and pupil focus groups • To critically reflect upon and analyse teaching approaches for the enhancement of primary children's learning and development • To increase critical, reflective analytical and creative educational thinking to inform the development of professional practice including collaborative development
Outline Session Content	During this session trainees will: • Explore the term 'reflection', considering it in the light of definitions and ideas from reading and application in collaborative research lesson • Share data generated during collaborative research lesson in order to reflect on insights gained in pupil learning • Reflect on educational experiences so far and their emerging educational philosophy that these have shaped • Reflect upon, analyse and evaluate different teaching approaches within the content of their specialist area
Key Messages	*Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*
Links to Teachers' Standards	TS2, TS4, TS8

Masters 2: Lecture 3	
Session Title	**Lecture 3: Summary of module key learning, outcomes and assessment**
Learning Outcomes	By the end of the session the trainees will be able: • To review the assignment requirements • To further develop their understanding of learning and pupil progress • To reflect on the value of research-informed practice and consider how this can be extended into the NQT year.
Outline Session Content	• Review their second Masters level assignment which focuses on a study of a lesson • Reflect on prior lesson study experiences of NQTs RQTs and consider its significance in the NQT year • To discuss opportunities for further engagement in research engaged practice in the NQT year and beyond
Key Messages	*The importance of focusing on how children think and learn – and in the moment of teaching and learning - rather than on how teachers teach. Belonging to the teaching profession involves the responsibility to be as informed and critically reflective as possible.* *Some element of each of the five key strands (Provision for All, Behaviour, Designing Learning, Assessment for Learning, Research Informed Practice) to be included in this seminar as appropriate. Please refer to the Appendices for ideas relating to these strands.*

Sheffield Hallam University | Sheffield Institute of Education

PGCE Professional Learning (PL): Session Outlines

(Formerly General Professional Studies GPS)

PGCE Professional Learning (PL): Overview of sessions

Session	Learning Objectives
PL Session 1: Aims, values & expectations of early years and primary education	• To increase awareness of the aims and values of early years and primary education and critically reflect on similarities and differences between different perspectives • To begin to develop their own ethos of early years and primary education and examine those of others • To be aware of statutory and non-statutory guidance in a national and local context • To know about the vision and values of a Hallam Teacher
PL Session 2 - What is Learning?	• To understand different theories of learning and behaviour • To understand the links between behaviour and learning • To understand what research tells us about metacognition and learning • To understand the importance of observing learning at all levels and the specific role of observation in EYFS • To be able to analyse effective learning
PL Session 3 - Designing learning	• To know what effective teaching and learning is • To understand the importance of rules, routines and relationships in learning and lesson design • To recognise the importance of good planning in effective lesson design • To develop an understanding of continuous provision and how this can be enhanced and integrated • To understand the importance of Assessment for Learning in the 'Plan, Do, Review' cycle • To be able to identify a learning objective and an intended learning outcome
PL Session 4 - Where can we learn?	• To understand the key features of an effective learning environment • To recognise the important role that the environment plays in learning • To know that learning can take place in different environments • To be able to adapt an environment to meet the needs of all children • To consider the differences between indoor and outdoor provision
PL Session 5 - Safeguarding and the Prevent Agenda	• To be aware of safeguarding issues in relation to the latest Statutory Guidance • To understand the duties of a teacher in relation to the Prevent Agenda

	• To know the importance of contextual factors in the role of Safeguarding • To have confidence in own professional knowledge about child protection procedures • To consider the specific implications of safeguarding within EYFS
PL Session 6 - Learning for all	• To understand the responsibilities of a teacher for meeting the needs of all children • To examine the characteristics of effective learning • To consider different characteristics of children and how this can affect learning • To know how teaching and learning can be differentiated according to need • To look at different ways in which children can make progress and how this can be measured within Development Matters, age related expectations and other relevant frameworks
PL Session 7 - Planning for all children	• To consider different ways of organising learning to meet different kinds of need • To explore the needs of different groups of children including those who are higher attaining • To know the importance of Assessment for Learning (AfL) in supporting effective lesson design • To understand the importance of challenge for all children and how this can be achieved • To consider different forms of planning in different phases
PL Session 8 - The Curriculum	• To reflect on the notions of curriculum and the 'hidden curriculum' • To understand the aims, content and values of the Early Years Foundation Stage and the National Curriculum • To consider the important role of breadth, balance and the wider curriculum • To know how the curriculum is assessed in different phases across EYFS, KS1 and KS2
PL Session 9 - Promoting positive behaviour through effective behaviour management	• To understand relevant DfE policy and guidance and how this translates into effective classroom practice including anti-bullying work • To consider the underlying causes of behaviour and the importance of SEBS • To know how the behaviour of adults impacts on the behaviour of children • To understand the importance of planning for, and reinforcing, positive classroom behaviour • To look at how behaviour develops and is supported across EYFS, KS1 and KS2
PL Session 10 - Relational Pedagogy and Relationships Education	• To understand the key features in effective Relationships Education • To develop an understanding of relational pedagogy and its influence in the classroom

	• To consider the role and responsibilities of the primary and early years teacher in supporting sex and relationships education • To develop an understanding of the content of an effective curriculum for PSHE and Citizenship and what that looks like from EYFS through to Y6 • To recognise the importance of relationships outside the curriculum
PL Session 11 - Well Being: Understanding the emotional dimension of Primary and Early Years Classrooms	• To reflect on the emotional successes and challenges experienced so far in the classroom • To consider how the emotional experience of teaching in an early years setting or primary classroom can influence the development of a professional identity • To develop a range of strategies to support personal well-being and build emotional resilience
PL Session 12 - Data is the start not the end: Pupil Progress and Attainment	• To understand the range of data that is available in early years and primary settings • To consider the role of data at key points in a child's school life • To know the difference between progress and attainment • To be more familiar with different ways of recording and tracking information about attainment and progress • To know how to use data to ask questions and follow evidence trails to answer them
PL Session 13 - The impact of effective teaching on learning - how do we show pupil progress?	• To know the responsibilities of a teacher in relation to all pupils making progress • To develop and reflect upon a range of strategies that can be used to assess and measure progress • To understand that pupils can make progress in different ways • To be able to account for pupil progress and articulate this to a range of different audiences
PL Session 14 - SEN and the Code of Practice	• To know the key requirements and responsibilities outlined in the SEN Code of Practice • To understand and be able to apply the graduated response to the classroom and provision within it • To consider and reflect upon the term 'inclusion' and how it permeates all aspects of practice and provision • To know the key features of the four broad categories of need in the Code of Practice and to know a range of strategies which can be used to adapt practice and provision
PL Session 15 - Supporting learners with EAL	• To understand the needs of EAL learners • To understand the Additional Language acquisition process including implications for practice • To develop a range of strategies and approaches for supporting children with EAL in the classroom • To reflect on own practice and experience in the classroom
PL Session 16 - Understanding and	• To reflect on the importance of SEBS in promoting behaviour and anti-bullying

