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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

2020/21

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Dear PGCE School Direct Teacher Trainees

The PGCE School Direct Primary and Early Years Partnership would like to offer you a very warm welcome. We are delighted to be working with you. We hope you are looking forward to the experience of the times ahead as you embark upon your career in school.

The PGCE School Direct Primary and Early Years Partnership has an extensive and successful history in Initial Teacher Education at Sheffield Hallam University (SHU). Colleagues from SHU and a range of School Direct Partners work closely together to train and develop the next generation of outstanding teachers. We are proud of our provision and wholly committed to working creatively and collaboratively together towards a shared vision of excellence.

This Programme of Taught Training details a carefully crafted and coherently sequenced curriculum. Developed and delivered by the PGCE School Direct Primary and Early Years Partnership, it encompass the full curriculum entitlement described in the ITT Core Content Framework (DfE 2019) and Teacher’s Standards (DfE 2011), as well as integrating additional analysis and critique of theory, research and expert practice. By encompassing all subjects of the National Curriculum (DfE 2014) and all areas of learning in the Early Years Foundation Stage (DfE 2017), the course emphasises the importance of developing trainees’ depth and breadth of subject knowledge and pedagogical understanding. Alongside this, it highlights the importance of creating respectful cultures and strong positive relationships within classrooms where trainees and pupils feel motivated, valued and supported to achieve. In particular, the course gives very careful consideration to meeting the needs of all learners, including the needs of trainees. It emphasises the importance of providing all pupils with quality first teaching which is so especially important for disadvantaged pupils and those with additional needs. This fundamental principle of ‘Provision for All’ runs as a key theme throughout the entirety of the PGCE School Direct course.

This ‘Programme of Taught Training’ booklet makes the curriculum design (e.g. curriculum coverage and sequencing) of the PGCE School Direct course transparent so that trainees are able to work knowledgably, confidently and creatively within it. Our rationale for curriculum design is articulated throughout this booklet in relation to all curriculum subjects/areas. However, our curriculum design is explained in the greatest detail within the ‘Professional Learning’ (PL) strand as these sessions very much provide the spine to the Qualified Teacher Status (QTS) element of the course.

We hope you find this booklet useful. On behalf of the Primary and Early Years Partnership, welcome to this stage in your journey to becoming a teacher.

Marie Helks

*Dr Marie Helks*

*Head of Area for Post Graduate Primary Teacher Education*

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**Introduction**

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

* Generic calendars showing the days of school-based training and University/Partner-based taught training (p8-10)
* A week-by-week overview of the PGCE programme for the full year of taught training sessions (p11-21)
* Session outlines for all taught training sessions (p22-235)
* Appendices and reading lists (p236-262)

**Models 2 and 3**

This document supports School Direct clusters following Models 2 and 3 (i.e. normally Fridays only in University-based training: 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 coloured ‘red’.

Session outlines for each taught training session make up most of this booklet. Each session typically lasts for 90 minutes (though discretion is given here to reflect and respond to differences in local need). The session outlines provide important information for tutors. However, while the learning objectives for each session should be adhered to (to maximise consistency and coherence and minimise repetition and omission), the rest of the session outline may be used flexibly. This is to avoid constraining tutors by specifying too strictly the structure, content and resources of each taught training session.

For Partners following Models 2 and 3, the expectation is that the Lead Initial Teacher Education Coordinator (LITEC) will provide an equivalent week-by-week training overview.

**Model 1**

This document also supports School Direct clusters following Model 1 (i.e. all taught training provided by the University and delivered on Thursdays and Fridays). Although Model 1 School Direct clusters 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.

**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 ‘Document’ folder on the Trainee Development Space (TDS).









**TAUGHT TRAINING OVERVIEW – AMENDED in the light of COVID-19**

**Early Years & Primary (3-7 years) and Primary (5-11 years) School Direct PGCE 2020-21**

* **Model 1**(Thursday and Friday): All taught training sessions (“red” and “green”) delivered by SHU.
* **Models 2 and 3**(Friday only): “Green” sessions delivered by SHU; “red” sessions delivered by SD Partner.
* Please note, week-by-week teaching dates as shown below are indicative. There may be some variation to the weeks/dates relating to when individual sessions are delivered and, although we always endeavour to keep changes to a minimum, staff and trainee timetables can change.
* Assignment submission dates are not included here - trainees should check on Blackboard for submission dates and times.
* **Covid-19: As we transition back to face-to-face teaching on the SHU city campus, the delivery of your September/October University-based sessions is currently online and organised as follows:**
  + Some sessions are marked ‘S’ for ‘synchronous’ teaching – this teaching is ‘live and online’ and you should log into your session at the timetabled time on Thursday and/or Friday (Model 1) or Friday only (Models 2 &3).
  + Some sessions are marked ‘AS’ for ‘asynchronous’ teaching – this teaching is pre-recorded and you should undertake these sessions during the rest of the week at a time convenient to you (though recommended days may be given to support you in your time management).
  + Further week-by-week guidance (re. when sessions are scheduled to take place) will be given throughout semester 1.
  + Your School Direct LITEC (lead) will advise you on the ‘live’ (synchronous) and ‘pre-recorded’ (asynchronous) nature of the “red” sessions.
  + You will be kept informed of any proposed changes to this delivery as Semester 1 progresses.

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| **Week commencing** | **Maths** | **English** | | | **Science** | | | **Foundation subjects** | **Masters** | | | **Professional Learning (PL)** | | | | **Lecture focus**  **(Masters**  **or PL)** | | **Academic Tutorials and Support sessions** | |
| 31-Aug  Week 6  Enrolment | **Enrolment by Wednesday 2nd September 2020 – Course starts Monday 7th September with the Induction Week** | | | | | | | | | | | | | | | | | | |
| 07-Sep  Week 7  Induction & Professional Learning focus | Initial Needs Analysis | | | | | | | | | | | | | 3-7 & 5-11: Introduction to PL & PL1 lecture:  Aims, values & expectations of Early Years and Primary education **(S)** | | 3-7 & 5-11: Induction 1 – Course Leader lecture **(S)** | | 3-7 & 5-11: Academic Adviser (AA) Welcome group seminar **(S)** | |
| 3-7 & 5-11: Induction 3 – GDPR & E-safety (AS) | | 3-7 & 5-11: Induction 2 – Course Leader lecture: Online learning and TDS **(S)** | | 3-7 & 5-11: Academic Adviser Tutorials begin (Individual) **(S)** | |
| 3-7 & 5-11:  PL2: What is  learning? | | 3-7 & 5-11:  Induction 4 | |  | |
| 3-7 & 5-11:  PL3. Designing learning | | 3-7 & 5-11:  Induction 5: working in school: safeguarding and risk assessment | | AA ‘Reviewing the week’ group seminar **(S)** | |
| 14-Sep  Week 8  Masters Focus  Wednesday – school-based induction training starts (either online or face-to-face) |  | | | | | | |  | 3-7 & 5-11:  Masters 1 Seminar 1:  The reflective teacher **(S)** | | | | | 3-7 & 5-11:  PL4: Where can we learn? | | 3-7 & 5-11:  Masters 1 Lecture 1: Intro to classroom talk **(S)** | | Academic Adviser Tutorials ongoing (S) | |
| PL5: 3-7 & 5-11:  Safeguarding and the Prevent agenda **(S)** | |
| 3-7 & 5-11:  Masters 1 Seminar 2: Understanding the value of classroom talk **(S)** | | | | | 3-7 & 5-11:  PL6: Learning for all | | Masters 1 Lecture 2: The assignment brief (AS) | | Course Leader drop-in - optional **(S)** | |
| 3-7 & 5-11:  PL7: Planning for all children | | PL5 (safeguarding) drop-in – optional **(S)** | |
| 21-Sep  Week 9  Curriculum Subjects Focus | Meet the maths team and:  1. 5-11 years:  Introduction to maths: an introduction to key considerations of early maths including maths attitudes (S)  1. 3-7 years:  Introduction to early maths: What does early maths look like? (S) | Meet the English team and:    1. 3-7 & 5-11: Exploring English (S) | | |  | | | Introduction to Wider Curriculum and History1 (AS) | Masters Seminar 3. Observing teacher talk **(S)** | | | | | P4C | | PL8  5-11 years The Curriculum  3-7 years: EYFS & National Curriculum (AS) | | 3-7 & 5-11: Academic Adviser Tutorials ongoing (Individual) (S) | |
| Music 1 (AS) |
| PE2 Inclusion (AS) |
| PSHE | PL9  3-7 & 5-11: Promoting positive behaviour through effective behaviour management (AS) | |
| RE 1 | PL10  3-7 & 5-11: Relational Pedagogy and Relationships Education (AS) | | Course Leader drop-in – optional (S) | |
| 3-7 & 5-11:  Course Leader Lecture; School-based training (AS) | |
| 28-Sep  Week 10 | 2. 5-11 years:  Early Counting - Key Concepts and Number Sense (AS)  2. 3-7 years:  Early Counting - Key Concepts and Number Sense through the provisions (AS) | 2. 3-7 & 5-11: Exploring English continued (AS) | | | Meet the science team and:  1. 3-7 & 5-11: Intro to Science in the National Curriculum & changing materials (S) | | | Foreign Languages 1 (AS) | Masters Seminar 4. Perspectives on talk through a critical review of literature (S) | | | | | PL13: The impact of effective teaching on learning – how do we show pupil progress? | | PL11  3-7 & 5-11: Well Being: Understanding the emotional dimension of Early Years and Primary classrooms (AS) | | 3-7 & 5-11: Academic Adviser Tutorials ongoing (Individual)(S) | |
| 3. 3-7 & 5-11: Children's literature including reading comprehension | | | Music 2 (AS) | Course Leader drop-in – optional (S) | |
| 3. 5-11: Place Value and the Number System - Early key concepts  3. 3-7: Mathematics within the Early Year setting - Teaching place value in EYFS | Geography 1 (AS) | Wider Curriculum drop-in – optional (S) | |
| Computing 1 (AS) | PL12  3-7 & 5-11: Data is the start not the end: Pupil progress and attainment (AS) | | Developing your academic writing and study skills (AS) | |
| 05-Oct  Week 11 | 4. 5-11 years: 1-1 Principles of early calculation: addition and subtraction - Planning and teaching from concrete to abstract  4. 3-7 years:  Principles of early calculation: addition  - Planning and teaching from concrete to abstract through the continuous provisions | 4. Auditing and developing subject knowledge – grammar focus (AS) | | | 2. 3-7 & 5-11: Working scientifically – gyrocopters (AS) | | | Art and Design 1 (AS) | Masters Seminar 5. Analysing classroom talk (S) | | | | |  | | PL14: (Lecture) 3-7 & 5-11: SEND and the  Code of Practice (AS) | | Course Leader drop-in – optional (S) | |
| 5. 3-7 & 5-11: Phonics (1) subject knowledge and practical strategies (AS) | | |
| 6. 3-7 & 5-11 years:  Approaches to writing | | | Computing 2 (AS) | English/Maths/science drop-in – optional (S) | |
| PL15: (Lecture) 3-7 & 5-11: Supporting learners with EAL (AS) | |
| 12-Oct  Week 12 | 5. 3-7 & 5-11: Developing Mathematical reasoning and critical thinking in young learners using a Mastery Approach (AS) | 7. 3-7 & 5-11: Phonics (2) teaching and assessment activities and resources | | | 3. 3-7 & 5-11 Working scientifically – investigations 1 | | | D&T 1 (AS) | Masters Seminar 6. Sharing investigations into approaches and strategies for promoting talk for learning (S) | | | | |  | | Masters Lecture 3:  3-7 & 5-11: Meeting the assessment criteria and writing up your study (AS) | | Course Leader drop-in – optional (S) | |
| 6, .5-11 years: Progression in multiplication and division - key concepts (PART 1) (AS)  6 .3-7 years:  Understanding early subtraction (AS) |
| 4.5-11 years: Forces and motion  4.3-7 years: Science in the water tray | | | PL16  3-7 & 5-11: Anti-bullying and homophobia (AS) | |
| English/Maths/science drop-in – optional (S) | |
| 19-Oct  Week 13 |  | |  | | |  | |  |  | | | |  | | |  | | |  |
| 26-Oct  Week 14 | **Half-Term School Holiday (Sheffield)** | | | | | | | | | | | | | | | | | | |
| 02-Nov  Week 15 |  | | 8.3-7 & 5-11 years: Using drama to enhance English | | | 5.5-11 years: Working scientifically Investigations 2 | | RE 2 |  | | | |  | | |  | | |  |
| 09-Nov  Week 16 |  | |  | | |  | | PE 3: Dance |  | | | |  | | |  | | |  |
| PE 4: Gymnastics |
| 16-Nov  Week 17 |  | |  | | |  | |  |  | | | | PL17: Supporting vulnerable groups | | |  | | |  |
| PL18: Enhancing the experience of learners and families with English as an additional language | | |
| 23-Nov  Week 18 |  | |  | | |  | |  |  | | | | PL19: Positive relationships with parents, carers and the community | | |  | | |  |
| Applying for teaching posts | | |
| 30-Nov  Week 19 |  | | | | | | | | | | | | | | | | | | |
| 07-Dec  Week 20 |  | | | | | | | | | | | | | | | | | | |
| 14-Dec  Week 21 | 7. To develop a deeper understanding of the Mastery Approach | | 9. Reading aloud: An author’s perspective |  | | | History 2 | | |  | | |  | | | | 3-7 and 5-11 years Course Leader Lecture: Spring term briefing | | Group tutorial with Academic Adviser (Review Point 1) |
| Geography 2 | | |
| Art & Design 2 | | |
| DT 2 | | |
| 21--Dec  Week 22 | **Christmas Holiday (Sheffield)** | | | | | | | | | | | | | | | | | | |
| 28-Dec  Week 23 |
| 04-Jan  Week 24 |  | | | | | | | | | | | | | | | | | | |
| 11-Jan  Week 25 |  | | | | | | | | | | | | | | | | | | |
| 18-Jan  Week 26 | **Mid-Placement Day (Friday 22nd January)**  To include group tutorial time with Academic Adviser | | | | | | | | | | | | | | | | | | |
| 25-Jan  Week 27 |  | | | | | | | | | | | | | | | | | | |
| 01-Feb  Week 28 |  | | | | | | | | | | | | | | | | | | |
| 08-Feb  Week 29 |  |  | | | 6. 3-7 & 5-11; Light | | |  |  | | |  | | | | 3-7 & 5-11:  Course Leader Lecture: School-based training | | Group tutorial with Academic Adviser (Review Point 2) | |
| 09-Feb  Week 29 |  |  | | | 7. 5-11 years: Reversible and irreversible changes  7. 3-7 years: Materials | | | Foreign languages 2 (5-11 trainees only) |  | | |  | | | |  | | Group tutorial with Academic Adviser (Review Point 2) – continued | |
| PE 1: Fundamentals of Movement |
| 10-Feb  Week 29 | 8. 5-11 years: Understanding the key concepts for multiplication and division (PART 2)  8. 3-7 years:  Understanding the early key concepts for multiplication - through stories | 10. 3-7 & 5-11 years: Deepening comprehension through reader response | | | 8. 5-11 years: Properties of everyday materials  3-7 years: The Young Scientist PART 1 | | |  |  | | |  | | | |  | |  | |
| 10-Feb  Week 29 | 9 .5-11 years:  To develop problem solving with a KS2 focus DISTANCE LEARNING  9. .3-7 years:  Problem solving with a KS1 focus  DISTANCE LEARNING |  | | | 9. 5-11 years; Electricity and magnetism  3-7 years: The Young Scientist PART 2 | | |  |  | | |  | | | |  | |  | |
| 12-Feb  Week 29 |  |  | | |  | | | Computing 3 | Masters Seminar 1: Focusing on your chosen specialism | | |  | | | | Masters Lecture 1 3-7 & 5-11: The Requirements of the Collaborative  Research lesson and Module Assessment | | Group tutorial with Academic Adviser (Review Point 2) – continued | |
| Masters Seminar 2: Models of teacher learning | | | Masters Lecture 2: Exploring subject specialisms | |
| 15-Feb  Week 30 | **Half-Term School Holiday (Sheffield)** | | | | | | | | | | | | | | | | | | |
| 22-Feb  Week 31 | 10 .5-11 years: Fractions – Key concepts and connections  10.3-7 years:  Division - Early key concepts and connections | 11. 5-11 years: Exploring texts through grammar (2)  11. 3-7 years: Exploring texts through grammar (2) | | |  | | |  | Masters Seminar 3:. The impact of collaborative CPD/Ethics | | |  | | | |  | |  | |
| 11. 5-11 years: Algebra - Key concepts and connections  11. 3-7 years:  Fractions – Early Key Concepts |
| 01-Mar  Week 32 | 12. 3-7 & 5-11 years: Geometry | 12. Reading and writing non-fiction | | |  | | | Foreign languages 3 | Masters Seminar 4: Developing your specialism/lesson study cycle  DISTANCE LEARNING | | |  | | | |  | |  | |
| 13.5-11 years: Measures  13. 3-7 years:  Measures - teaching time | 13. 3-7 & 5-11; Investigating spelling and handwriting | | | Masters Seminar 5: Research methods for classroom research lesson (CRL) | | |
| 08-Mar  Week 33 | 14. 3-7&5-11 years: Key considerations for effective teaching in mathematics -evaluation and reflection | 14. 3-7 & 5-11 years: Strategies for developing spoken language | | | 10 3-7 & 5-11: Sound | | |  | Masters Seminar 6: Preparing for your viva | | |  | | | | 3-7 & 5-11; Masters’ Lecture 3: Summary of module key learning, outcomes and assessment | |  | |
| 15. 3-7 & 5-11 years: Children’s authoring practices | | | 11.5-11 and 3-7 years: Human variation | | |
| 15-Mar  Week 34 | **Outdoor learning: Early years off-site visit (9am-12noon)**  **(Early Years groups only – SD and Core)** | | | | | | | | **PGCE CONFERENCE** | | | | | | | | |  | |
|  | 16.5-11 years: Digital and critical literacies  16.3-7 years: Multimodal literacies in the early years | | |  | | |  |
| 22-Mar  Week 35 |  | | | | | | | | | | | | | | | | | | |
| 29-Mar  Week 36 |  | | | | | | | | | | | | | | | | | | |
| 5-Apr  Week 37 |  | | | | | | | | | | | | | | | | | | |
| 12-Apr  Week 38 |  | | | | | | | | | | | | | | | | | | |
| 19-Apr  Week 39 |  | | | | | | | | | | | | | | | | | | |
| 26-Apr  Week 40 |  | | | | | | | | | | | | | | | | | | |
| 03-May  Week 41 | **Mid-Placement Day (Friday 7TH May)**  To include group tutorial time with Academic Adviser (Review Point 3) | | | | | | | | | | | | | | | | | | |
| 10-May  Week 42 |  | | | | | | | | | | | | | | | | | | |
| 17-May  Week 43 |  | | | | | | | | | | | | | | | | | | |
| 24-May  Week 44 |  | | | | | | | | | | | | | | | | | | |
| 31-May  Week 45 |  | | | | | | | | | | | | | | | | | | |
| 07-Jun  Week 46 |  | | | | | | | | | | | | | | | | | | |
| 14-Jun  Week 47 | **Study Leave – Monday & Tuesday**  **(Flexibility agreed for salaried trainees)** | | | | | | | | | | **Assessment of Masters 2** | | | | PL21: (Lecture) 3-7 & 5-11: Revisiting values through SMSC | | | **Review Point 4 Academic Adviser one-to-one tutorials** | |
| Course Leader Lecture 3-7 & 5-11: Post-BP2, NQT Year and Beyond | | |
| Final AA seminar | | |
| 21-Jun  Week 48 | **NQT Week** | | | | | | | | | | | | | | | | | | |