challenging bullying	• To consider DfE guidance on anti-bullying including cyber-bullying and prejudice-based bullying • To reflect on national and local policy and consider the roles and responsibilities of schools and teachers • To consider ways in which parents might be supported
PL Session 17 - Supporting vulnerable groups	• To know some of the key factors of groups who are potentially vulnerable • To consider the needs of groups considered to be potentially vulnerable and how these needs can be supported in class • To understand the links between vulnerability and potential underachievement • To consider the social and emotional needs associated with particular groups • To consider the role and responsibilities of the teacher in challenging racism, homophobia and dealing with bullying
PL Session 18 - Enhancing the experience of learners and families with English as an additional language	• To understand the needs of EAL learners and develop an understanding of the challenges that might arise • To develop a range of strategies, approaches and resources for supporting children with EAL in classroom • To consider ways in which relationships with families can be developed • To consider implications for own practice
PL Session 19 - Positive relationships with parents, carers and the community	• To develop an awareness of the different adults who play a role in supporting children's learning • To explore how to develop early relationships with parents and carers from a child's earliest days in school • To identify strategies which can be used to support the creation and maintenance of positive relationships • To develop skills in conflict management and resolution • To understand the importance of being a reflective practitioner when working collaboratively
PL Session 20 - Asking and answering big questions through P4C	• To consider the role that Philosophy for Children can play in teaching and learning • To understand the importance of asking children 'big questions' • To develop an understanding of the process of philosophical enquiry • To develop a range of strategies for supporting and facilitating classroom discussion effectively
PL Session 21 - Revisiting values through SMSC	• To reflect on values as a teacher at the end of the course and identify targets for NQT year • To understand that values should be embedded into all aspects of ethos and classroom practice • To develop strategies for supporting the social, moral, spiritual and cultural development of pupils • To consider the implications of 'upholding fundamental British Values' and the role this plays in Part 2 of the Teacher

	Standards

Five key strands underpin the Professional Learning sessions and each PL session contains key messages in relation to these for consideration. The five key strands are:

- **Provision for all children**
- **Behaviour**
- **Designing learning**
- **Assessment for learning**
- **Research informed practice**

Session Outlines for Professional Learning (PL)

<table>
<tr><th colspan="3">PL Session 1</th></tr>
<tr><td>Session Title</td><td colspan="2">Aims, values & expectations of Early Years and Primary Education</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To increase awareness of the aims and values of Early Years and Primary Education and critically reflect on similarities and differences between different perspectives
• To begin to develop their own ethos of early years and primary education and examine those of others
• To be aware of statutory and non-statutory guidance in a national and local context
• To know about the vision and values of a Hallam Teacher</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Examine the values communicated by a school and the implications for different stakeholders
• Reflect on personal beliefs and the ways in which our beliefs may be shaped - consider unconscious bias, prior experience/limits of personal experience
• Explore specific examples within the current national agenda
• Consider: what does it mean to be an educator?
• Reflect on the 'Hallam Teacher' - where are trainees in relation to this vision?
• Link in with teaching strategies which can be used to support exploring values and issues in class, such as P4C and debate</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>The tension between achievement and the ongoing development of the child.</td></tr>
<tr><td>Behaviour</td><td>Consider our own values and perspectives on behaviour</td></tr>
<tr><td>Designing Learning</td><td>The importance of being a reflective and reflexive practitioner, exploring own values and beliefs, and representing these in learning and provision.</td></tr>
<tr><td>Assessment for Learning</td><td>What is lost if we only value what is measurable?</td></tr>
<tr><td>Research Informed Practice</td><td>The importance of being informed by research, policy and other scholarly activity, and developing a professional, critical perspective in all that we do as teachers.</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS2, TS8; Part 2</td></tr>
</table>

<table>
<tr><th colspan="3">PL Session 2</th></tr>
<tr><td>Session Title</td><td colspan="2">What is learning?</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To understand different theories of learning and behaviour
• To understand the links between behaviour and learning
• To understand what research tells us about metacognition and learning
• To understand the importance of observing learning at all levels and the specific role of observation in EYFS
• To be able to analyse effective learning</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Consider different theories of learning and behaviour - similarities and differences
• Reflect on research about metacognition
• Think about a lesson when trainees remember being successful learners
• Watch clips of lessons and consider what learning they see taking place - link to the importance of observation
• Consider whether learning is the same for all learners - what are the implications of this for our practice in the classroom
• Make links to the Teachers' Standards and consider what observing learning may tell us</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Learning looks different for different children</td></tr>
<tr><td>Behaviour</td><td>Behaviour and learning cannot be separated - each impacts on the other and needs planning</td></tr>
<tr><td>Designing Learning</td><td>Successful learning design can only happen if we know what children know and can already do before we begin</td></tr>
<tr><td>Assessment for Learning</td><td>Observation is a key form of assessment and will help us see what learning is taking place and what needs to happen next</td></tr>
<tr><td>Research Informed Practice</td><td>Metacognition and self-regulation ; findings of the EEF

Rogers, B.</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS4, TS5, TS7</td></tr>
</table>

<table>
<tr><th colspan="3">PL Session 3</th></tr>
<tr><td>Session Title</td><td colspan="2">Designing learning</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">

To know what effective teaching and learning is
To understand the importance of rules, routines and relationships in learning and lesson design
To recognise the importance of good planning in effective lesson design
To develop an understanding of continuous provision and how this can be enhanced and integrated
To understand the importance of Assessment for Learning in the 'Plan, Do, Review' cycle
To be able to identify a learning objective and an intended learning outcome

</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">
During this session trainees will:

Reflect on Seminar 1 (What is learning?). Consider what they decided upon and look at what the teacher needs to do to enable effective learning to happen.
Look at the key elements of lesson design:
- What do we want the children to learn? (B)
- Finding out what children already know (A)
- Work out how we will get from A to B
- Key skills to be modelled by the teacher
- How will I hook them in?
- What will the outcome be?
Compare with the SHU Non-Negotiables
Paired work on planning a basic session outline using key features of above
Where appropriate, look at the links that can be made between planning conducted and other areas of provision
Peer review the draft session plan against the Teacher's Standards, focusing on TS1 ('High expectations which inspire, motivate and challenge'). Develop and refine with another pair acting as critical friends.