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**Professional Learning:**

**Curriculum Design & Delivery and Session outlines**

**Professional Learning:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Professional Learning**

The Professional Learning (PL) taught training provides the spine of the QTS element of the PGCE course. It is underpinned by six core areas. These encompass the five core areas of the ITT Core Content (DfE 2019) and Early Career Framework (ECF)(DfE 2019), and a sixth core area of our own design: ‘Provision for All’. This ensures that our principles of inclusion and inclusive practice underpin all aspects of professional learning, and that when we consider any topic within the PL strand as a whole, we endeavour to consider the needs of all children in all contexts.

These six core areas are also integrated (as appropriate) into all other aspects of PGCE School Direct course design and delivery (e.g. through all curriculum subjects/areas and Masters modules).

**The Six Core Areas:**

**Behaviour Management**

A key finding of the Carter Review of Initial Teacher Training (2015) was the importance to trainees of high-quality training to improve behaviour management and both student feedback and our recent Ofsted inspection grade of outstanding demonstrate our commitment to this. Rather than looking at behaviour purely in isolation, we deliberately choose to consider behaviour within all aspects of the learning and teaching process.

**Pedagogy**

We examine pedagogy through the lenses of science, child development and psychology, cognition and metacognition and subject specific knowledge. Trainees will consider the development of their own knowledge alongside the effective development and retention by the pupils, and look at learning, teaching and behaviour as fundamentally linked.

**Assessment**

Assessment is at the heart of meeting children's needs and ensuring that provision enables them to make progress. As such we want trainees to recognise that it underpins all aspects of learning and provision design and is a strand to carry throughout their practice.

**Curriculum**

Curriculum is considered in three ways: at its intent, considering the purpose and design of curricula at both a local and national level; its implementation within and across subjects, stages and phases, and in terms of its success in relation to pupil outcomes. Our own curriculum is designed to balance the importance of key skills of early literacy, phonics and early number with the provision of a wider curriculum which is broad, balanced and values the holistic development of all children.

**Professional Behaviours**

The curriculum is developed so that trainees have a clear understanding of the expectations regarding the personal and professional conduct of a teacher and the ethics of the teaching profession. This includes how Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for the rights of others. It places professional relationships at the heart of all aspects of classroom practice.

**Provision for All**

As teachers we are responsible for the needs of ALL pupils. Inclusion is not an 'add on' or separate entity. It does not just concern Special Educational Needs or any other form of label. It is about all children, every day, in every part of provision and school life. Therefore, it should be at the heart of everything we do.

**Interconnections within PGCE Course Design**

Although we believe in the holistic nature of teaching, in that many themes are interconnected, we also recognise the need to focus on developing specific competencies, attitudes, skills and knowledge. The relationship between these can be represented in Table 1:

Table 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PGCE Courses; ITT Core Content Framework; Teachers’ Standards** | | **Themes covered within area** | **Link to PL Session** | **Related Teachers’ Standards** |
| **Provision for All** | **Behaviour Management** | High expectations of behaviour  Role modelling  Relationships and climate  Links between behaviour and achievement  Routines  Self-regulation | PL6, PL9, PL16 | TS1, TS7 |
| **Pedagogy** | How pupils learn  Working memory and long-term memory  Sequencing of lessons  Different delivery techniques  Effective teaching  Adaptive teaching | PL2, PL3, PL4, PL6, PL17, PL18, PL20 | TS2, TS4, TS5 |
| **Assessment** | Formative assessment  Summative assessment  Link with expectations  High quality feedback  Marking | PL7, PL12, PL13 | TS6 |
| **Curriculum** | Early Years Foundation Stage  National Curriculum  Importance of subject knowledge  Linking learning  Anticipating misconceptions  CASK and other models  Fluency and mastery | PL8, PL14, PL15 | TS3, TS1 |
| **Professional Behaviours** | Vision and values  Role modelling  Safeguarding  Trusting relationships with other people  Deploying other adults  Being reflective  Professional development  Engaging critically with research | PL1, PL5, PL9, PL10, PL11, PL16, PL19, PL21 | TS8 |

**Professional Learning:**

**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   CCF coverage: 1.1; 8.1; 8.2; 8.7 |
| **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   CCF coverage: 2.1; 2.3; 2.4; 2.5; 3.7; 4.5; 5.6; 6.2; 6.6; 7.3; 7.6; 7.7 |
| **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   CCF coverage: 2.2; 2.7; 2.9; 3.3; 3.4; 3.6; 3.7; 3.8; 4.2; 4.3; 4.9; 6.1; 6.3; 7.4 |
| **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   CCF coverage: 2.7; 4.11; 7.1; 7.2 |
| **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   CCF coverage: 1.5; 7.4 |
| **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   CCF coverage: 4.1; 4.4; 4.7; 4.10; 5.1; 5.2; 5.3; 6.4; 7.4; 7.7; 8.5 |
| **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   CCF coverage: 1.3; 1.4; 2.7; 3.3; 4.4; 4.5; 4.6; 4.8; 4.11; 5.1; 5.2; 5.3; 5.4; 5.5; 6.1; 6.4; 6.6; 7.4; 8.5  *.* |
| **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   CCF coverage: 1.4; 3.1; 3.2; 3.6 |
| **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   CCF coverage: 1.2; 4.10; 6.2; 7.1; 7.2; 7.3; 7.6; 7.7; 8.6 |
| **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   CCF coverage: 1.5; 7.5; 8.3 |
| **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   CCF coverage: 6.7; 8.2 |
| **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   CCF coverage: 5.2; 6.3; 8.6 |
| **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   CCF coverage: 1.6; 3.3; 6.5; 6.7 |
| **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   CCF coverage: 5.1; 5.2; 5.3; 5.7; 7.2; 8.5 |
| **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   CCF coverage: 5.3; 8.4; 8.6 |
| **PL Session 16 - Understanding and challenging bullying** | * 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   CCF coverage: 8.4, 8.6 |
| **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   CCF coverage: 1.6; 5.2; 8.4; 8.5; 8.6 |
| **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   CCF coverage: 5.2; 5.3; 8.4; 8.6 |
| **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   CCF coverage:8.3; 8.4 |
| **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   CCF coverage: 3.6; 4.7 |
| **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   CCF coverage: 8.1; 8.2; 8.7 |

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| **Professional Learning Session 1** | | |
| **WHAT?**  **Session**  **Title** | **Aims, Values and Expectations of Early Years and Primary Education** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils*  *8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.*  *8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.*  *8.7 Engaging in high-quality professional development can help teachers improve.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | This first session starts trainees on their journeys highlighting the importance of being reflective, looking at things critically and being a reflexive practitioner. This is an important place to start as it allows trainees to identify and explore their own values as a person and as a teacher. It also provides a good opportunity to consider what is important to each of us and how we might show this in our practice and in our classrooms. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Statement of Professionalism * Initial Needs Analysis * Masters module 1: Reflection and being a reflective practitioner * Self-study: Unconscious Bias training on Blackboard |
| **Provision for All** | The tension between achievement and the ongoing development of the child. |
| **Behaviour management** | Consider our own values and perspectives on behaviour |
| **Pedagogy** | The importance of being a reflective and reflexive practitioner, exploring own values and beliefs, and representing these in learning and provision. |
| **Assessment** | What is lost if we only value what is measurable? |
| **Curriculum** | 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. |
| **Professional Behaviours** | The importance of a defined set of personal values; the increased awareness of the role of a teacher; the articulation of own vision of ‘teaching’ and ‘education’. |
| **Teachers’ Standards** | TS2, TS8; Part 2 |

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| **Professional Learning Session 2** | | |
| **WHAT?**  **Session**  **Title** | **What is Learning?** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *2.1 Learning involves a lasting change in pupils’ capabilities or understanding.*  *2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.*  *2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.*  *2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.*  *3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.*  *4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.*  *5.6 There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.*  *6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.*  *6.6 Over time, feedback should support pupils to monitor and regulate their own learning.*  *7.3 The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives.*  *7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).*  *7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | This second session is designed to explore what is meant by ‘learning’ and how this can inform our actions as teachers in order to secure maximum impact on learning and retention.  Before beginning to consider high quality planning and delivery, we must first look at what effective learning is and what contributes to this. How do children learn something new and what does research say? How can we prevent misconceptions? | |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Consider different theories of learning and behaviour - similarities and differences * Consider the role of memory – working memory and long-term memory * 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Optional templates for short and medium-term planning shared with trainees for use in school * Self-study – Impacting on Children’s Learning * Link to Placement – establishing a climate for learning |
| **Provision for All** | Learning looks different for different children |
| **Behaviour management** | Behaviour and learning cannot be separated - each impacts on the other and needs planning |
| **Pedagogy** | Successful learning design can only happen if we know what children know and can already do before we begin  Metacognition and self-regulation; findings of the EEF; Memory (working and long-term memory; the value of worked examples) as a factor in learning |
| **Assessment** | Observation is a key form of assessment and will help us see what learning is taking place and what needs to happen next |
| **Curriculum** | Pupils learn new ideas by linking those ideas to existing knowledge |
| **Professional Behaviours** | Teachers have a responsibility to design learning which inspires and enables children to invest in their own learning |
| **Teachers’ Standards** | TS1, TS2, TS4, TS5, TS7 |

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| **Professional Learning Session 3** | | |
| **WHAT?**  **Session**  **Title** | **Designing Learning** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex*  *2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.*  *2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.*  *3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.*  *3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.*  *3.6 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.*  *3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.*  *3.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.*  *4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.*  *4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.*  *4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.*  *6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.*  *6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.*  *7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Having looked at various theories of learning in the session, trainees now begin to unpick the ways in we can design and deliver effective teaching sequences to optimise children’s learning and lead to good progress being made. The idea of the SHU ‘Non-negotiables’ is introduced at this point so that trainees underpin all their planning with these right from the start.  Trainees will become familiar with some of the key elements of effective planning and lesson design, and how these can be delivered and assessed effectively. | |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Reflect on Session 2 (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. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * SHU ‘Non-negotiables’ shared * Self-study - planning for learning screencasts * Link to Placement – planning a sequence of lessons |
| **Provision for All** | Different children have different starting points and will have different end points and intended outcomes |
| **Behaviour management** | Planning targets for class behaviour |
| **Pedagogy** | Pupil progress is at the heart of all planning, learning and provision design. |
| **Assessment** | Essential to find out a baseline/starting point - what do the children already know? Don't make assumptions. |
| **Curriculum** | Behaviourism, Cognitivism, Constructivism, Connectivism |
| **Professional Behaviours** | Consider what an effective teacher needs to do to enable learning to take place, and what this looks like when designing learning. |
| **Teachers’ Standards** | TS1, TS2, TS4, TS5, TS6 |

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| **Professional Learning Session 4** | | |
| **WHAT?**  **Session**  **Title** | **Where Can We Learn? Developing Learning Environments** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.*  *4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.*  *7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.*  *7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | This session builds on the work that trainees have taken part in so far about learning, teaching and assessment, and considers how learning can take place in different ways in different environments.  Trainees will consider how the environment is linked with ‘climate for learning’ and ‘behaviour’ and that both factors can impact on effective learning. It is also important in this early stage that trainees understand that the classroom is not the only place that learning can take place.  A key part of this session will consider how to adapt the environment to ensure accessibility, provision for all and the role of the environment in differentiation and meeting needs. | |
| **HOW?**  **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. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Link with outdoor learning experience at Norfolk Park * Optional contribution to ‘environment exchange’ online * Link to Placement – establishing routines to promote independence within the environment |
| **Provision for All** | The environment should be adapted accordingly to make learning accessible for all learners. |
| **Behaviour management** | We can control ourselves and the environment; we cannot control children. |
| **Pedagogy** | 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.  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> |
| **Assessment** | Teachers can set up areas of the environment to better support and enable Assessment for Learning |
| **Curriculum** | What different environments can we use to enhance learning in different subjects? |
| **Professional Behaviours** | Considering the health and safety implications for working in different environments |
| **Teachers’ Standards** | TS1, TS2, TS7 |

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| **Professional Learning Session 5** | | |
| **WHAT?**  **Session**  **Title** | **Safeguarding and the Prevent Agenda** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.5 A culture of mutual trust and respect supports effective relationships*  *7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | It is essential at this point in the course, before going into school, that trainees have in depth safeguarding training, and are aware of their statutory responsibilities as teachers working with children and young people. | |
| **HOW?**  **Session**  **Content** | 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. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Share Safeguarding Questionnaire for all trainees to complete and submit * Link with ‘Trauma Informed Schools’ training |
| **Provision for All** | Are some children potentially more vulnerable than others? |
| **Behaviour management** | Observing behaviours being displayed is an important part of safeguarding - what are children trying to communicate through their behaviour? |
| **Pedagogy** | Barriers to learning need to be overcome before progress can be made - how will you plan for this? |
| **Assessment** | Monitoring safeguarding concerns |
| **Curriculum** | Ensuring safeguarding principles underpin the curriculum, particularly with regard to developing children’s own understanding of keeping themselves safe |
| **Professional Behaviours** | Knowledge of statutory role of teacher in keeping children safe |
| **Teachers’ Standards** | TS1, Part 2 |

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| **Professional Learning Session 6** | | |
| **WHAT?**  **Session**  **Title** | **Learning for All** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *4.1 Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.*  *4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.*  *4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.*  *5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*  *5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*  *6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.*  *7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.*  *7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.*  *8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.* | |
|  | Teachers are responsible for ***all*** the needs of ***all*** the children in their class. The best form of intervention to meet needs is through **Quality First Teaching.** | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Guidance about Focus Children and Pupil Progress Review Meetings given out * Link to Placement - Focus Children: one page profiles/pen profiles to be compiled for each of three Focus Children * Link through to Pupil Progress Review meeting at the end of Block Placement 1 (BP1) assessed block. |
| **Provision for All** | '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) |
| **Behaviour management** | Looking at how different conditions can present through behaviour |
| **Pedagogy** | Commonly used strategies to organise learning.  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> |
| **Assessment** | Making judgements based on what children say or do and linking these to 'next steps' |
| **Curriculum** | Deploying support staff to best support learning in different areas of the curriculum |
| **Professional Behaviours** | Communicating planning and learning objectives with teaching assistants and other support staff |
| **Teachers’ Standards** | TS1, TS2, TS4, TS5, TS6 |

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| **Professional Learning Session 7** | | | |
| **WHAT?**  **Session**  **Title** | **Planning for All** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential*  *1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture*  *2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.*  *3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.*  *4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.*  *4.5 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.*  *4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.*  *4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.*   * 1. *Homework can improve pupil outcomes, particularly for older*   *pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.*  *5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*  *5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*  *5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.*  *5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.*  *6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.*  *6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.*  *6.6 Over time, feedback should support pupils to monitor and regulate their own learning.*  *7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.*  *8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Planning and assessment for learning go hand in hand. One cannot be successful without the other. Having considered the responsibilities that teachers have for all children, trainees will now consider how to plan and deliver lessons which provide challenge for all children and which respond to children’s needs as they arise. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Link back to SHU Optional Planning Templates * Self-study: Assessment for Learning screencasts * Link to Placement – keep evaluations and assessments and refer to these in planning; should be able to establish a trail between assessment, record keeping and annotated planning |
| **Provision for All** | What does challenge for all children look like? |
| **Behaviour management** | Planning to ensure a consistent approach to behaviour and classroom management; rules, routines, rewards and sanctions |
| **Pedagogy** | The Teacher Standards cite the fundamental nature of effective differentiation in underpinning effective learning and teaching for all. |
| **Assessment** | A range of AfL strategies - questioning, choice, challenge for all, prove it, differentiate the TASK not the children |
| **Curriculum** | Can differentiation and mastery exist together? |
| **Professional Behaviours** | How to involve teaching assistants and support staff in the planning process and in AfL |
| **Teachers’ Standards** | TS1, TS2, TS4, TS5, TS6 |

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| **Professional Learning Session 8** | | |
| **WHAT?**  **Session**  **Title** | **The Curriculum** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * To reflect on the notions of curriculum and the 'hidden curriculum' * To consider critically the aims, content and values of the Early Years Foundation Stage and the National Curriculum incorporated within the school’s wider vision for the knowledge, skills and values that its pupils will learn. * To consider the important role of breadth, balance and the wider curriculum in curriculum design and the rationale for curriculum choices * To know how the curriculum is assessed in different phases across EYFS, KS1 and KS2 * To know about the Equality Duty and how this relates to the curriculum.   *1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture*  *3.1 A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.*  *3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | At this point in the course trainees have considered the notions of effective planning, teaching and learning and linked this to their own emerging practice. Equipped with this knowledge, they can now examine how their work fits into a school’s own curriculum and the bigger picture of the EYFS and National Curriculum, and consider how this enactment not only sets out a school’s vision for the knowledge, skills and values that its pupils will learn, but demonstrates a school’s coherent wider vision for successful learning. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Wider Curriculum Tracker – link gaps in with live targets * Self-study - The National Curriculum |
| **Provision for All** | Personalised learning |
| **Behaviour management** | The status of behaviour within the National Curriculum |
| **Pedagogy** | The principles of effective curriculum design |
| **Assessment** | The differences between formative and summative assessment |
| **Curriculum** | What do we mean by ‘Curriculum’ and how can we best structure it to ensure that children make progress? Considering intent, implementation and impact. |
| **Professional Behaviours** | Working with colleagues to develop aims for the curriculum |
| **Teachers’ Standards** | TS2, TS3, TS4, TS5, TS6 |

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| **Professional Learning Session 9** | | |
| **WHAT?**  **Session**  **Title** | **Positive behaviour management: Promoting positive behaviour** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.2 Teachers are key role models who can influence the attitudes, values and behaviours of their pupils*  *4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.*  *6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.*  *7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.*  *7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.*  *7.3 The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives.*  *7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).*  *7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.*  *8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Throughout the course so far trainees have been made aware of the important links between learning and behaviour. In order to prepare for managing their own classrooms, trainees will now look at different strategies to use to promote positive behaviour management and consider ways in which they can create proactive rules and routines which support high expectations and a safe supportive climate. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Ongoing live targets about Behaviour Management * Link in with TIS work and identifying common links between the two |
| **Provision for All** | The importance of knowing the child holistically |
| **Behaviour management** | The effective teacher is able to organise, support and manage behaviour positively using a range of effective strategies |
| **Pedagogy** | Planning for positive behaviour |
| **Assessment** | What is behaviour trying to communicate? |
| **Curriculum** | Can particular aspects of the curriculum be a trigger for some children? How can we minimise this? |
| **Professional Behaviours** | What do high expectations of behaviour look like and how can I communicate these to children straight away? |
| **Teachers’ Standards** | TS1, TS2, TS7; Part 2 |

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| **Professional Learning Session 10** | | |
| **WHAT?**  **Session**  **Title** | **Relational Pedagogy and Relationships Education** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.5 A culture of mutual trust and respect supports effective relationships*  *7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.*  *8.3Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | At this point in the course, trainees should have a good understanding of the importance of relationships in all aspects of school life, in particular regarding attainment, behaviour and wellbeing. They will now consider how the curriculum and school rules and routines can support positive relationship building and can scaffold children’s own skills in relation to other people. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Link to TIS work * Looking at the well-being of the focus children |
| **Provision for All** | All children belong |
| **Behaviour management** | The links between the principles of TIS and developing positive whole class relationships. Our role as an 'emotional available adult'. |
| **Pedagogy** | We need to plan for the development of the whole child. |
| **Assessment** | How do we find out what children know already about sex and relationships? |
| **Curriculum** | Attachment Theory; Freire; bell hooks; Sunderland |
| **Professional Behaviours** | How can I use my routines in class to help support the development of relationships between children? |
| **Teachers’ Standards** | TS3, TS5, TS7; Part 2 |

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| **Professional Learning Session 11** | | |
| **WHAT?**  **Session**  **Title** | **Understanding the emotional dimension of the Primary classroom** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.*  *8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Having been in school and undertaken the role of the teacher on block placement, trainees have now had their own experience of some of the responsibilities and expectations which underpin classroom life. It is essential that they now have the opportunity to reflect on what this has been like and begin to develop a range of strategies which will help them process their emotions as they begin to spend more time in the classroom. | |
| **HOW?**  **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. * Place their personal experience in the broader context of literature and research on Teacher Identity/Teacher Professionalism/Wellbeing * Learn about and experience first-hand, a range of support strategies and mindfulness activities which might enhance wellbeing. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Planning for our own well-being during placement * Considering key support systems and mechanisms that we can put in place to help us * Link to Hallam Help |
| **Provision for All** | Considering our own attitudes, beliefs and mindset towards provision for all |
| **Behaviour management** | The importance of being an emotionally available adult and our role in establishing a positive classroom climate |
| **Pedagogy** | The importance of planning for the emotional dimension of the classroom |
| **Assessment** | Assessing ourselves and our well-being |
| **Curriculum** | Parker J Palmer; Claxton, Alsup |
| **Professional Behaviours** | How does it feel to receive constructive criticism? Is there a difference depending on who the critic is? |
| **Teachers’ Standards** | TS1, TS8; Part 2 |

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| **Professional Learning Session 12** | | |
| **WHAT?**  **Session**  **Title** | **Assessment: data is the start and not the end** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.*  *8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Until this point in the course trainees have largely focused on the planning and delivery of effective lessons. Building upon their earlier work on AFL, trainees will now begin to think about the different kinds of assessment information they will gather and how that can be used to ask questions, draw conclusions and provide evidence about pupil progress and achievement in their own classes and compare with information across and beyond the school. | |
| **HOW?**  **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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Pupil Progress Review Meetings |
| **Provision for All** | Finding students strengths and intentionally planning for success |
| **Behaviour management** | Noting positive behaviour; gathering information about frequency, intensity and duration of any challenging behaviour |
| **Pedagogy** | Using data to inform planning and next steps |
| **Assessment** | It is assessment for learning that is at the heart of pupil progress. |
| **Curriculum** | What can data tell us about how successful our curriculum is? |
| **Professional Behaviours** | Identifying colleagues who can help us provide support for children based on what data is telling us |
| **Teachers’ Standards** | TS2, TS6, TS8 |

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| **Professional Learning Session 13** | | |
| **WHAT?**  **Session**  **Title** | **The impact of effective teaching on learning - how do we show pupil progress?** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds*  *3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.*  *6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.*  *6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Demonstrating pupil progress is at the heart of many conversations that trainees will now be having about the children in their class, and as such the ability to gather evidence and articulate their impact as teachers is now a necessary skill. | |
| **HOW?**  **Session**  **Content** | 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. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Establishing starting point information for Focus Children * Pupil Progress Review Meetings * Evaluating progress as part of Weekly Reflections and Actions |
| **Provision for All** | Progress does not look the same for all children. |
| **Behaviour management** | Recognising that children can make progress in behaviour. Noting and celebrating small steps. |
| **Pedagogy** | Starting and ending techniques to capture progress |
| **Assessment** | Effective techniques to feedback to children verbally and in writing |
| **Curriculum** | It is essential for children to master foundational concepts before moving – this will build confidence as well as develop children’s knowledge and understanding |
| **Professional Behaviours** | Managing the demands of assessment and feedback |
| **Teachers’ Standards** | TS2, TS4, TS5, TS6 |

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| **Professional Learning Session 14** | | |
| **WHAT?**  **Session**  **Title** | **SEND and the Code of Practice** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * To know the key requirements and responsibilities outlined in the SEND 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   *5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.*  *5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*  *5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.*  *7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.*  *8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The course so far has been very clear about a teacher being responsible for all the children in his or her class and that any provision and is inclusive and for all. Trainees will now look at the legislation within the SEND Code of Practice and consider the ways in which person centred planning extends their existing knowledge and builds on what they already know about Quality First Teaching. | |
| **HOW?**  **Session**  **Content** | 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. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * SEND Placement |
| **Provision for All** | Medical and social models and the implications for planning and teaching |
| **Behaviour management** | Considering behaviour as an element of each of the four categories of need. |
| **Pedagogy** | Is it *really* inclusive? |
| **Assessment** | Progress looks different for different children |
| **Curriculum** | 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> |
| **Professional Behaviours** | Teachers have the responsibility to meet the needs of all children |
| **Teachers’ Standards** | TS2, TS3, TS5 |