</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Different children have different starting points and will have different end points and intended outcomes</td></tr>
<tr><td>Behaviour</td><td>Planning targets for class behaviour</td></tr>
<tr><td>Designing Learning</td><td>Pupil progress is at the heart of all planning, learning and provision design.</td></tr>
<tr><td>Assessment for Learning</td><td>Essential to find out a baseline/starting point - what do the children already know? Don't make assumptions.</td></tr>
<tr><td>Research Informed Practice</td><td>Behaviourism, Cognitivism, Constructivism, Connectivism</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS4, TS5, TS6</td></tr>
</table>

PL Session 4		
Session Title	**Where can we learn? Developing learning environments**	
Learning Outcomes	• To understand the key features of an effective learning environment • To recognise the important role that the environment plays in learning • To know that learning can take place in different environments • To be able to adapt an environment to meet the needs of all children • To consider the differences between indoor and outdoor provision	
Outline Session Content	During this session trainees will: • Define learning environments - where can learning take place? • Consider the different features needed to make a quality learning environment • Reflect on the work done at Norfolk Part about outdoor learning • Consider the importance of safety in different environments • Look at different examples of display and discuss the role of display in the classroom to stimulate learning (stimulus display) support learning (working walls) and celebrate achievement (displays of children's work) • Plan adaptations to learning environments to suit different needs.	
Key Messages	**Provision for All**	The environment should be adapted accordingly to make learning accessible for all learners.
	Behaviour	We can control ourselves and the environment; we cannot control children.
	Designing Learning	The environment is one of the key ways to provide differentiation and facilitate successful learning and therefore should form a key aspect of our planning.
	Assessment for Learning	Teachers can set up areas of the environment to better support and enable Assessment for Learning
	Research Informed Practice	SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html
Links to Teachers' Standards	TS1, TS2, TS7	

<table>
<tr><th colspan="3">PL Session 5</th></tr>
<tr><td>Session Title</td><td colspan="2">Safeguarding and the Prevent Agenda</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To be aware of safeguarding issues in relation to the latest Statutory Guidance
• To understand the duties of a teacher in relation to the Prevent Agenda
• To know the importance of contextual factors in the role of Safeguarding
• To have confidence in own professional knowledge about child protection procedures
• To consider the specific implications of safeguarding within EYFS</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Define key terms and learn about standard policies, procedures, roles and responsibilities (what might be the signs and what should you do?)
• Consider the contextual factors that relate to safeguarding
• Work in small groups to discuss focus areas e.g. misconceptions, previous experience, e-safety and cyber-bullying etc
• Work with the revised Statutory Guidance
• Learn about the Prevent Agenda and consider the statutory duties schools have in relation to this</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Are some children potentially more vulnerable than others?</td></tr>
<tr><td>Behaviour</td><td>Observing behaviours being displayed is an important part of safeguarding - what are children trying to communicate through their behaviour?</td></tr>
<tr><td>Designing Learning</td><td>Barriers to learning need to be overcome before progress can be made - how will you plan for this?</td></tr>
<tr><td>Assessment for Learning</td><td>Monitoring safeguarding concerns</td></tr>
<tr><td>Research Informed Practice</td><td>'It could happen here'

Trauma Informed Schools</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, Part 2</td></tr>
</table>

<table>
<tr><th colspan="3">PL Session 6</th></tr>
<tr><td>Session Title</td><td colspan="2">Learning for All</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To understand the responsibilities of a teacher for meeting the needs of all children
• To examine the characteristics of effective learning
• To consider different characteristics of children and how this can affect learning
• To know how teaching and learning can be differentiated according to need To look at different ways in which children can make progress and how this can be measured within Development Matters, age related expectations and other relevant frameworks</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Discuss ways of organising children for teaching and learning (e.g. groupings)
• Look at different profiles of children and work in groups to consider how to include them fully in learning
• Identify the key ways in which differentiation can be occur
• Differentiate a series of sessions to meet the needs of the profiled children</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>'Inclusive education means that every child is welcomed and valued as an individual and has an equality of learning opportunity by being with one another in their local mainstream school. This can be achieved through the provision of support, resources, tasks and activities needed to promote confidence as well as competence, whatever their need.' NPS Inclusion Team,(2000)</td></tr>
<tr><td>Behaviour</td><td>Looking at how different conditions can present through behaviour</td></tr>
<tr><td>Designing Learning</td><td>Commonly used strategies to organise learning</td></tr>
<tr><td>Assessment for Learning</td><td>Making judgements based on what children say or do and linking these to 'next steps'</td></tr>
<tr><td>Research Informed Practice</td><td>SEN support: research/examples of current practice in good and outstanding schools/colleges https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS4, TS5, TS6</td></tr>
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<table>
<tr><th colspan="3">PL Session 7</th></tr>
<tr><td>Session Title</td><td colspan="2">Planning for All</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To consider different ways of organising learning to meet different kinds of need
• To explore the needs of different groups of children including those who are higher attaining
• To know the importance of Assessment for Learning (AfL) in supporting effective lesson design
• To understand the importance of challenge for all children and how this can be achieved
• To consider different forms of planning in different phases</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Consider the different learning journeys that children take even when they are in the same class.
• Debate what 'challenge' looks like for different children.
• Look at how to find out what children already know and then plan how to ensure they achieve their goals
• Consider equity versus equality
• Use a range of strategies to assess formatively within lessons and at the end of lessons and the way that this informs planning</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>What does challenge for all children look like?</td></tr>
<tr><td>Behaviour</td><td>Planning to ensure a consistent approach to behaviour and classroom management; rules, routines, rewards and sanctions</td></tr>
<tr><td>Designing Learning</td><td>The Teacher Standards cite the fundamental nature of effective differentiation in underpinning effective learning and teaching for all.</td></tr>
<tr><td>Assessment for Learning</td><td>A range of AfL strategies - questioning, choice, challenge for all, prove it, differentiate the TASK not the children</td></tr>
<tr><td>Research Informed Practice</td><td>Can differentiation and mastery exist together?</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS4, TS5, TS6</td></tr>
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<table>
<tr><th colspan="3">PL Session 8</th></tr>
<tr><td>Session Title</td><td colspan="2">The Curriculum</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To reflect on the notions of curriculum and the 'hidden curriculum'
• To understand the aims, content and values of the Early Years Foundation Stage and the National Curriculum
• To consider the important role of breadth, balance and the wider curriculum
• To know how the curriculum is assessed in different phases across EYFS, KS1 and KS2</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Consider definitions of ‘curriculum’
• Reflect on key legislation and documentation, up to and including the current National Curriculum
• Consider the global dimension: international comparisons
• Think about changing times and curriculum needs in the light of the government’s national priority areas
• Consider the most recent research by Ofsted on the Curriculum and what the implications are for schools and classrooms
• Reflect on the role that the 'hidden curriculum' can play in the lives of children
• Examine the current arrangements for national assessments</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Personalised learning</td></tr>
<tr><td>Behaviour</td><td>The status of behaviour within the National Curriculum</td></tr>
<tr><td>Designing Learning</td><td>The principles of effective curriculum design</td></tr>
<tr><td>Assessment for Learning</td><td>The differences between formative and summative assessment</td></tr>
<tr><td>Research Informed Practice</td><td>Various Chartered College Articles about 'Curriculum' and 'Curriculum Design'</td></tr>
<tr><td>Links to Teachers’ Standards</td><td colspan="2">TS2, TS3, TS4, TS5, TS6</td></tr>
</table>