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| **Professional Learning Session 15** | | |
| **WHAT?**  **Session**  **Title** | **Supporting learners with EAL** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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  *5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*  *8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.*  *8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Having looked at the SEND Code of Practice and considered some of the additional needs which some children present, trainees will now consider some of the particular needs required by learners who have English as an additional language. This is seen as an enhancement of, and in the context of, the Provision for All principle which runs across the course. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * EAL Placement * Link in with SMSC and work to develop community engagement |
| **Provision for All** | Learners with EAL bring positivity into the classroom and richness to the community |
| **Behaviour management** | Barriers to learning can present as challenging behaviour e.g. failure avoidance (Dreikurs, R) |
| **Pedagogy** | How do we best adapt provision to meet the needs of children with English as an additional language? |
| **Assessment** | Measuring initial steps of progress |
| **Curriculum** | Refer to the archived Primary National Strategy 'Excellent and Enjoyment: Learning and Teaching for bilingual children in the primary years' materials (available online) |
| **Professional Behaviours** | It is essential for teachers to make links with experts who can help support children’s particular needs. |
| **Teachers’ Standards** | TS2, TS4, TS5 |

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| **Professional Learning Session 16** | | |
| **WHAT?**  **Session**  **Title** | **Understanding and challenging bullying** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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  *8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.*  *8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The strands of behaviour and of Provision for All run throughout the course, and trainees should now have a good understanding of promoting positive classroom environments and of meeting the needs of all children. This session develops these aspects further, considering how the trainees’ emerging expertise can support children and parents when bullying occurs, and promote positive anti bullying messages in the curriculum and their day to day classroom routines. | |
| **HOW?**  **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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Using P4C to discuss big issues |
| **Provision for All** | Bullying is an abuse of human rights |
| **Behaviour management** | Bullying is on-going, deliberate, unequal. |
| **Pedagogy** | Designing provision which promotes anti-bullying |
| **Assessment** | The importance of observing children in recognising bullying |
| **Curriculum** | Awareness of latest DfE Guidance and the work of the Anti-Bullying Alliance and how this can support the curriculum |
| **Professional Behaviours** | Positive and proactive relationships can help to tackle bullying and address any issues or incidents when they arise |
| **Teachers’ Standards** | TS1; TS2, TS7; Part 2 |

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| **Professional Learning Session 17** | | |
| **WHAT?**  **Session**  **Title** | **Supporting vulnerable groups** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds*  *5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.*  *8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.*  *8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Having established a clear philosophy of provision for all so far in the course, and having considered the specific needs of some groups of children, trainees will now look at how some potential vulnerabilities can sometimes affect children and therefore their learning. Trainees are now experienced in school and can draw on their own practice, beginning to refine some of the specific strategies that they use in the classroom. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * TIS * Link in with specific PL teaching about adapting for vulnerabilities |
| **Provision for All** | Believing that everyone has value to add |
| **Behaviour management** | The impact of barriers to learning on behaviour |
| **Pedagogy** | Designing provision which supports the needs of the vulnerable without creating separation |
| **Assessment** | Assessing children's social and emotional needs |
| **Curriculum** | How does the curriculum support the needs of potentially vulnerable learner? |
| **Professional Behaviours** | How do we engage harder to reach families? |
| **Teachers’ Standards** | TS1, TS7; Part 2 |

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| **Professional Learning Session 18** | | |
| **WHAT?**  **Session**  **Title** | **Enhancing the experience of learners and families with English as an additional language** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*  *8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.*  *8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | As in the previous few sessions, trainees are now beginning to hone their skills and strategies to meet specific needs and overcome potential vulnerabilities. Having mastered their general pedagogical approach, they are now beginning to be specifically responsive and adaptive in their teaching and use of strategies to target need. | |
| **HOW?**  **Session**  **Content** | 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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * EAL Placement |
| **Provision for All** | Understanding that children who appear to be fluent in everyday social language may still need support for academic language. (BICS and CALP; Jim Cummins) |
| **Behaviour management** | The impact of barriers to learning on behaviour |
| **Pedagogy** | Creating a communication rich environment can be part of the ways in which we adapt provision to support the needs of learners and families with English as an additional language |
| **Assessment** | EAL is not the same as SEND |
| **Curriculum** | Refer to the archived Primary National Strategy 'Excellent and Enjoyment: Learning and Teaching for bilingual children in the primary years' materials (available online) |
| **Professional Behaviours** | Building effective relationships with families can support pupil achievement |
| **Teachers’ Standards** | TS1, TS2, TS7; Part 2 |

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| **Professional Learning Session 19** | | |
| **WHAT?**  **Session**  **Title** | **Positive relationships with adults and carers** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.*  *8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Having been in different settings and had professional relationships with different adults, trainees now have a working knowledge of some of the people they will come into contact with as a teacher. As a result they are hopefully more confident in their teacher identity and in taking a lead in forging relationships in the classroom. This session allows them to reflect on successes and difficulties and prepares them for their role as an NQT in September. | |
| **HOW?**  **Session**  **Content** | 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 | |
|  | **PGCE Cross-course links** | * Conflict resolution skills * Self-study materials on making connections with parents during placement * Safeguarding Audit * Trauma Informed Schools |
| **Provision for All** | Parents should be full partners in their children's education; this involves asking for and valuing their opinion |
| **Behaviour management** | Schools are communities built on positive and proactive relationships with everyone  High expectations of behaviour need communicating clearly, consistently and from day one |
| **Pedagogy** | Involving parents in children's learning |
| **Assessment** | Hearing the voice of parents and carers in assessment - gathering their input |
| **Curriculum** | Considering using the curriculum to engage groups who are harder to reach |
| **Professional Behaviours** | What actions can I take to involve parents and carers in learning? |
| **Teachers’ Standards** | TS1, TS2, TS5, TS7, TS8; Part 2 |

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| **Professional Learning Session 20** | | |
| **WHAT?**  **Session**  **Title** | **Asking and answering big questions through P4C** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.*  *4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Now that the course is nearing completion and trainees have planned and led successful lessons and learning experiences, this session demonstrates to trainees the importance of sometimes facilitating discussion rather than leading. It is hoped that at this point trainees will feel more confident to take risks in the classroom and let children be involved in leading their learning and conducting enquiry. | |
| **HOW?**  **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 | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * Optional P4C Course * Link in with Masters Modules |
| **Provision for All** | All children's voices are equal |
| **Behaviour management** | Using P4C approaches to discuss behaviour as a community |
| **Pedagogy** | The importance of children asking and answering questions and in developing criticality |
| **Assessment** | Demonstrating progress of thinking skills through a P4C lesson |
| **Curriculum** | How can we use P4C to underpin the curriculum? |
| **Professional Behaviours** | Is there a difference between teaching and facilitating? Taking risks with child-led learning |
| **Teachers’ Standards** | TS1, TS3, TS7 |

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| **Professional Learning Session 21** | | |
| **WHAT?**  **Session**  **Title** | **Revisiting values through SMSC** | |
| **WHY THIS?**  **Learning**  **Outcomes**  **CCF Coverage** | * 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   *8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.*  *8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.*  *8.7 Engaging in high-quality professional development can help teachers improve.* | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | At the end of the course it is important to trainees to reflect on how their values have changed and been shaped by their experiences at university and in school, and what they are now consider the teacher identity to be. Trainees will link their own beliefs and values to the concept of British Values and consider how these elements in their classrooms will promote the development of children’s social, moral spiritual and cultural identities. | |
| **HOW?**  **Session**  **Content** | 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) | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | Reflecting back on the whole course |
| **Provision for All** | The importance of knowing the child holistically |
| **Behaviour management** | How can our classroom rules and routines support children to develop as socially, morally, and culturally aware citizens? |
| **Pedagogy** | Setting up a classroom that promotes British values in its practices and opportunities and not just as a 'display' |
| **Assessment** | Assessing children's SMSC development - this is the bedrock of the future of society |
| **Curriculum** | Ensuring that all aspects of the curriculum uphold  fundamental British Values and support the  development of children’s social and moral spiritual  and cultural awareness |
| **Professional Behaviours** | Teachers have a responsibility to uphold the integrity of the profession along with British Values |
| **Teachers’ Standards** | Part Two |

**Trauma Informed Schools Training:**

**Curriculum Design and Delivery**

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| **Trauma Informed Schools Training** | | |
| **WHAT?**  **Session**  **Title** | **Trauma Informed Schools** | |
| **WHY THIS?**  **Learning**  **Outcomes** | This one day Introductory course is delivered as 1 hour lecture – Resilience Film (post BP1), followed by over 2 x 3 hour sessions. | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | [http://traumainformedschools.co.uk](http://traumainformedschools.co.uk/) | |
| **HOW?**  **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. | |
| **WHERE?**  **Key Links:**   * **PGCE Course;** * **ITT Core Content Framework;** * **Teachers’ Standards** | **PGCE Cross-course links** | * PL module * Behaviour management * Safeguarding |
| **Provision for All** | Teachers are responsible for ensuring for all children can participate, achieve and belong. |
| **Behaviour management** | Adverse childhood experiences and trauma can often impact on children’s behaviour |
| **Pedagogy** | Neurology tells us that learning can be impaired if a child has had traumatic experiences |
| **Assessment** | Progress and achievement can be limited by trauma |
| **Curriculum** | Provision needs to be adapted to support children’s  emotional and mental health needs |
| **Professional Behaviours** | Teachers and adults in school should be emotionally available for pupils and each other |
| **Teachers’ Standards** | TS1 TS2 TS5 TS7 |

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**Curriculum Subjects:**

**Curriculum Design & Delivery and Session outlines**

**Art and Design:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Art and Design**

**Early Years/Primary (3-7):**

The aims of the Early Years and Primary (3-7) expressive arts and design/Art and Design curriculum include many of those below (Primary 5-11) in addition to:

* understanding how the four themes, and the principles and practice of the Early Years Foundation Stage underpin literacy pedagogy;
* developing the knowledge and skills required to support the development of young children's communication and language, including phonological awareness, reading and mark making/ early writing;
* recognising the opportunities offered by both teacher-led and child-initiated literacy activity, including play-based opportunities.

**Primary (5-11):**

The aims of our Primary (5-11) Art and Design curriculum are for trainees to:

* become confident and competent in the teaching of Art & Design
* develop depth of subject knowledge through familiarity with concepts, attitudes, skills and knowledge associated with the subject
* be able to assess and plan for the subject

These are underpinned by key principles of pedagogy and child development which highlight the importance of aiming for an appropriate balance between children's exploration and teacher-led direction.

The expressive arts and design/Art and Design curriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the NC/EYFS (DfE 2017). It includes understanding progression, potential barriers to learning and the common misconceptions that teachers and pupils may have, altogether enabling trainees to recognise and address children’s individual needs in a supportive and positive context and promote provision for all based on the principle that every Early Years and Primary practitioner is a teacher of art & design and that every child is an artist.

Our Early Years/PrimaryCreative arts/Art and Design curriculum is delivered through a combination of taught training sessions and online distance learning. The taught training sessions are structured around practical activities which are aimed at classroom application. The sessions are informed by the critical consideration of research-informed practice and national policy, explored through small and whole group discussion. Trainees’ individual learning needs are supported and enhanced by an extensive online resource bank of additional materials. Above all, the Creative arts/Art and Design curriculum is delivered alongside a wide range of opportunities to apply this knowledge and understanding in the classroom.

The sequence of two sessions is designed to ensure a cohesive curriculum which begins with the fundamental area of drawing. Principles and subject knowledge are built upon, applied and extended through the second session which focuses on the medium of paint. Throughout both sessions the eight elements of art and design are explored as a key aspect of trainees' subject knowledge.

**Art and Design:**

**Overview of Sessions**

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| **Art and Design Session 1** | |
| **WHAT?**  **Session**  **Titles** | **Learning and teaching about the elements of Art & Design through drawing** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Art and Design Sessions 2** | |
| **WHAT?**  **Session**  **Titles** | **Learning and teaching about the elements of Art & Design through paint** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**Computing:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Computing:**

The aims of the Early Years and Primary (3-7) and Primary (5-11) computing curriculum are to provide trainee teachers with the skills and knowledge which will enable them to deliver a computing education which enables their pupils to use computational thinking and creativity to understand and change the world. This involves developing digital literacy as well as the ability to communicate and express themselves using information and communication technology so that they can fully participate in the digital world.

These aims are underpinned by the key principles of active learning, both for trainees and pupils. The opportunity to apply knowledge in a creative way is taken wherever possible.

The Computing curriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the NC/EYFS (DfE 2017), covering the knowledge, skills and behaviours needed for each stage. These include the ability to analyse problems in computational terms (writing computer programs), understanding the fundamental concepts of computer science (algorithms, abstraction, data representation and logic), the application of information technology to solve real world problems and the development of a critical, responsible attitude towards content and behaviour in the online world.

It is delivered through a combination of seminars, online and independent learning tasks.

The first session covers the computing curriculum, the nature of algorithmic thinking and the differences between text and block-based programming. The second covers inputs, process and outputs, as well as programming using a visual block-based language. The final session deals with online safety issues, for children as well as the trainees themselves.

The sequence of sessions is designed to ensure that trainees have a sufficient introduction to the computing curriculum to enable them to deepen their own understanding of the subject and its pedagogy through further study.

**Computing:**

**Session Outlines**

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| **Computing Session 1** | |
| **WHAT?**  **Session**  **Titles** | **The Computing Curriculum** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework;** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Computing Session 2** | |
| **WHAT?**  **Session**  **Titles** | **Programming and Physical Computing** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Computing Session 3** | |
| **WHAT?**  **Session**  **Titles** | **Digital Literacy** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**Design and Technology:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Design and Technology:**

The aims of our Primary (5-11) Design and Technology curriculum are for trainees to:

* become confident and competent in the teaching of Design and Technology
* develop depth of subject knowledge through familiarity with concepts, attitudes, skills and knowledge associated with the subject
* be able to assess and plan for the subject

These are underpinned by pedagogy based on child development as well as the demands of the subject which highlight the importance of aiming for an appropriate balance between children's exploration and teacher-led direction.

The Design and Technology curriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the NC/EYFS (DfE 2017). It aims to enable trainees to promote provision for all based on the principles that every Primary practitioner is a teacher of Design and Technology and that every child is a resourceful and creative individual.

Our Design and Technology curriculum is delivered through a combination of taught training sessions and online distance learning. The taught training sessions are structured around practical activities which are aimed at classroom application. The sessions are informed by the critical consideration of research-informed practice and national policy, explored through small and whole group discussion. Trainees’ individual learning needs are supported and enhanced by an extensive online resource bank of additional materials.

The sequence of two sessions is designed to ensure a cohesive curriculum in which subject knowledge and pedagogy are built up through a combination of practical and reflective work and through working with a range of materials.

**Design and Technology:**

**Session Outlines**

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| **Design and Technology Session 1** | |
| **WHAT?**  **Session**  **Titles** | **Design & Technology: processes, skills and knowledge 1** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Design and Technology Session 2** | |
| **WHAT?**  **Session**  **Titles** | **Design & Technology: processes, skills and knowledge 2** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**English:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary English**

**Early Years/Primary (3-7):**

The aims of the Early Years and Primary (3-7) English curriculum include many of those below (Primary 5-11) in addition to:

* Understanding how the four themes, and the principles and practice of the Early Years Foundation Stage underpin literacy pedagogy;
* developing the knowledge and skills required to support the development of young children's communication and language, including phonological awareness, reading and mark making/ early writing;
* recognising the opportunities offered by both teacher-led and child-initiated literacy activity, including play-based opportunities.

**Primary (5-11):**

The aims of our Primary (5-11) English curriculum are to engage trainees in:

* exploring language in use in various situations and applying this to planning meaningful and motivating contexts for language use in the classroom, recognising how literacy development is shaped by children's home and community experiences and builds on what children know and can do;
* developing depth of subject knowledge to enable them to become confident, critical and creative in their planning, teaching and assessment of all areas of English;
* developing the knowledge and skills required to encourage children to develop a love of language and its application to talk, reading, writing and critical literacy;
* becoming confident and competent in the teaching of early reading including systematic, synthetic phonics;
* recognising the opportunities offered by children’s literature, digital texts and children’s own writing to provide motivating contexts for literacy use and development;
* understanding the cross-curricular role of English in enabling children to access and engage with the wider curriculum.

These are underpinned by the key principles of language and literacy as social practice and the role of authentic contexts and purposes for language use in motivating children to develop as enthusiastic readers, writers, speakers and listeners.

Our English curriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the NC/EYFS (DfE 2017), appropriately and coherently covering the knowledge, skills and behaviours needed for each key stage. These include understanding the stages of development in pupil progression, pupils’ potential barriers to learning and the common misconceptions that pupils may have, altogether enabling trainees to recognise and address children’s individual needs in a supportive and positive context and promote Provision for All.

Our Early Years/PrimaryEnglish curriculum is delivered through a combination of taught training sessions, online distance learning and independent collaborative learning tasks. The taught training sessions are structured around practical activities which are aimed at classroom application. The sessions are informed by the critical consideration of research-informed practice and national policy, explored through small and whole group discussion. Trainees’ individual learning needs are supported and enhanced by an extensive online resource bank of additional materials. Above all, the English curriculum is delivered alongside a wide range of opportunities to apply this knowledge and understanding in the classroom, thereby challenging trainees to become well informed, confident, and creative teachers of English.

There are 15 taught training sessions and 1 distance learning session (grammatical subject knowledge), therefore 16 English sessions in total. Of these, 9 are organised and delivered by SHU-based staff (coded ‘green’) and 7 are organised and delivered by the SD Partner (coded ‘red’).

The sessions are designed to guide you in developing your depth and breadth of subject knowledge and pedagogical understanding. The sessions start with an in-depth exploration of the aims, values and expectations of English as a subject through your own self-reflection and analysis of personal experience. While each of the two semesters covers the teaching of reading, writing and spoken language, the teaching of reading is prioritised in semester 1, with an early emphasis given to the teaching of systematic synthetic phonics within the context of early reading. The teaching of writing is prioritised in semester 2, with an early emphasis given to the teaching of grammar within high quality texts. The significance of spoken language runs throughout all English sessions but is also separately highlighted within specific sessions (e.g. drama). ‘Talk for Learning’ is also the main theme of the first Masters module, enabling trainees to explore the significance of spoken language in greater depth, theoretically as well as practically. Digital literacy is integrated throughout, with the final session emphasising its relevance for meaning making across and beyond the curriculum and its significance for children’s future lives.

**English:**

**Session Outlines**

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| **English Session 1** | |
| **WHAT?**  **Session**  **Titles** | **All: Exploring English (Part 1)** |
| **WHY THIS?**  **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 reflect on won experience as a reader and writer * To reflect on current issues in English teaching eg; Reading for Pleasure; critical literacy * To consider literacy as a social practice |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **Session**  **Content** | During the session 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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | ***ITT Core Content Framework:*** *Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.*  *1.5. A culture of mutual trust and respect supports effective relationships.*  *3. 1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.*  *4. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 2** | |
| **WHAT?**  **Session**  **Titles** | **Exploring English (Part 2)** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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\* |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *1.5. A culture of mutual trust and respect supports effective relationships.*  *3. 1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.*  *4. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 3** | |
| **WHAT?**  **Session**  **Titles** | **Children's literature including reading comprehension** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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’. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.*  *3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *3. 6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.*  *3. 10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 4** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years & 5-11 years:**  **Auditing and developing subject knowledge – grammar and punctuation (Distance learning)** |
| **WHY THIS?**  **Learning**  **Outcomes** | Through engaging with the distance learning materials, trainees will be able:   * To understand why the explicit teaching of grammar and punctuation is currently a high priority in Primary classrooms * To develop confidence in your own understanding of key terminology relating to grammar and punctuation * To reflect critically on and design your own activities for teaching grammar * To able to analyse children's use of grammar, including texts written by the EAL child |
| * **WHY NOW?** * **Curriculum Design & Key Messages** | “…grammar is a resource, serving writers’ and speakers’ purposes, as they work to express meanings in the texts they create.” Bearne and Reedy (2015:351) |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * review personal experiences of learning/teaching grammar and your knowledge of grammar   explore the current context for grammar teaching in Primary Schools including National Curriculum and Spelling, Punctuation and Grammar test   * critically consider theoretical and practical approaches to teaching grammar (e.g. prescriptive v descriptive) * revise word classes and sentence structure through a range of text-based activities * Reflect on approaches to teaching grammar including for children learning English as an Additional Language (EAL) |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * + Foreign languages (FL2)   + PL EAL session (PL15 & 18) |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *3. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *3. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.*  *4. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.*  *4. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.* |

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| **English Session 5** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years and 3-7 years: Phonics (1) subject knowledge and practical strategies** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able to:   * Identify key elements of the reading process * Develop subject knowledge, including knowledge of phonics terminology and key misconceptions * Evaluate strategies to support phonic learning |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The importance of good subject knowledge in teaching reading/ phonics effectively |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Reflect on their own experiences of learning to read * Explore current research findings into the teaching of early reading * Explain the key components of the Simple View of Reading and its implications * Review their own level of phonics subject knowledge and identify personal targets * Evaluate key strategies to teach GPCs, segmenting and blending, including clear articulation of phonemes |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Gap task of phonics booklet/audit of subject knowledge |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  3. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3. 9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. |
| **Teachers’ Standards** | TS3 Demonstrate good subject and curriculum knowledge: if teaching early reading, demonstrate a clear understanding of systematic synthetic phonic |

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| **English Session 6** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Approaches to writing**  **3-7 years:** Foundation stage literacy and play: early writing |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able to: ·   * Understand the nature of the writing process * Understand different sequences for teaching writing * Assess key features of writing development   3-7 trainees to include:   * Early literacy development and play * Early mark-making * Planning for early writing through teacher-led and child-initiated activity * Implications for continuous provision |
| **WHY NOW?**  **Curriculum Design & 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!) |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Consider their own writing practices and implications for writing in the classroom * Explore strategies for stimulating and generating ideas for writing * Explore the role of talk and reading as part of the writing process · * Explore the teacher's role in modelling writing * Identify next steps in children's writing in order to plan for specific needs * Explore strategies for promoting 'writing for pleasure'   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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.   * 1. *Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils*   *4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible*  *4. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *7. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).*  *3. 10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 7** | |
| **WHAT?**  **Session**  **Titles** | **Phonics (2) teaching and assessment activities and resources** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To  consider the needs of all children in all contexts and make provision  for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  3*. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.*  *3. 9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.* |
| **Teachers’ Standards** | *Teachers’ Standards: TS2, 3 and 4* |

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| **English Session 8** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Using drama to enhance English**  **3-7 years: Drama at KS1** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able to: ·   * Use drama to explore texts and thereby support comprehension * Investigate strategies and structure activities for encouraging children to prepare, perform and respond to drama * Be familiar with the value of drama as a creative context for writing |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *4. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *4. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.*  *4. 10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 9** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Reading aloud: An author’s perspective**  **3-7 years: Reading aloud: An author’s perspective** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able:   * To be familiar with the research relating to reading for pleasure * To understand the both the academic and social benefits of reading aloud to children * To be able to plan for appropriate reading environments, book selections and opportunities for reading |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * This lecture will outline the importance of creating a reading for pleasure culture in school. Trainees will be asked to consider the factors associated with listening to stories including role models, environment, book choice. |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Consider their own history relating to listening to stories * Listen to stories and discuss responses and consider children’s responses * Reflect on approaches to reading in school and home and consider impact on reading for pleasure * Look at National Curriculum guidance relating to reading for pleasure and reading aloud * Reflect on Ofsted’s views relating to reading aloud to children * Look at international data relating to reading for pleasure |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *1. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.*  *1. 6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.*  *3. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *3. 7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge* *into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.*  *3. 10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 10** | |
| **WHAT?**  **Session**  **Titles** | **3-7 & 5-11 years: Deepening comprehension through reader response** |
| **WHY THIS?**  **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, drama, art, P4C) and understand the range of responses to literature across the curriculum. * 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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Using a ‘hook’ first can build understanding even before the text is introduced. |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *2. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.*  *3. 6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.*  *3. 9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.*  *4. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.*  *4. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *4. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 11** | |
| **WHAT?**  **Session**  **Titles** | **3-7 & 5-11 years: Exploring grammar and punctuation through texts** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able:   * To reflect critically on approaches to teaching grammar and punctuation * To devise grammar activities through texts to support their understanding of meaning and effect and its application to their own language use |
| **WHY NOW?**  **Curriculum Design & 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) * Authors use specific grammatical devices and patterns of language for impact. Children's literature and real-life texts offer models for discussion and imitation. |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Review and discuss classroom experience of grammar teaching * Participate in a range of practical text-based activities to support the teaching of grammar and punctuation * 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) |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * EAL (PL 15 & 18) * Foreign Languages (FL2) |
| **ITT Core Content Framework** | ITT Core Content Framework: Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *3. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *4. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.*  *5. 2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.* |

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| **English Session 12** | |
| **WHAT?**  **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)** |
| **WHY THIS?**  **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   1. 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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *3. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.*  *3. 10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 13** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Investigating spelling and handwriting**  **3-7 years: Investigating spelling and handwriting** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *2. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.*  *3. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 14** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Strategies for developing spoken language**  **3-7 years: Supporting early communication and language** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able to:   * Plan contexts to support the development of children's language and literacy * Reflect on aspects of classroom organisation and activities to promote later spoken language development * Assess key features of spoken language development. * Consider the role of working in role in the development of spoken language   3-7 trainees to include:   * Reflect on early language and its relationship to Areas of Learning in the EYFS including early literacy * Identify key features of spoken language development * Developing provision and classroom contexts to support early language and communication, including play-based approaches * Identify strategies and good practice in supporting children with speech and language development, including those with specific CLL needs |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The importance of:   * respect for and celebrating children’s language - create a positive learning environment * valuing the role of talk within English learning - make it a regular part of every session or day * valuing and building on children's communicative repertoires * own use of language - being a role-model * exploring appropriate registers of talk according to context * 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 |
| **HOW?**  **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/EYFS * 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 * Reflect on debates around Standard English, dialect and accent   Early Years to include:   * Supporting children's receptive and expressive language · Organisation of resources to support language development |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *4. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *4. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.* |
| **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 |

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| **English Session 15** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Children as authors**  **3-7 years: Children as authors** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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!) |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *3. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *3. 10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.*  *4. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.*  *4. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **English Session 16** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Digital and critical literacies**  **3-7 years: Multimodal literacies in the early years** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***3.*** *1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing* *the national curriculum within a coherent wider vision for successful learning.*  ***3.*** *5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.*  ***3.*** *6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.*  ***3.*** *10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**Foreign Languages:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Foreign Languages**

The aims of the Early Years and Primary (3-7) and Primary (5-11) Foreign Languages curriculum are to provide a high-quality languages education which should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Learning at primary phase should provide foundations for KS3 and beyond.

Our sessions are underpinned by the key principles of:

* + An oracy-based approach to the building blocks of language acquisition/learning a foreign language;
  + a valuing of all world literacies and languages (Coyle, 2017);
  + an inclusive approach to language learning;
  + children as global citizens predicated on inter-cultural understanding;
  + language conceptualized and explored as mode of communication, a structure *and* a social and cultural entity.

The Foreign Languages curriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the EYFS (DfE 2017), comprehensively covering the knowledge, skills and behaviours needed for each stage. These include:

* + examination of how pupils learn in foreign language (Teachers’ Standards 2 & 4);
  + providing support for knowledge, understanding and application of the KS2 FL POS curriculum (Teachers’ Standard 3);
  + drawing on the professional behaviour of reflective practice (Teachers’ Standard 8) when evaluating all dimensions of the FL teaching & learning experience.

The 3-7years Early Years Foundation Stage session is delivered through an interactive seminar (please also see seminar content for more details).

The 5-11years sessions are structured with an initial focus on trainees’ own language learning experiences, followed by an exploration of the key skills of FL oracy and literacy (with a focus on the language learning building blocks of speaking and listening). The final session brings learning together, giving students the opportunity to understand and experiment with a CLIL approach (Content & Language Integrated Learning) which strongly supports cross-curricular teaching and inter-cultural understanding (Lo & Macaro 2015). All seminars involve student interaction with the materials, allowing them to ‘put themselves in the shoes’ of both the teacher and the child.