<table>
<tr><th colspan="3">PL Session 9</th></tr>
<tr><td>Session Title</td><td colspan="2">Positive behaviour management: Promoting positive behaviour</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To understand relevant DfE policy and guidance and how this translates into effective classroom practice including anti-bullying work
• To consider the underlying causes of behaviour and the importance of SEBS
• To know how the behaviour of adults impacts on the behaviour of children
• To understand the importance of planning for, and reinforcing, positive classroom behaviour
• To look at how behaviour develops and is supported across EYFS, KS1 and KS2</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Focus on most recent DfE guidance for schools
• Consider why children might behave badly (SEBS)
• Consider the role of the class teacher and the importance of effective planning
• Consider strategies explored in previous seminars and what the rationale for these might be; consider rules, routines, language of choice and the use of the environment
• Reflect upon the importance of positive relationships with children in promoting positive behaviour
• Set targets for development in relation to Teacher Standards</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>The importance of knowing the child holistically</td></tr>
<tr><td>Behaviour</td><td>The effective teacher is able to organise, support and manage behaviour positively.</td></tr>
<tr><td>Designing Learning</td><td>Planning for positive behaviour</td></tr>
<tr><td>Assessment for Learning</td><td>What is behaviour trying to communicate?</td></tr>
<tr><td>Research Informed Practice</td><td>Sunderland, M; Dreikus, R; Skinner, B.F; Dewey, J. Rogers, B; Goleman, D.</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS7; Part 2</td></tr>
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<table>
<tr><th colspan="3">PL Session 10</th></tr>
<tr><td>Session Title</td><td colspan="2">Relational Pedagogy and Relationships Education</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To understand the key features in effective Relationships Education
• To develop an understanding of relational pedagogy and its influence in the classroom
• To consider the role and responsibilities of the primary and early years teacher in supporting sex and relationships education
• To develop an understanding of the content of an effective curriculum for PSHE and Citizenship and what that looks like from EYFS through to Y6
• To recognise the importance of relationships outside the curriculum</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:

• Consider the meaning of 'relational pedagogy' and the importance of quality relationships in the classroom and in children's lives.
• Reflect upon links between relationships education and safeguarding, PPC, mental health, science and developing positive behavior
• Explore main areas taught within relationships education:- relationship with self, safety and risk, relationships with others including keeping safe on and off line</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>All children belong</td></tr>
<tr><td>Behaviour</td><td>The links between the principles of TIS and developing positive whole class relationships. Our role as an 'emotional available adult'.</td></tr>
<tr><td>Designing Learning</td><td>We need to plan for the development of the whole child.</td></tr>
<tr><td>Assessment for Learning</td><td>How do we find out what children know already about sex and relationships?</td></tr>
<tr><td>Research Informed Practice</td><td>Attachment Theory; Freire; bell hooks; Sunderland</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS3, TS5, TS7; Part 2</td></tr>
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PL Session 11		
Session Title	**Understanding the emotional dimension of the Primary classroom**	
Learning Outcomes	• To reflect on the emotional successes and challenges experienced so far in the classroom • To consider the emotional experience of teaching in a primary and early years classroom can influence the development of a professional identity • To develop a range of strategies to support personal well-being and build emotional resilience	
Outline Session Content	During this session trainees will: • Reflect on their personal experiences of a range of emotions encountered in the classroom and in school. • Consider triggers for both positive and challenging emotions. • To place their personal experience in the broader context of literature and research on Teacher Identity/Teacher Professionalism/Wellbeing • To learn about and experience first-hand, a range of support strategies and mindfulness activities which might enhance wellbeing.	
Key Messages	**Provision for All**	Considering our own attitudes, beliefs and mindset towards provision for all
	Behaviour	The importance of being an emotionally available adult and our role in establishing a positive classroom climate.
	Designing Learning	The importance of planning for the emotional dimension of the classroom
	Assessment for Learning	Assessing ourselves and our well-being
	Research Informed Practice	Parker J Palmer; Claxton, Alsup
Links to Teachers' Standards	TS1, TS8; Part 2	

PL Session 12		
Session Title	**Assessment: data is the start and not the end**	
Learning Outcomes	• To understand the range of data that is available in early years and primary settings • To know the difference between progress and attainment • To be more familiar with different ways of recording and tracking information about attainment and progress • To know how to use data to ask questions and follow evidence trails to answer them	
Outline Session Content	During this session trainees will: • Consider the range of data that is available in schools and explore ways in which a teacher might collect and use information about progress and attainment • Look at different ways in which data is collected and consider what questions I might ask about the data and how I might go about finding the answers • Consider new arrangements for key aspects of national and local assessment, data and tracking systems, including key measures in primary schools • Understand the importance of national benchmarks, especially age related expectations • Know about the responsibilities of the teacher (including teacher performance and pupil progress) and the implications for their NQT year • Consider aspects of pupil progress, the role of AfL and Sutton Trust	
Key Messages	**Provision for All**	Finding students strengths and intentionally planning for success
	Behaviour	Noting positive behaviour; gathering information about frequency, intensity and duration of any challenging behaviour
	Designing Learning	Using data to inform planning and next steps
	Assessment for Learning	It is assessment for learning that is at the heart of pupil progress.
	Research Informed Practice	EEF; Christodoulou
Links to Teachers' Standards	TS2, TS6, TS8	