**Foreign Languages:**

**Session Outlines**

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| **Foreign Languages (3-7 years only)** | |
| **WHAT?** | **3-7 years: Teaching & learning foreign languages in the Early Years (one session only for Early Years – Forest Schools visit in place of Sessions 2 & 3)** |
| **WHY THIS?**  **Learning**  **Outcomes** | Foreign Languages are not a statutory requirement in EYFS or KS1 but there are many arguments for incorporating them in teaching. A body of research with young children (e.g. Kirsch, 2016) suggests that introducing children to languages beyond L1 (mother tongue) at this time in their development has numerous benefits. Many children will already be “living in 2 languages” (Conteh, 2014). This session also aims to demonstrate how Early Years pedagogy fits so well with a range of teaching approaches which are central to foreign language learning (an emphasis on play, role play, exploratory learning, song and story).  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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Over the course of the PGCE, student teachers on the 3-7 course will have a placement focus of both FS1&2 and KS1. This session has been designed to give students ideas and confidence to experiment with FL activities which are appropriate for this phase.  The same high-quality pedagogical approaches for young children can be applied to foreign language experience. |

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| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Quality First Teaching when working with learners with EAL Professional Learning Sessions 15 & 18 * English Grammar Sessions 4 & 11 * NC English Programme of Study. |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS 3 and TS4** |

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| **Foreign Languages Session 1** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Teaching & learning foreign languages: Introduction to speaking and listening** |
| **WHY THIS?**  **Learning**  **Outcomes** | Student teachers need to reflect upon their own experiences of learning a 2nd language before they teach a language themselves (Hood & Tobutt, 2015). Students can then go on to identify the practices which they would like underpin their FL teaching. We begin with speaking and listening, as this is the foundation of all language acquisition (Lightbrown & Spader, 2006) Approaches are modelled and opportunities given for students’ ‘hands on’ interaction in the session, with a view to promoting confidence and competence.  By the end of 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/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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Student teachers will be on placement in either KS1 or KS2 and the examples modelled can be easily transferred to the classroom by the competent linguists and those with less subject knowledge alike.   * 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * EAL Professional Learning Sessions 15 & 18 * English Grammar Sessions 4 & 11 * NC English POS |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Foreign Languages Session 2** | | | |
| **WHAT?**  **Session**  **Titles** | | **5-11 years: Literacy** | |
| **WHY THIS?**  **Learning**  **Outcomes** | | Extensive research in the field strongly suggests that children’s confidence and competence with the reading and writing in L2 is predicated on a foundation of speaking and listening (Jones & McLachlan, 2009). This seminar builds on learning from seminar 1 and whilst focusing on literacy also demonstrates how speaking and listening can be incorporated with reading to produce a rich learning context. The session seeks to draw on student teacher prior learning from the rest of their practice (phonics/use of story/ talk to write etc.).  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) | |
| **WHY NOW?**  **Curriculum Design & Key Messages** | | As with seminar 1, the activities modelled and experienced are easily transferrable to the KS2 /1 classroom where students are practising. These approaches can of course also be taken into NQT year and beyond. They provide lines of enquiry for FL specialism in M1 and M2.   * 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 | |
| **HOW?**  **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 | |
| **WHERE?**  **Key Links:**  **PGCE Course** | | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * EAL Professional Learning Sessions 15 & 18 * English Grammar Sessions 4 & 11 * English Phonics Sessions 5 & 7 * English NC POS. | |
| **ITT Core Content Framework** | | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. | |
| **Teachers’ Standards** | | **Teachers’ Standards: TS2, 3 and 4** | |

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| **Foreign Languages Session 3** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Foreign languages: CLIL ( content and language integrated learning); Cross- Curricular opportunities & Intercultural Understanding** |
| **WHY THIS?**  **Learning**  **Outcomes** | Seminars 1 & 2 give students the opportunity to explore and evaluate oracy and literacy in the FL. This third and final seminar is designed to bring all this learning together , with a focus on looking at how French , Spanish , German and indeed any world language can be a feature of teaching across the curriculum. The CLIL approach enables this holistic approach (Coyle, Hood & Marsh, 2010). We hope that this session will support versatility and creativity in students’ interaction with FLs. The inter-cultural dimension supports the KS2 MFL (2014) curriculum aim to ‘deepen children’s understanding of the world’ and consider the cultural dimension of a language, just as much as its structure and forms of communication.  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) |
| **WHY NOW?**  **Curriculum Design & Key Messages** | As stated above, this session draws on prior learning and established principles of good practice. With these in place students can start to think about FL teaching from a more holistic perspective   * 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * In particular, cross curricular links to the core subjects and the foundation subjects (NC, 2014, POS) |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS1, 3 and 4** |

**Geography:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Geography / Understanding the World from a geographical perspective (FS)**

The aims of our geography curriculum are to engage trainees in:

* developing an understanding of the historical concepts, attitudes, skills and knowledge that can be taught and enhanced through FS/KS1 or KS1/2 so that they can become confident in selecting historical lesson objectives.
* developing pedagogy so that this abstract subject may become more concrete by using creative, practical activities including the outdoor environment
* understanding that using meaningful cross-curricular links (skills or knowledge from another subject or subjects e.g. design/technology, maths) can enable the learning to be more concrete/hands on and thus accessible and engaging
* being aware of misconceptions children may have in their own understanding
* the importance of role modelling enthusiasm when teaching geography

Our Early Years/Primary geography curriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the EYFS (DfE 2017). It is delivered through taught training sessions. These sessions are structured around practical and online activities which are aimed at classroom application. The activities also begin to develop the trainees' own subject knowledge and challenge misconceptions. As well as the key bullet points above, the sessions are aimed at developing the trainees' enjoyment of geography with the aim that this enjoyment will be passed on to the children. Trainees’ individual learning needs are supported and enhanced by an online resource bank of additional materials linked to FS, KS1 or KS2.

There are 2 taught training sessions in total these are organised and delivered by SHU-based staff. The sessions are designed to guide trainees in developing breadth of subject knowledge and pedagogical understanding

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| **Geography Session 1** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Exploring Geographical Perspectives at KS1** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be have:   * Explored how to use outdoor environments and their local area through maps, enquiry, and ICT to develop KS1 Geographical concepts (place, feature, landmark, human, physical), attitudes, (appreciation, interdependence), skills (enquiry and map), |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, geography sessions using outdoor environment/local area |
| **HOW?**  **Session**  **Content** | During the session trainees will have:   * Worked individually, small groups and with the whole group to explore the geography National Curriculum, developing their understanding of KS1 Geographical concepts (place, feature, landmark, human, physical), attitudes, (appreciation, interdependence), skills (enquiry and map),by engaging with their local area/outdoor environment. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL 3, 4, 6, * Computing 3 * Trauma Informed Schools |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Geography Session 1** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Exploring Geographical Perspectives 1** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able:   * Explored how to use outdoor environments and their local area through maps, enquiry, and ICT to develop KS1 Geographical concepts (place, feature, landmark, human, physical), attitudes, (appreciation, interdependence), skills (enquiry and map), |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, geography sessions using outdoor environment/local area |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Worked individually, small groups and with the whole group to explore the geography National Curriculum, developing their understanding of KS1 Geographical concepts (place, feature, landmark, human, physical), attitudes, (appreciation, interdependence), skills (enquiry and map), by engaging with their local area/outdoor environment. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL 3, 4, 6, * Computing 3 * Trauma Informed Schools |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Geography Session 2** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Exploring Geographical Perspectives in KS1 and Early Years** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, KS1 and EYs Understanding the world: The World sessions |
| **HOW?**  **Session**  **Content** | By the end of this session trainees will have:   * Explored key aspects of geography/EYFS(The World) curriculum concepts (place, space, scale, change), attitudes, (awe and wonder, respect and tolerance), skills (enquiry, map), knowledge (EYFS KS1) * Explored the use of small world, role play, pictures, classroom and school grounds, stories, maps, and ICT * Developed KS1 geography or The World planning |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL 3, 4, 6, 7 |
| **ITT Core Content Framework;** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Geography Session 2** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Exploring Geographical Perspectives 2** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able:   * To explore key aspects of geography curriculum: - concepts (place, space, scale, change), attitudes, (awe and wonder, respect and tolerance), skills (enquiry, map), knowledge (KS1 physical and human geography * To explore the use of a range of starting points and pedagogy * To develop understanding that each person has a unique understanding of the world, that we are interconnected and interdependant with each other and our World. |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting geography sessions |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Explored key aspects of KS1 and 2 geography curricula * Explored the use of ‘in the news’ topics, personal connections, stories, maps, and ICT * Developed KS1 or 2 geography planning |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * + PL 3, 4, 6, 7 |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**History:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary History / Understanding the World from a historical perspective (FS)**

The aims of our history curriculum are to engage trainees in:

* developing an understanding of the historical concepts, attitudes, skills and knowledge that can be taught and enhanced through FS/KS1 or KS1/2 so that they can become confident in selecting historical lesson objectives.
* developing pedagogy so that this abstract subject may become more concrete by using creative, practical activities
* understanding that using meaningful cross-curricular links (skills or knowledge from another subject or subjects e.g. drama or maths) can enable the learning to be more concrete/hands on and thus accessible and engaging
* being aware of misconceptions children may have in their own understanding
* the importance of role modelling enthusiasm when teaching history

Our Early Years/Primaryhistorycurriculum is aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011), the National Curriculum (DfE 2014) and the EYFS (DfE 2017). It is delivered through taught training sessions. These sessions are structured around practical activities which are aimed at classroom application. The activities also begin to develop the trainees' own subject knowledge and challenge misconceptions. As well as the key bullet points above, the sessions are aimed at developing the trainees' enjoyment of history with the aim that this enjoyment will be passed on to the children. Trainees’ individual learning needs are supported and enhanced by an online resource bank of additional materials linked to FS, KS1 or KS2.

There are 2 taught training sessions in total these are organised and delivered by SHU-based staff. The sessions are designed to guide trainees in developing breadth of subject knowledge and pedagogical understanding.

**History:**

**Session Outlines**

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| **History Session 1** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Exploring how personal history and local history can be explored in Foundation Stage and KS1** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be have:   * explored ways of developing pupils understanding of the past and present with pupils aged 3-7 * explored ways of developing pupil’s understanding of local KS1 history * explored cross curricular links and the planning associated with exploring the past and the present and local history |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * Use the following starting points: personal history, stories and events, visitors, the locality, photos and artefacts. * Discuss cross curricular links with other EYFS key areas * Share example/s of pedagogy they have seen or used |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL 3, 4, 6, 7 * Maths session 12 * English Session 8 |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **History Session 1** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Exploring Historical Perspectives at KS1** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will have:   * Identified key aspects of KS1 History curriculum: Concepts- chronology in KS1 (use of time vocabulary), changes in living memory, significant people and events; Attitudes: - empathy, tolerance, respect and skills (interpretive and enquiry) * Touched upon some issues raised in history (e.g. racism, sexism) * Explored a range of cross curricular pedagogy * Begun to plan for a KS1 history session |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, history sessions at KS1 |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * explore the KS1 History National Curriculum, using the following starting points: videos, pictures/photos, drama and artefacts. * Reflect upon issues, pedagogy, and own subject knowledge * use a range of historical skills (interpretation & enquiry) * Begun to plan for a KS1 history lesson |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL 3, 4, 6, 7 * DT sessions * English session 8 * Maths Session 12 |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **History Session 2** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Exploring Historical Perspectives at KS1** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will have:   * Identified key aspects of KS1 History curriculum: Concepts- chronology in KS1 (use of time vocabulary),Changes in living Memory significant people and events; Attitudes: - empathy, tolerance, respect and skills (interpretive and enquiry) * Touched upon some issues raised in history (e.g. racism, sexism) * Explored a range of cross curricular pedagogy * Begun to plan for a KS1 history session |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, active history sessions at KS1 |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * explore the KS1 History National Curriculum, using the following starting points: videos, pictures/photos, drama and artefacts. * Reflect upon issues, pedagogy, and own subject knowledge * use a range of historical skills (interpretation & enquiry) * Begun to plan for a KS1 history lesson |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL 3, 4, 6, 7 * DT sessions * English session 8 * Maths Session 12 |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **History Session 2** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Exploring how the past influences the present (KS2)** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be have:   * Explored key aspects of KS2 history curriculum: concepts (chronology, change, similarity, difference, invade, settle, local, national, international, ancient, civilisation, racism, sexism) attitudes- empathy, tolerance, respect, skills (interpretative and enquiry) and local and world history * Explored the use of drama, photos, artefacts, visits and replication play * Explored key issues in history e.g. racism and sexism * Considered cross curricular links * Explored medium term planning |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting, history sessions at KS2 |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * explore the KS2 History National Curriculum, using the following starting points: visits, local area, pictures/photos and enquiry. * reflect upon issues, pedagogy, and own subject knowledge * use a range of historical skills (interpretation & enquiry) * begin to plan for a KS2 history topic |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * + PL 3, 4, 6, 7   + DT sessions   + English session 8   + Maths Session 12 |
| **ITT Core Content Framework;** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**Maths:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Maths**

**Early Years/Primary (3-7):**

The aims of the Early Years and Primary (3-7) maths curriculum include many of those below (Primary 5-11) in addition to:

* recognising and be able to reflect confidently on the intent of the EYFS & Primary Maths Curriculum, to be able to discuss the key considerations for effective implementation and to recognise impact on learners progress in early maths
* understanding how the three characteristics of effective learning underpin teaching and learning pedagogy in Early Maths
* acknowledging the overarching principles of Early Years Foundation Stage and how they are embedded in effective teaching and learning in early maths
* reflecting on a creative approach to teaching and learning, with the ability to recognise the potential of mathematical resources to help with mathematical conceptual/procedural understanding used both for child initiated and adult led activities
* developing the subject knowledge and skills required to support the development of young children's mathematical understanding and learner confidence; recognising that a positive attitude towards early maths is an essential factor in ensuring progress and life - long learning
* recognising the opportunities offered by both teacher-led and child-initiated maths activities delivered through the continuous provisions, including play-based learning opportunities and outdoor learning
* developing their skills as facilitator , knowing how to use timely intervention and positive interactions to move the leaners understanding forward in mathematics

**Primary (5-11): The aims of our Primary (5-11) maths curriculum are to engage trainees in:**

* developing conceptual understanding for mathematics through making connections between representations (concrete resources, pictures/images, language and symbols)
* recognising the importance of pedagogic, curriculum and subject knowledge in mathematics
* making use of all three types of knowledge (curriculum, pedagogic and subject knowledge) in order to plan, teach and assess for fluency, reasoning and problem solving
* providing a range of meaningful contexts to mathematics lessons to foster a love of the subject and so pupils see mathematics as a relevant and worthwhile pursuit
* making curricular links between maths and other subjects to provide pupils a creative way to develop knowledge, skills and understanding

These are underpinned by the key principles of social learning, providing meaningful contexts and the importance of making connections in mathematics learning.

Our mathematics curriculum is aligned with the ITT Core Content framework (DfE 2019), the Teacher’s Standards (DfE 2011) and the National Curriculum (DfE 2014), appropriately and coherently covering the knowledge, skills and behaviours needed for each key stage. These include understanding the stages of development in pupil progression, pupils’ potential barriers to learning and the common misconceptions that pupils may have, altogether enabling trainees to recognise and address children’s individual needs in a supportive and positive context and promote Provision for All.

Our Early Years/Primarymaths curriculum is delivered through a combination of taught training sessions, online distance learning and independent collaborative learning tasks. The taught training sessions are structured around practical activities which are aimed at classroom application. The sessions are informed by the critical consideration of research-informed practice and national policy, explored through small and whole group discussion. Trainees’ individual learning needs are supported and enhanced by an extensive online resource bank of additional materials. Above all, the maths curriculum is delivered alongside a wide range of opportunities to apply this knowledge and understanding in the classroom, thereby challenging trainees to become well informed, confident, and creative teachers of maths.

There are 13 maths taught training sessions and one distance learning session (Problem-solving, reasoning and applying), making 14 sessions of maths in total. Of these, 9 are organised and delivered by SHU-based staff (coded ‘green’) and 5 are organised and delivered by the SD Partner (coded ‘red’).

The sessions are designed to guide you in developing your depth and breadth of subject knowledge and pedagogical understanding. In semester 1 the sessions begin by encouraging self-reflection and recognising the importance of fostering positive attitudes as pupils and as a teacher. The next 3 sessions focus on early mathematics teaching and learning, covering the counting principles, place value and early calculation. The final two seminars in semester 1, cover multiplication and division; as well as emphasising the importance of mathematical thinking and problem solving. During this semester, there are also two lectures which cover the features of mastery mathematics and developing mathematical thinking which are explored further in subsequent seminars.

In semester 2 the first session is a distance learning seminar developing understanding on problem solving and reasoning. In the next few seminars, the focus is on building confidence in subject, pedagogic and curriculum knowledge. The significance of spoken language runs throughout all maths sessions in particular to promote mathematical thinking and understanding. ‘Talk for Learning’ is also the main theme of the first Masters module, enabling trainees to explore the significance of spoken language in greater depth, theoretically as well as practically.

**Maths:**

**Session Outlines**

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| **Maths Session 1** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: An introduction to Early Maths**  **3-7 years: What does early maths look like?**  **The following material in all sessions has been updated for both 5-11 and 3-7 pathways** |
| **WHY THIS?**  **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   **By the end of this session 3-7 trainees will be able to: updated**   * reflect upon their own experiences of maths as a learner, their own attitudes and the implications for teaching * consider the variety of teaching approaches in early mathematics -nursery and reception * consider how we set high expectations which inspire, motivate and challenge young learners * establish their understanding of the importance of creative maths taught through the continuous provisions child - initiated , teacher led * talk confidently about Early Years pedagogy: three characteristics of effective learning and the overarching principles * consider how we teach maths through the continuous provisions enabling the environment - * discuss the key considerations of teaching and learning in early maths * begin to recognise the importance of good subject knowledge in-early maths * know the key documents - statutory and non- statutory and their purpose - be able to pin- point stages of development for maths |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Develop/strengthen their identity as a positive role model for teaching mathematics * 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 in mathematics, so more pupils are successful* (Boaler 2008). |
| **HOW?**  **Session**  **Content** | During the session 5-11 trainees will:   * consider how we set high expectations which inspire, motivate and challenge the pupils we teach- this will be through analysing and reflecting upon the different elements that contribute to an effective maths lesson. * identify the importance of planning for opportunities to promote mathematical talk and positive learning experiences * reflect upon their own learning experience and how this may have influenced their own attitude towards mathematics * reflect upon the impact this may have upon children’s understanding and attitude towards maths   During the session 3-7 trainees will:   * look at and discuss the EYFS statutory guidance including the overarching principles that shape early maths * through discussion and activities involving self- reflection they will recognise their own attitude towards maths and think about how this can be influenced by a fixed mind-set * watch clips of teaching and learning with nursery children and   reception children and draw out the key considerations for effective teaching and learning in early maths   * to reflect on the practical skills a teacher needs to teach early maths -, assessment, planning, role of facilitator, deployment of staff, modelling and scaffolding- good subject knowledge * to look at examples of maths activities in the provisions - discuss key features of the enabling environment * look at the EYFS framework and expectations for maths * look at the development matters and stages of development in maths - link the two documents together |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Masters module 1:   + Being a Reflective Teacher   + Value talk in the classroom * Update Actions and Reflections following this seminar * Professional Learning: Aims, Values and Expectations of Early Years and Primary Education - taking a look at the curriculum |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  *1:1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.*  *1:2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.*  *1.2 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.*  *1.5. A culture of mutual trust and respect supports effective relationships.* |
| **Teachers’ Standards** | **Teachers’ Standards:TS1** TS2,**TS 3** and 4  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 2** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Early Counting - Key Concepts & Number Sense**  **3-7 years: Early Counting - Key Concepts & Number Sense through the provisions** |
| **WHY THIS?**  **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   By the end of this session 3-7-trainees will be able to:   * develop an understanding of progression in early counting and how it is taught/reinforced through the provisions * learn about enabling the environment - active learning, play and exploration, creative and critical thinking * develop an understanding of the importance of connective model of learning in mathematics in relation to the principles of early counting * learn how working with structured imagery can help children meet these challenges and can help convey abstract mathematical concepts to children * to know the expectations for number - development matters * to use the statutory and non-statutory guidance to plan an activity for counting * to select appropriate resources for the activity * to model the key concepts of counting * to know what to look for and how to record progress |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * 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 to move children on? |
| **HOW?**  **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:**   * gain a deeper understanding of the challenges linked to   our understanding of numbers   * begin to develop an understanding of the importance of concept image model of learning mathematics in relation to the principles of 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 * explore the progressive steps involved in early counting * see how the use of concrete and visual materials can help convey abstract mathematical concepts to children * understand the connective model of teaching early maths * have the opportunity to evaluate and 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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional Learning: indoor/outdoor provision for both early years and 5-11 * Masters Module 3: Classroom talk |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  *2:2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.*  *2:6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly*  *3:4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.*  *4:4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.* |
| **Teachers’ Standards** | TS1, TS2, **TS3, TS4**, TS5, TS6 and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 3** | |
| **WHAT?**  **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** |
| **WHY THIS?**  **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**:**   * understand the strengths and difficulties with our number system * learn how to use structured apparatus- models and images to underpin abstract concepts linked to place value in the Early Years setting * reflect upon how we provide and promote rich and varied opportunities for physical activity, exploration and play in maths * consider the choice of resources used to promote conceptual understanding in this area of maths * consider numbers in all their different forms * understand the importance of place value and how to * introduce it to young children through a developing understanding of number-sense * plan an activity to promote mathematical understanding in place value - through the continuous provisions taking into consideration the stages of development the activity would promote ( offer - up) * anticipate any misconceptions |
| **WHY NOW?**  **Curriculum Design & Key Messages** | '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)  '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) |
| **HOW?**  **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:   * look at progression and development in place value across key   stages with a focus on EYFS   * discuss the overarching principles of teaching early maths in EYFS * explore how the characteristics of effective 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 - look at and evaluate activities * 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 * identify any misconceptions |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning Session 6 & 7 Learning for all - Planning for all * Professional learning (15) EAL learners |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *1:1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.*  *4:3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible* |
| **Teachers’ Standards** | TS1, TS2, **TS3,** **TS4**, TS5, TS6 and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 4** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: 1-1 Principles of early calculation: addition and subtraction- planning and teaching from concrete to abstract**  **3-7 years: 1-1 Principles of early calculation: addition - planning and teaching from concrete to abstract through the continuous provisions** |
| **WHY THIS?**  **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   By the end of this session 3-7 trainees will be able to:   * plan activities which promote the key concepts of addition through the continuous provisions * produce an activity plan for a strand of learning: early addition and carry out an evaluation of the key considerations * reflect upon how we provide and promote rich and varied opportunities for physical activity, exploration and play in maths * carry out AFL opportunities * use effective modelling and scaffolding to support progress * differentiation through outcome and expectations * anticipate any common misconceptions |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **Session**  **Content** | During the session trainees 5-11 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.   During the session trainees 3-7 will: UPDATED   * look at the EYFS ELG and development matters and identify key steps of progression * discuss and have a go at using the different structured apparatus, models and images that support conceptual understanding in early addition * discuss the significance of deriving and recalling number facts * recognise the significance of pattern in early mathematics and how to promote 'pattern awareness' through play opportunities * understand the meanings of operations and how they relate to one another to know the skills young children need in order to choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognising the number in a small set, counting and producing sets of given sizes * plan a short activity based on a given mathematical concept and evaluate impact on progress * identify misconceptions * look at assessment in early maths and how we use the findings to identify next steps |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Masters module: Classroom talk * Professional learning (4): designing learning * Professional learning (6): differentiation |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  **Focus:**  *5:2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*  *6:1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.* |
| **Teachers’ Standards** | TS1, TS2, **TS3,** TS4, **TS5**, **TS6** and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 5** | |
| **WHAT?**  **Session**  **Titles** | **3-7 & 5-11: Developing Mathematical Reasoning and Critical thinking in Young Learners using a Mastery Approach (Lecture 1)** |
| **WHY THIS?**  **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   By the end of this session 3-7 trainees will be able to   * plan activities that promote opportunities for reasoning and applying in the EYFS and KS1 setting * use questioning more effectively to draw out mathematical thinking * use talk opportunities to bring appropriate challenge to young learners * recognise the skills young children need to engage successfully with problem solving activities * use modelling and scaffolding and timely interventions to promote   learner confidence |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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   During the session 3-7 trainees will:   * reflect on their own understanding of reasoning and applying * understand the importance of building learner confidence and a community of learners * consider different types of questioning * develop reasoning strategies through the use of resources, and visual representations suitable for early years * evaluate teaching and learning opportunities that involve problem solving * look at the outdoor provision and problem solving * think about their role as facilitator * reflect on young children as capable learners and the impact of trial and error |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning (13) Impact of effective teaching on learning * Masters Module: Observing teachers' talk and Perspectives on teachers' talk |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  *1:3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.*  *1:6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.*  *4:3 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.*  *4:5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success*  *4:7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *6:4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.*  *6:5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve*. |
| **Teachers’ Standards** | TS1, TS2, **TS3,** TS4, TS5 **TS7**  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 6** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Progression in Multiplication and division - Key concepts (PART 1)**  **3-7 years: Understanding Early Subtraction** |
| **WHY THIS?**  **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   By the end of this session 3-7 trainees will be able to:   * plan activities which promote the key concepts of subtraction through the continuous provisions * produce an activity plan for a strand of learning: early subtraction and carry out an evaluation of the key considerations * reflect upon how we provide and promote rich and varied opportunities for physical activity, exploration and play in maths * use the skills needed for intervention at the point of learning- timely interactions- child initiated - adult - initiated activities * carry out AFL opportunities * use effective modelling and scaffolding to support progress * differentiate through outcome and expectations * anticipate common misconceptions and strategies to help move children forward |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **Session**  **Content** | During the session 5-11 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. * During the session 3-7 trainees will: * look at the EYFS ELG and development matters and identify key steps of progression for subtraction * discuss common misconceptions * discuss and have a go at using the different structured apparatus, models and images that support conceptual understanding in early subtraction * through practical activities they will explore the connections between counting and the operations of subtraction * explore approaches that help children move towards using known facts subtraction- moving away from counting * to use different resources to help model the different   representations of subtraction   * plan and evaluate a short activity based on a given mathematical concept for subtraction * to use resources to model procedural maths and subtraction * reflect on the role of the facilitator - our use of questioning - and timely interactions * discuss assessment tools in mathematics and how they inform planning * identify misconceptions |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning (13) Impact of effective teaching on learning |
| **ITT Core Content Framework**  **CCF** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  Focus:  *3:4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.*  *6:1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.*  *6:3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.* |
| **Teachers’ Standards** | TS2, **TS3,** TS4, TS5, **TS6** and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 7** | |
| **WHAT?**  **Session**  **Titles** | **3-7 and 5-11 years**: **To develop a deeper understanding of the Mastery Approach (Lecture 2)** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * + Professional learning (6) Learning for all |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *Focus*  *4:7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.*  *6:4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.*  *6:5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.* |
| **Teachers’ Standards** | TS1, TS2, **TS3,** TS4, TS5, **TS6** and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 8** | |
| **WHAT?**  **Session**  **Titles** | **5-11years: Understanding the Key Concepts For Multiplication and Division (PART 2)**  **3-7 years: Understanding the Early Key Concepts For Multiplication - through stories** |
| **WHY THIS?**  **Learning**  **Outcomes** | 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:   * know the key concepts for multiplication and how they link to division as the inverse * bring the early concepts to young learners through the enabling environment and opportunities for play * to plan activities for multiplication * use visual images and structured apparatus to help with conceptual understanding * use of story- telling and imaginative play to promote mathematical learning * carry out AFL opportunities * use effective modelling and scaffolding to support progress * differentiation through outcome and expectations * anticipate common misconceptions |
| **WHY NOW?**  **Curriculum Design & 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)   *Julia Anghileri (2009) tells us that ‘Children’s first experiences of multiplication arise when they make groups with equal numbers of objects and recognise the possibility of counting the groups rather than counting individual items.’* |
| **HOW?**  **Session**  **Content** | During the session 5-11 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.   During the session the 3-7 trainees will:   * look at the steps of progression for multiplication from EYFS to KS2 with a focus on Early Years KS1 * have a go at the different approaches we can use to teach the key concepts of multiplication (groups of sets of) * Evaluate the different resources available, numicon, counting sticks, arrays * discuss and reflect on how we read a multiplication number sentence and how we can represent it visually to the children so that they see the key concepts and procedures: patterns, sorting , grouping, equivalent grouping, number sentences, repeated addition, commutative law to know that it is the inverse of division table facts, formal and formal written methods * identify misconceptions * explore how we can bring these key mathematical concepts to the early years setting through story books |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional Learning (7) Planning for all |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  *.*  Focus:  *5:5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.*  *4:5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.* |
| **Teachers’ Standards** | TS3, TS4, **TS5,** TS6 and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 9** | |
| **WHAT?**  **Session**  **Titles** | **5-11 To develop problem solving with a KS2 focus**  **3-7years: To develop problem solving with a KS1 focus (Distance learning session)** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning (8) The curriculum * Professional Learning (10) Relational pedagogy and relationships education |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  *4:10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.*  *4: 6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems* |
| **Teachers’ Standards** | TS1, TS2**,** **TS3,** **TS4**, TS5, TS6 and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 10** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Fractions - Key Concepts and Connections**  **3-7 years: Division- Early Key Concepts and Connections** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session the 5-11 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 allchildren * By the end of this session the 3-7 trainees will be able to: UPDATED * recognise the progressive steps in division * use the correct models and images to support children with   equal structured sharing and grouping  to know how best to model the concept of remainder  to be able to plan activities that support children with their understanding of the inverse   * use structured apparatus and models and images to teach conceptual and procedural understanding * apply different teaching strategies for division * plan practical engaging activities that support children with the recall of multiplication and division facts for the 2, 5 and 10 multiplication tables * work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition * use good subject knowledge to be able to plan activities that help children to relate these to fractions and measures * carry out AFL opportunities * use effective modelling and scaffolding to support progress * differentiation through outcome and expectations * anticipate common misconceptions |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **Session**  **Content** | During the session the 5-11 trainees will:   * explore their understanding of the big ideas and the explore their understanding of the big ideas and the key concepts of fractions * 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   During the session the 3-7 trainees will:   * look at the progressive steps for division from EYFS to KS2 with a focus on Early Years * watch video clips of children learning about structured sharing and carry out reflective tasks * explore and try out the different models and structured apparatus available to help children see the abstract concepts (equal sharing, sets of ,groups of, remainder, arrays, commutative and associative law) 4 × 5 = 20 and 20 ÷ 5 = 4 * to have a go at modelling repeated subtraction for division and repeated addition using number lines and structured materials * to plan and evaluate activities to support children with their exploration of the mathematical concepts for division in a KS1 EYFS setting * discuss common misconceptions and strategies to move learning forward |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning (10) The curriculum |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  *1:2: Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.*  *3:2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.*  *4:7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.* |
| **Teachers’ Standards** | **TS1**TS2, **TS3,** TS4, TS5, TS6 and TS7  Demonstrates good subject knowledge |