<table>
<tr><th colspan="3">PL Session 13</th></tr>
<tr><td>Session Title</td><td colspan="2">The impact of effective teaching on learning - how do we show pupil progress?</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">To know the responsibilities of a teacher in relation to all pupils making progress
To develop and reflect upon a range of strategies that can be used to assess and measure progress
To understand that pupils can make progress in different way
To be able to account for pupil progress and articulate this to a range of different audiences</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
Reflect on the progress they have seen in schools and how they knew when progress was 'good'.
Consider expectations and link this to children's needs.
Consider different kinds of evidence and the pros and cons that each method brings with it.
Discuss how we can discuss progress in areas that aren't 'measured'.
Look at some examples of work from case study children and work in groups to describe the progress being made.
Work in pairs to prepare for a parent's evening/Pupil Progress Review Meeting.</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Progress does not look the same for all children.</td></tr>
<tr><td>Behaviour</td><td>Recognising that children can make progress in behaviour. Noting and celebrating small steps.</td></tr>
<tr><td>Designing Learning</td><td>Starting and ending techniques to capture progress</td></tr>
<tr><td>Assessment for Learning</td><td>In order to measure progress effectively, we must first establish what children can do at the start.</td></tr>
<tr><td>Research Informed Practice</td><td>SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS2, TS4, TS5, TS6</td></tr>
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<table>
<tr><th colspan="3">PL Session 14</th></tr>
<tr><td>Session Title</td><td colspan="2">SEND and the Code of Practice</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">To know the key requirements and responsibilities outlined in the SEN Code of Practice
To understand and be able to apply the graduated response to the classroom and provision within it
To consider and reflect upon the term 'inclusion' and how it permeates all aspects of practice and provision
To know the key features of the four broad categories of need in the Code of Practice and to know a range of strategies which can be used to adapt practice and provision</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
Review the terms 'inclusion' and 'SEND'
Consider their own responsibilities for the progress of all children in the class through Quality First Teaching
Consider the implications of having high aspirations and expectations in improving outcomes for children considered to have SENDs
Learn about a range of practical strategies for supporting children within the four broad categories of need.</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Medical and social models and the implications for planning and teaching</td></tr>
<tr><td>Behaviour</td><td>Considering behaviour as an element of each of the four categories of need.</td></tr>
<tr><td>Designing Learning</td><td>Is it really inclusive?</td></tr>
<tr><td>Assessment for Learning</td><td>Progress looks different for different children</td></tr>
<tr><td>Research Informed Practice</td><td>SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS2, TS3, TS5</td></tr>
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<table>
<tr><th colspan="3">PL Session 15</th></tr>
<tr><td>Session Title</td><td colspan="2">Supporting learners with EAL</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To understand the needs of EAL learners
• To understand the Additional Language acquisition process including implications for practice
• To develop a range of strategies and approaches for supporting children with EAL in the classroom
To reflect on own practice and experience in the classroom</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Reflect upon the range of factors that will have an impact on the development of pupils' language skills and their ability to apply these skills to their learning across the curriculum
• Consider key legislation, theoretical understandings and research evidence (e.g. BICS and CALP; the Cummins quadrant) and the implications for the classroom
• Understand key issues that lead to underachievement
• Examined strategies that can be used in class</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Learners with EAL bring positivity into the classroom and richness to the community</td></tr>
<tr><td>Behaviour</td><td>Barriers to learning can present as challenging behaviour e.g. failure avoidance (Dreikurs, R)</td></tr>
<tr><td>Designing Learning</td><td>What does provision need to be to meet the needs of EAL learners?</td></tr>
<tr><td>Assessment for Learning</td><td>Measuring initial steps of progress</td></tr>
<tr><td>Research Informed Practice</td><td>Refer to the archived Primary National Strategy 'Excellent and Enjoyment: Learning and Teaching for bilingual children in the primary years' materials (available online)</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS2, TS4, TS5</td></tr>
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PL Session 16		
Session Title	**Understanding and challenging bullying**	
Learning Outcomes	• To reflect on the importance of SEBS in promoting behaviour and anti-bullying • To consider DfE guidance on anti-bullying including cyber-bullying and prejudice-based bullying • To reflect on national and local policy and consider the roles and responsibilities of schools and teachers To consider ways in which parents might be supported	
Outline Session Content	During this session trainees will: • Learn about national and local policy: the roles and responsibilities for schools regarding behaviour and discipline • DfE guidance on Anti-bullying work in schools, Cyber bullying, Homophobic bullying • Learn about national events and themes to focus on anti-bullying measures in school • Reflect on ways in which parents might be supported	
Key Messages	**Provision for All**	Bullying is an abuse of human rights
	Behaviour	Bullying is on-going, deliberate, unequal.
	Designing Learning	Designing provision which promotes anti-bullying
	Assessment for Learning	The importance of observing children in recognising bullying
	Research Informed Practice	Awareness of latest DfE Guidance and the work of the Anti-Bullying Alliance
Links to Teachers' Standards	TS1; TS2, TS7; Part 2	

<table>
<tr><th colspan="3">PL Session 17</th></tr>
<tr><td>Session Title</td><td colspan="2">Supporting vulnerable groups</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To know some of the key factors of groups who are potentially vulnerable
• To consider the needs of groups considered to be potentially vulnerable and how these needs can be supported in class and understand the links between vulnerability and potential underachievement
• To consider the social and emotional needs associated with particular groups e.g. transgender children,
• To consider the role of the teacher in challenging racism, homophobia and dealing with bullying</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Look at some groups who are considered vulnerable and what their perceived needs can be
• Consider how their vulnerabilities might present in terms of need and behaviour
• Examine case study pupils and consider what their needs are and how provision can be adapted in a way that is inclusive and supportive
• Discuss other support available for teachers when supporting vulnerable groups</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Believing that everyone has value to add</td></tr>
<tr><td>Behaviour</td><td>The impact of barriers to learning on behaviour</td></tr>
<tr><td>Designing Learning</td><td>Designing provision which supports the needs of the vulnerable</td></tr>
<tr><td>Assessment for Learning</td><td>Assessing children's social and emotional needs</td></tr>
<tr><td>Research Informed Practice</td><td>TIS</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS7; Part 2</td></tr>
</table>

<table>
<tr><th colspan="3">PL Session 18</th></tr>
<tr><td>Session Title</td><td colspan="2">Enhancing the experience of learners and families with English as an additional language</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To understand the needs of EAL learners and develop an understanding of the challenges that might arise
• To develop a range of strategies, approaches and resources for supporting children with EAL in classroom
• To consider ways in which relationships with families can be developed when communication may be challenging
• To consider implications for own practice</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Explore a range of practical strategies and resources for supporting children with EAL including speaking, listening, use of visuals, video, modelling, drama, language games, role play and working in the target language
• Observe and profile a child in a range of situations, including a child's linguistic background
• Undertake a practical planning activity, including consideration of assessment opportunities and resources needed
• Reflect on the implications for their own classroom practice and professional development</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Understanding that children who appear to be fluent in everyday social language may still need support for academic language. (BICS and CALP; Jim Cummins)</td></tr>
<tr><td>Behaviour</td><td>The impact of barriers to learning on behaviour</td></tr>
<tr><td>Designing Learning</td><td>Creating a communication rich environment</td></tr>
<tr><td>Assessment for Learning</td><td>EAL is not the same as SEND</td></tr>
<tr><td>Research Informed Practice</td><td>Refer to the archived Primary National Strategy 'Excellent and Enjoyment: Learning and Teaching for bilingual children in the primary years' materials (available online)</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS7; Part 2</td></tr>
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<table>
<tr><th colspan="3">PL Session 19</th></tr>
<tr><td>Session Title</td><td colspan="2">Positive relationships with adults and carers</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">• To develop an awareness of the different adults who play a role in supporting children's learning
• To identify strategies which can be used to support the creation and maintenance of positive relationships
• To develop skills in conflict management and resolution
• To understand the importance of being a reflective practitioner when working collaboratively</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
• Share experiences so far in their role as a classroom teacher, including participation in the wider life of the school, beyond classroom teaching
• Explore benefits and challenges of working effectively with parents and carers
• Work collaboratively with others to explore given scenarios related to working with parents and carers including dealing with difficult conversations
• Reflect on the implications for their own practice – what does outstanding practice for trainees in this area look like? What could you do? Trainee to consider targets and actions in their training plan</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>Parents should be full partners in their children's education</td></tr>
<tr><td>Behaviour</td><td>Schools are communities built on positive and proactive relationships with everyone</td></tr>
<tr><td>Designing Learning</td><td>Involving parents in children's learning</td></tr>
<tr><td>Assessment for Learning</td><td>Hearing the voice of parents and carers in assessment - gathering their input</td></tr>
<tr><td>Research Informed Practice</td><td>Considering groups who are harder to reach and engage</td></tr>
<tr><td>Links to Teachers' Standards</td><td colspan="2">TS1, TS2, TS5, TS7, TS8; Part 2</td></tr>
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PL Session 20		
Session Title	**Asking and answering big questions through P4C**	
Learning Outcomes	• To consider the role that Philosophy for Children can play in teaching and learning • To understand the importance of asking children 'big questions' • To develop an understanding of the process of philosophical enquiry • To develop a range of strategies for supporting and facilitating classroom discussion effectively	
Outline Session Content	During this session trainees will: • Be introduced to the principles and practice of P4C • Watch a video of children taking part in P4C • Reflect on the role of the facilitator • Take part in a philosophical enquiry	
Key Messages	**Provision for All**	All children's voices are equal
	Behaviour	Using P4C approaches to discuss behaviour as a community
	Designing Learning	The importance of children asking and answering questions
	Assessment for Learning	Demonstrating progress of thinking skills through a P4C lesson
	Research Informed Practice	Lipman, SAPERE
Links to Teachers' Standards	TS1, TS3, TS7	

<table>
<tr><th colspan="3">PL Session 21</th></tr>
<tr><td>Session Title</td><td colspan="2">Revisiting values through SMSC</td></tr>
<tr><td>Learning Outcomes</td><td colspan="2">To reflect on values as a teacher at the end of the course and identify targets for NQT year
To understand that values should be embedded into all aspects of the ethos and classroom practice
To develop strategies for supporting the social, moral, spiritual and cultural development of pupils
To consider the implications of 'upholding fundamental British Values' and the role this plays in Part 2 of the Teacher Standards</td></tr>
<tr><td>Outline Session Content</td><td colspan="2">During this session trainees will:
Unpack acronyms, key terms and in particular SMSC
Reflect upon and discuss approaches and activities for children
Review personal learning journeys: trainee’s understanding of aims, values and expectations (from 1st lecture in September)</td></tr>
<tr><td rowspan="5">Key Messages</td><td>Provision for All</td><td>The importance of knowing the child holistically</td></tr>
<tr><td>Behaviour</td><td>How can our classroom rules and routines support children to develop as socially, morally, and culturally aware citizens?</td></tr>
<tr><td>Designing Learning</td><td>Setting up a classroom that promotes British values in its practices and opportunities and not just as a 'display'</td></tr>
<tr><td>Assessment for Learning</td><td>Assessing children's SMSC development - this is the bedrock of the future of society</td></tr>
<tr><td>Research Informed Practice</td><td>Connecting all course materials</td></tr>
<tr><td>Links to Teachers’ Standards</td><td colspan="2">Part 2</td></tr>
</table>

Trauma Informed Schools Training	
Session Title	**Trauma Informed Schools**
Organisation and timing	This one day Introductory course is delivered as 1 hour lecture – Resilience Film (post BP1), followed by over 2 x 3 hour sessions (scheduled for some time during the spring term and before BP2).
Outline Session Content	Part 1 comprises: • The data on mental health and schools and what this tells us • How healthy development takes place • The key relational skills • An introduction to the ACEs model, Panksepp's emotional systems model • An understanding of the implications of teaching children who have experienced trauma including practical ways to speak and respond to children • An understanding of the impact of adverse childhood experiences on the capacity to learn and attend Part 2 comprises: • Understand the development model of Trauma and Mental Health Informed Schools • Recognise and understand the behaviours of children who may need more support • Have an understanding of how social engagement promotes learning and engagement • Identify a range of ways to create psychological safety in the classroom • Be able to conduct a snapshot assessment on a small group or an individual child to assess need using Motional.
Key Messages	http://traumainformedschools.co.uk

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Appendix

Support Materials for the 5 Strands integrated throughout Professional Learning and Curriculum Subjects

The five key strands which underpin the PGCE Professional Learning sessions also run through the curriculum subjects. The five key strands are:

- **Provision for all**
- **Behaviour**
- **Designing learning**
- **Assessment for learning**
- **Research informed practice**

The following appendix materials provide additional support for understanding and applying the key principles and practices related to each of these strands.

Appendix 1 Support Materials for Provision for All

To support you in your planning of Provision for All, some suggestions about what could be included in your lecture or seminar suggestions are given below. I realise that we are at risk of 'teaching grandma to suck eggs' with this and hope that you if all of this is familiar to you, you will be forgiving. I do hope that these suggestions will be prompts and support that will enable you to ensure that trainee teachers know what they need to do to ensure they are providing Quality First Teaching in the classroom. These suggestions and approaches are supported by evidence from research or from valid and credible sources.

As we are all aware, making provision for all is a pedagogical approach rather than subject knowledge. It is about ***how*** children are taught rather than ***what*** they are taught.

The Sutton Trust has produced an excellent document which is a review of research into what makes great teaching. Through classroom observations they identified that there was strong evidence of the impact on all children's learning by teachers who employed a 'good pedagogy'. https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf

Important legislation and policy

The Equality Act (2010). All previous anti-discrimination legislation is brought together in one document. It introduced the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty

Children and Families Act (2014). This is intended to improve the services for vulnerable children, such as those who are adopted, looked after, or those with SEN http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

The Special Educational Needs and Disability Code of Practice 0-25 years (2015) Teachers are required to make high quality provision for all children through differentiation. The vast majority of children should have their needs met at this universal provision, i.e. provision for all. A much smaller number of children may benefit from targeted support and even fewer from bespoke provision. Fewer still may be offered provision through an Education, Health and Care plan (EHC plan)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Excellence and Enjoyment: Learning and teaching of bilingual children in the primary years
This publication is now outdated, but nevertheless has some really useful sections on the coordinator's role and teaching approaches, which have not changed

https://webarchive.nationalarchives.gov.uk/20110813040306/http://nsonline.org.uk/node/85322

Provision for all in practice

Conway (2005-2006) states that there are 4 main factors that contribute to what happens in the classroom:

1. teacher factors;
2. student or pupil factors;
3. the curriculum and resources factors;
4. the physical environment.

Teacher Factors - pedagogy, models and labels.

Inclusive pedagogy

You surely cannot pretend to believe in inclusion…You have to believe that all children are important and deserve the best education, even those with the most challenging behaviour. This commitment to all learners must be deeply embedded within you so that your practice is true to your values and principles. (Glazzard 2010, p. 131)

An inclusive pedagogy requires teachers to consider their values and how they are translated into practice. Teachers undertaking an inclusive pedagogical approach will ensure that teaching methods promote the inclusion of all children and do not exclude, ignore or marginalise any groups or individuals (Armstrong 2011, p.10).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (DfE 2015, 6.36)

Two Models

The medical model is where a person is identified as having a deficit or medical condition which hinders their ability to function. The treatment or strategies used are intended to cure or improve the disability (Hodkinson and Vickerman 2012, p.20). The focus is on the diagnosis of a disability - 'what's wrong', and on requiring the disabled person to change or become *normalised* (Farrell 2004, p.68-69). While a child may have an impairment such as hearing loss, or sensory impairment, everything possible should be done to minimise the effect of being disabled by it.

The social model is concerned with an understanding that it is the environment which disables people. It restricts mobility and function through barriers such as social and organisational attitudes, structures and practices (Hodkinson and Vickerman 2012, p.23). The social model does not rely on the categorisation of pupils but recognises difference (Farrell 2004, p.84).

Labels and terminology

It is worth asking for whose benefit is the use of labels. Labels are usually given to children by more powerful others. Children may not wish to own the labels they are given, nor the identity that is implied by such labelling. Algraigray and Boyle (2017) maintain that labelling leads to discrimination, stigmatisation and exclusion as well as low self-esteem. It is important therefore to consider the terminology we use and avoid using 'SEN children' and use 'children with SEN' in preference. Riddick (1995) however, found that children who had been diagnosed as having dyslexia were happy to receive this label as the reason for the difficulties in learning they were experiencing was due to a specific learning difficulty rather than a lack of ability

Curriculum and Resources factors

Differentiation

Differentiation for high achieving pupils

- taking a concept further
- exploring and idea more broadly
- interpreting the same task differently
- learning an additional concept

Making the curriculum accessible for all learners (Evans 2007)

- make sure texts for reading are accessible and strategies are in place to support the less confident reader;
- enlarge print if necessary or use coloured paper or overlays;
- use visual prompts of symbols as reminders or to support understanding;
- use alternative means of recording work which do not involve writing, such as spoken word; images, sorting and labelling, images and scribing, mind maps, role play
- make full use of ICT and appropriate software to support learning;
- break down the work into small and more manageable chunks;
- use a multi-sensory approach;
- provide or manage support from peers or other adults;
- allow extra time for completion of tasks or pre-teaching pupils before the lesson to provide maximum opportunity for progress in the lesson;
- provide supporting resources such as spelling banks, number lines and other manipulatives

Also:

- differentiated and personalised questions (Cheminais 2015, p.58)
- effective deployment of the TA or other adults http://maximisingtas.co.uk/research.php This website provides a wealth of research about the effective deployment of TAs, including the DISS Project (2009) and the EDTA project (2012).

Personalised learning through formative assessment:

- objective led lessons
- oral and written feedback
- peer and self-assessment
- curricular target setting
- questioning and dialogue (Ofsted 2008)

And AfL strategies

- carefully phrased questions
- mini plenaries
- talk partners
- open ended questions
- pupil feedback/explanation
- appropriate deviation from lesson plan
- effective oral feedback
- detailed and constructive written feedback
- opportunity to act on feedback (Ofsted 2008)

Consider also:

- multiple intelligences (Gardner 2003)
- learning styles (visual ,auditory and kinesthetic)

The physical environment

Seating Arrangements

Wannarka and Ruhl's research (2008) found that seating children in rows increased on task behaviour. Where interactive learning was required clustered desks or semi circles were effective. Children with SEN, who are EAL learners or those lacking in confidence often appreciate working with peers in group work.

Displays and Visual Cues

- visual timetables
- a well labelled classroom so children can find their own resources and materials

- displays - visual prompts, spellings, class rules, vocabulary for literacy, methods and skills for science, maths and lists of names of children with certain responsibilities or roles

Grouping pupils

Ability grouping or setting tends to result in poorer outcomes for children with SEN. The use of setting should be done with care - see https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/ This study concludes that overall the it appears that setting or streaming is not an effective way to raise attainment for most pupils. This is also borne out by research by Kutnick, Hodgkinson and Sebba et al (2006).

Consider also the following ways of grouping pupils:

- Friendship
- Structured mix
- random selection
- single sex
- pair
- small group (three or four)
- large group (six or more) (TDA 2008)

Additional Resources to aid the planning and practice of provision for all:

Department for Education, Ask Research and Coventry University (2017) *SEN support: Research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges* https://www.sendgateway.org.uk/resources.sen-support-research-evidence-on-effective-approaches-and-examples-of-current-practice-in-good-and-outstanding-schools-and-colleges.html (Accessed March 16 2019) A detailed, evidence based document on SEN provision

Also the Mini Reader, made available to all trainees SD and Core - a compilation of 4 practice based chapters from various authors and including specific strategies and approaches for children with Specific Learning difficulties.

Much of this work is taken and adapted from Goepel, J., Childerhouse, H. and Sharpe, S. (2015) *Inclusive Primary Teaching: A Critical Approach to Equality and Special Educational Needs and Disability 2nd Edition.* Northwich. Critical Publishing

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Conway, R. (2005) Adapting Curriculum, Teaching and Learning Strategies, in Foreman, P. (ed) *Inclusion in Action* Melbourne: Thomson

Department for Education (DfE) and Department of Health (DoH) (2015) *Special Educational Needs and Disability Code of Practice 0-25 years. Statutory Guidance for Organisations who work with and support Children and Young People with Special Educational Needs and Disabilities.* Online https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Education Endowment Foundation : Setting or streaming https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/ (Accessed March 16 2019)

Evans, L. (2007) *Inclusion.* London: Routledge

Farrell, M. (2004) *Special Educational Needs: A Resource for Practitioners.* London: Paul Chapman

Gardner, H. (2003) Multiple Intelligences after Twenty Years, invited address, American Educational Research Association http://ocw.metu.edu.tr/pluginfile.php/9274/mod_resource/content/1/Gardner_multiple_intelligent.pdf (Accessed March 16 2019)

Glazzard, J., Hughes, A., Netherwood, A., Neve, L,. and Stokoe, J. (2010) *Achieving QTS Teaching Primary Special Educational Needs.* London: Sage.

Hodkinson, A. and Vickerman, P. (2012) *Key Issues and Special Educational Needs and Inclusion.* London: Sage

Kutnick, P., Hodgkinson, S., Sebba, J. et al (2006) *Pupil Grouping Strategies and Practices at Key Stage 2 and 3: Case Studies of 24 schools in England.* Nottingham: DfES Publications

Ofsted (2008) *Assessment for Learning: The Impact of National Strategy Support* https://dera.ioe.ac.uk//9309/ (Accessed March 16 2019)

Riddick, B. (1995) Dispelling the myths. *Disability in Society,* 10 (4): 457-73

Training and Development Agency for Schools (TDA) (2006) *Special Educational Needs and/or Disabilities: A Training Resource for Initial Teacher Training Providers:* https://webarchive.nationalarchives.gov.uk/20120203181941/http://www.tda.gov.uk/trainee-teacher/support-and-tools/sen-and-disability/sen-training-resources.aspx (Accessed March 16 2019)

UK Government (2010) T*he Equality Act 2010,* The Stationery Office, Online https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty (Accessed March 16 2019)

UK Government (2014) *Children and Families Act* Online http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted (Accessed March 16 2019)

Wannarka, R and Ruhl, K. (2008) Seating arrangements that Promote Positive Academic and Behavioural Outcomes: a review of empirical research. *Support for Learning,* 23 (4): 89-93

Appendix 2 Support Materials for Behaviour

To follow shortly

Appendix 3 Support Materials for Designing learning

To follow shortly

Appendix 4: Support Materials for Assessment for learning

To follow shortly

Appendix 5 Support Materials for Research informed practice

To follow shortly

Essential and recommended reading list (*Indicates key texts)

Essential Reading

- Arthur, J. & Cremin, T. (2014) *Learning to Teach in the Primary School.* London: Routledge Limited
- Blandford, S & Knowles C. (2009) *Developing Professional Practice 0-7.* Harlow: Pearson Education Limited
- *** DfE (2012) Early Years Foundation Stage Framework: http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs**
- ***DfE (2013) The National Curriculum Handbook for Primary Teachers in England Key Stages 1 and 2** http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014
- Galton, Maurice J. (2007) *Learning and teaching in the primary classroom.* London : Sage Publications
- Hansen, A. (2011) *Primary Professional Studies*. Exeter: Learning Matters
- McGregor, D & Cartwright, L. (Eds) (2011) *Developing Reflective Practice: A Guide for beginning teachers.* Maidenhead: Open University Press
- Owen, D and Burnett, C (Eds) (2014) *Getting into Primary Teaching.* Northwich, Critical Publishing

Recommended Reading

- Barnes, J. (2015). *Cross-curricular learning 3-14* (Third edition). London: SAGE.
- Bennett, T. (2010) The Behaviour Guru: Behaviour Management Solutions for Teachers, Continuum
- Browne A (2009) 3rd Edition *Developing language and Literacy 3-8* London, Paul Chapman
- ***Cockburn A and Haylock D (2017) *Understanding Mathematics for Young Children: A Guide for Teachers of Children 3-8.* 5th Edition London, SAGE**

- Constable, K., & Dawsonera. (2015). *The outdoor classroom in practice, ages 3-7: a month-by-month guide to forest school provision*. (S. Green, Ed.). London: Routledge.

- Cotton T (2016) *Understanding and Teaching Primary Mathematics,* 3rd edition, Pearson

- Cox. R. (2011) *Primary English Teaching: An Introduction to Language, Literacy and Learning.* Sage

- English R (2012) *Teaching Arithmetic in Primary Schools*

- Evans, J. (2004) *Literacy moves on. Using popular culture, new technologies and critical literacy in the primary classroom*. London, Fulton.

- Frapwell, A (2014) *A Practical Guide to Assessing Without Levels* Leeds: Coachwise

- Gallahue, D.L and Ozmun, J.C. (2011) *Understanding Motor Development: Infants, Children. Adolescents, Adults (7th edn)* London: McGraw-Hill

- Gamble, N and Yates, S. (2013) *Exploring Children's Literature*. London, SAGE.

- Gifford S (2005) *Teaching Maths 3-5: Developing Learning in the Foundation Stage* Open University

- Gott, R., Duggan, S. (2003) Understanding and using scientific evidence

- Graham, G. M. (2008) *Teaching Children Physical Education: Becoming a master teacher* Leeds: Human Kinetics

- Peacock, G., Sharp, J., Johnsey, R., Wright, D. (2014) Primary science: knowledge and understanding -

- Grout, H & Long, G (2009) *Improving Teaching and Learning in Physical Education* Maidenhead: Open University Press

- Hay, P., & D. Penney (2012) *Assessment in Physical Education: A Socio-cultural Perspective* London: Routledge

- Hadyn, T. (2012) Managing Pupil Behaviour: improving the classroom atmosphere, Routledge

- Harlen, W., Qualter, A., (2014) The teaching of science in primary schools

- ***Haylock D (2014) *Mathematics Explained for Primary Teachers.* 5th Edition London, SAGE**

- Haylock, D. & Cockburn, A. (2015), Understanding mathematics for young children :a guide for foundation stage and lower primary teachers, 5th edition, SAGE Publications, London

- Jesson, Jill. (2012). *Developing Creativity in the Primary School*. Maidenhead: Open University Press.

- Keay, J. K. & C. M. Lloyd (2011) *Linking Children's Learning with Professional Learning.* Rotterdam: Sense

- Mallet, M. (2010). *Choosing and Using Fiction and Non-fiction 3-11: A comprehensive guide for teachers and student teachers*. London, David Fulton

- Mallett, M. (2012) *The Primary English Encyclopaedia: the Heart of the Curriculum.* 4th edition. London: David Fulton Publishers

- ***Medwell, J. Wray, D., Moore, G., and Griffiths, V. (2017) *Primary English: Knowledge and Understanding (Achieving QTS Series)* 8th edition. Learning Matters.**

- ***Medwell, J. (2017) *Primary English: Teaching Theory and Practice (Achieving QTS Series)* 8th edition. Learning Matters**

- Myers, J. Burnett, C. (2004) *Teaching English 3-11* London, Continuum

- Nutbrown (2011) *Threads of Thinking – Young Children learning and the Role of Early Education* London Sage

- Oliver, A (2006) Creative teaching: science in the early years and primary classroom

- Richard, C. (2012) Essential Primary Mathematics, McGraw Hill Education, Open University Press

- Rodgers, B. (2015) Classroom Behaviour, Sage Publications

- Rogers, B. & MacPherson, E. (2008) Behaviour Management with young children, Sage

- Sunderland, M. (2006) The Science of Parenting, Dorling Kindersley
- Waugh, D., Joliffe, W., Allott, K. (2014) *Primary English for Trainee Teachers* SAGE: Learning Matters

- Waugh, D., Warner, C. and Waugh, R. (2016) *Teaching Grammar, Punctuation and Spelling in Primary Schools.* 2nd edition. SAGE: Learning Matters

- Whitehead M (2008) *Developing Language and Literacy with Young Children* London Sage

- Whitehead, M.(2010) *Physical Literacy Throughout the Lifecourse* London: Routledge

- Wyse, D. Jones, R., Bradford, H. & Wolpert, M. (2013) *Teaching English, language and literacy* 3rd Edition London, Routledge.

Recommended Reading: Subject session specific

Guidance on further reading to support and extend trainee's learning and development will be given within taught training sessions, as appropriate (e.g. key reports and research findings).

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