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| **Maths Session 11** | |
| **WHAT?**  **Session**  **Titles** | **5-11years: Algebra – Key concepts and connections**  **3-7years: Fractions - Early Key Concepts** |
| **WHY THIS?**  **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   By the end of this session 3-7 trainees will be able to:   * use their subject knowledge to plan activities which provide the children with concrete learning opportunities which promote a good understanding of the key concepts of fractions * use good subject knowledge to plan activities to help children understand: half and quarter as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities * plan activities to help children connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes * recognise the importance of visual representations of those key concepts * use effective approaches for teaching fractions including effective ways of modelling and teaching strategies and methods * anticipate common misconceptions in fractions and be able to support children * carry out AFL opportunities * use effective modelling and scaffolding to support progress * differentiation through outcome and expectations |
| **WHY NOW?**  **Curriculum Design & Key Messages** | 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:   * look at the progressive steps for division from EYFS to KS2 with a focus on Early Years * watch video clips of children exploring the concept of fractions being a 'part of a whole' 'equivalences' ' discrete and continuous quantities' * explore and try out the different models and structured apparatus available to help children see the abstract concepts linked to fractions * to have a go at modelling some of those key concepts * to plan and evaluate activities to support children with their exploration of the mathematical concepts for fractions in a KS1 EYFS setting ( connective model of teaching maths) * discuss common misconceptions and discuss strategies to move learning forward |
| **HOW?**  **Session**  **Content** | *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)* |
| **HOW?**  **Session**  **Content** | *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)* |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning (13) impact of effective teaching on learning |
| **ITT Core Content Framework**  **CCF** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  *4:1 Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.*  *4:2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.* |
| **Teachers’ Standards** | TS1, TS2, **TS3, TS4**, TS5, TS6 and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 12** | |
| **WHAT?**  **Session**  **Titles** | **3-7 and 5-11 Geometry** |
| **WHY THIS?**  **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: UPDATED   * use good subject knowledge to plan activities that build on prior learning for shape/geometry confidently across the key stages * anticipate any misconceptions and have strategies to move children's understanding forward * plan AFL opportunities * use clear modelling and scaffolding to support conceptual understanding * use effective questioning to challenge and extend thinking * to plan activities that promote discussion, exploration and problem solving (CPA - model - connective model ) * promote mathematical language and build learner confidence in identifying, describing, comparing, classifying shape   reflect confidently on the key considerations for effective teaching and learning in early maths |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **Session**  **Content** | During the session the 3-7 trainees will:   * widen their subject knowledge of Geometry through direct teaching discussion and modelling, establishing clear definitions of terminology and how to deliver practical engaging activities * have the opportunity to build on their understanding of the progressive steps for Geometry reflected in the EYFS curriculum and the National Curriculum * 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 * create a mind - map of key considerations for effective teaching and learning in early maths * identify strengths and set targets for maths - professional development |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * English (4) Use of picture books as a stimulus for mathematics lessons |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus:***  3: 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable  5:3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. |
| **Teachers’ Standards** | TS2, **TS3,** TS4, **TS5,** TS6 and TS7  Demonstrates good subject & curriculum knowledge |

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| **Maths Session 13** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Measures**  **3-7 years: Measures - teaching time** |
| **WHY THIS?**  **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   By the end of this session 3-7 trainees will be able to:   * plan appropriate activities to support children with their conceptual understanding of time * use effective questioning to consolidate but also challenge the children's understanding of time * carry out AFL opportunities * use effective modelling and scaffolding to support progress * plan differentiated activities giving thought to outcome and expectations * create interactive displays to support and challenge the learning |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **Session**  **Content** | During the session the 5-11 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   During the session the 3-7 trainees will:   * look at the steps of progress according to statutory from EYFS to KS2 with a focus on KS1 * compare models and images to support conceptual understanding for time * plan and evaluate activity ideas throughpractical engagement * explore different teaching strategies, thinking about effective use of resources to underpin children’s understanding |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * English (4) Use of storybooks as stimulus |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus***  *4:8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.* |
| **Teachers’ Standards** | TS2, **TS3,** **TS4,** TS5, TS6 and TS7  Demonstrates good curriculum and subject knowledge |

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| **Maths Session 14** | |
| **WHAT?**  **Session**  **Titles** | 5-11 & 3-7 years: Key considerations for effective teaching in mathematics - evaluation and reflection |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * 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? |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * To understand how pupils learn maths and to reflect upon how we 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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Professional learning (13) Impact of effective teaching on learning |
| **ITT Core Content Framework**  **CCF Coverage** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  ***Focus***  *8:2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.* |
|  | TS1, **TS2**, **TS3** and TS6 and TS7  Good Subject & Curriculum Knowledge |

**Music:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Music**

**Early Years/Primary (3-7):**

The aims of the Early Years and Primary (3-7) expressive arts and design curriculum include many of those below (Primary 5-11) in addition to:

* understanding how the four themes, and the principles and practice of the Early Years Foundation Stage underpin literacy pedagogy;
* developing the knowledge and skills required to support the development of young children's communication and language, including phonological awareness, reading and mark making/ early writing;
* recognising the opportunities offered by both teacher-led and child-initiated literacy activity, including play-based opportunities.

**Primary (5-11):**

The aims of our Primary (5-11) Music curriculum are for trainees to:

* become confident and competent classroom practitioners in leading primary music
* develop subject knowledge that will enable insight into the development of concepts, attitudes, skills and knowledge associated with music
* be competent in planning and assessing for success in music education.

These are underpinned by key principles of subject-specific pedagogy and child development and draw on the importance of enjoyment and engagement for all learners in music education, whilst understanding the vital role of the teacher in facilitating child-led exploration.

The expressive arts and music curriculum is aligned with the ITT Core Content framework (DfE 2019), the Teacher’s Standards (DfE 2011) and the NC/EYFS (DfE 2014 and 2017). It aides conceptual understanding of progression, expectation and potential barriers to learning in music and the common misconceptions and barriers in the subject. This enables trainees to develop an inclusive musical provision that recognises and acknowledges every child as a musician.

Our Early Years/Primarymusic curriculum is delivered through a combination of taught training sessions and online distance learning tasks and activities. The taught training sessions are practical and aim at developing confidence to apply in a classroom setting. All sessions are underpinned by research-informed practice and national policy. Trainees are encouraged to reflect on their own individual learning needs and are supported by an extensive online resource bank of additional materials. Above all, the expressive arts and design/music curriculum is delivered alongside a wide range of opportunities to apply this knowledge and understanding in the classroom.

The sequence of two sessions is designed to ensure a cohesive curriculum in which trainees gain experience and confidence to plan, teach and assess music through performing, composing, listening and appraising. Initial principles and subject knowledge, based on the inter-related dimensions of music, underpins all activities that can be applied in a primary/EYFS context.

**Music:**

**Session Outlines**

**Session Outlines for Music**

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| **Music Session 1** | |
| **WHAT?**  **Session**  **Titles** | **Music for, with and by children 1** |
| **WHY THIS?**  **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. |
| **WHY NOW?**  **Curriculum Design & 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! |
| **HOW?**  **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). |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **Music Session 2** | |
| **WHAT?**  **Session**  **Titles** | **Music for, with and by children 2** |
| **WHY THIS?**  **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. |
| **WHY NOW?**  **Curriculum Design & Key Messages** | 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. |
| **HOW?**  **Session**  **Content** | * 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! |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**Personal, Social, Health and Economic Education (PSHE)**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary PSHE**

Our intent for PSHE in Initial Teacher Education at Sheffield Hallam University is based on two principles:

* The PSHE curriculum gives pupils the knowledge, skills, and attributes they need to thrive, keep themselves healthy and safe and to prepare them for life and work as citizens in modern Britain and the wider world.
* The tools we use as teachers to develop pupils personally, socially, emotionally and in relation to their health are not restricted to the PSHE curriculum, but form a key part of our day to day classroom life in the rules, routines and relationships we develop. Our classrooms should be places which support children to develop as individuals, in relation to other people and socially, morally, spiritually and culturally. As such, they can support pupils to develop the skills they will need to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

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| **PSHE Session** | |
| **WHAT?**  **Session**  **Titles** | **3-7: PSHE in KS1** |
| **WHY THIS?**  **Learning**  **Outcomes** | * By the end of this session trainees will have: * developed an understanding of good practice in, and teaching strategies for PSHE at KS1 (building on FS PSED) * developed further understanding of age appropriate teaching of body image, change, online safety and keeping safe from sexual abuse, * explored concerns and raised questions |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in safe and effective PSHE lessons. It is essential for trainees to consider both the PSHE curriculum and the wider role of their work in classrooms to support social, moral, spiritual and cultural development and equipping children to develop as citizens of the classroom and the wider world. |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * *individually engage with and reflect upon age appropriate teaching strategies* * *set ground rules for and then engage in small break out group discussion* * *raise questions and concerns* |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL lectures 5 (safeguarding), 9 (positive behaviour) 10, (relational Pedagogy and Relationships Education), 16 (understanding and challenging bullying) * Trauma Informed Schools (TIS) * Philosophy for Children (P4C) |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.  **T Core Content Framework:** *Aspects from the six core areas (‘Provision for All’ and, from the ITT Core Content Framework, ‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate.* |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

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| **PSHE Session** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: PSHE in KS1 and 2** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will have: -   * developed an understanding of good practice in, and teaching strategies for PSHE at KS1 and 2 * developed further understanding of age appropriate teaching of body image, puberty, online safety and keeping safe from sexual abuse, * explored concerns and raised questions |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in safe and effective PSHE lessons. It is essential for trainees to consider both the PSHE curriculum and the wider role of their work in classrooms to support social, moral, spiritual and cultural development and equipping children to develop as citizens of the classroom and the wider world. |
| **HOW?**  **Session**  **Content** | During the session trainees will:   * *individually engage with and reflect upon age appropriate teaching strategies* * *set ground rules for and then engage in small break out group discussion* * *raise questions and concerns* |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * PL lectures 5 (safeguarding), 9 (positive behaviour) 10, (relational Pedagogy and Relationships Education), 16 (understanding and challenging bullying) * Trauma Informed Schools (TIS) * Philosophy for Children (P4C) |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **Teachers’ Standards: TS2, 3 and 4** |

**Physical Education:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary PE**

**Early Years/Primary (3-7):**

The aims of the Early Years PE curriculum include many of those below (Primary 5-11) in addition:

* **Physical development** is one of the seven areas of the early years foundation stage and is used to develop a child's movement, handling of objects, understanding of their own body and health and levels of self-care.
* **Moving and handling**, enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.

**Primary (5-11):**

The aims of our Primary (5-11) PE curriculum are to engage trainees in:

* developing depth of subject knowledge to enable them to become confident, critical and creative in their planning, teaching and assessment of all areas of Physical Education.
* developing the knowledge and skills required to encourage children to develop a love of movement, exploring the progression of fundamental movement skills.
* becoming confident and competent in the teaching of inclusive lessons that cater for the needs of all learners and promotes challenge and creativity.
* recognising the wider social and emotional opportunities that can be offered within a physical setting and the associated health benefits of physical activity.
* understanding the distinction between physical education, physical activity and sport to support teachers to plan a broad programme of activities that inspires and promotes health and wellbeing.

Our Early Years/PrimaryPE curriculum is delivered through a combination of taught training sessions and online distance learning. The taught training sessions are structured around practical activities which are aimed at supporting the development of trainee confidence and competence in key areas of physical literacy. The activities also develop the trainees' own subject knowledge and challenge misconceptions. As well as the key bullet points above, the sessions are aimed at developing the trainees' enjoyment of physical education with the aim that this enjoyment will be passed on to the children. Trainees’ individual learning needs are supported and enhanced by an extensive online resource bank of additional materials.

There are 4 taught training sessions in total: 2 of these are organised and delivered by SHU-based staff and 2 are organised and delivered by your SD Partner.

The sessions are designed to guide trainees in developing depth and breadth of subject knowledge and pedagogical understanding. The first session will look at the fundamentals of movement and physical literacy. Subsequent sessions will look at inclusive practice and key areas of movement including gymnastics and dance. The teaching strategies and pedagogical approaches will be applicable across key stages and focus on learning to move and moving to learn.

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**Physical Education:**

**Session Outlines**

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| **PE Session 1** | |
| **WHAT?**  **Session**  **Titles** | **Fundamentals of Movement** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **PE Session 2** | | |
| **WHAT?**  **Session**  **Titles** | **Inclusive Sports** | |
| **WHY THIS?**  **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 | |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). | |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. | |
| **Teachers’ Standards** | TS3 and TS4 | |

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| **PE Session 3** | | |
| **WHAT?**  **Session**  **Titles** | **Dance Based Activity** | |
| **WHY THIS?**  **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. | |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). | |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. | |
| **Teachers’ Standards** | TS3 and TS4 | |

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| **PE Session 4** | |
| **WHAT?**  **Session**  **Titles** | **Introduction to Gymnastics** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework;** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

**Religious Education:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary RE**

The aims of the Early Years and Primary (3-7) and Primary (5-11) Religious Education curriculum are to engage trainees in developing an understanding the purpose of the subject and pedagogical approaches that support this. High quality Religious Education (RE) should foster pupils’ curiosity and deepen their understanding of the world, providing foundations for KS3 and beyond.

The teaching should enable trainees to:

* Understand a clear rationale for the subject, including the importance of studying world views and supporting pupils in becoming religiously literate.
* Begin to understand their own worldview and their professional positioning.
* Place RE within the wider primary curriculum and the overall purposes of schooling.
* Understand the legal position of RE (including the right to withdraw) and the way in which the curriculum is developed locally
* Be supported in developing their own knowledge of major world religions and worldviews (see the Commission on RE report, in particular pp 26- 31). This will include developing awareness of diversity in religion and worldviews and the importance of diverse representation in the classroom.
* Investigate and evaluate recent developments and approaches which are suitable for pupils of different ages and abilities
* Understand the importance of enquiry-based approaches within RE.
* Explore examples of specific pedagogical or conceptual approaches (for example, the RE-searchers project, Big Ideas approach, Understanding Christianity and the Balanced Approached)
* Understand the challenges of progression and assessment in RE.
* Consider links between RE and the promotion of social, moral, spiritual, and cultural dimensions in the curriculum

The RE curriculum is aligned with the ITT Core Content Framework (DfE 2019) and the Teacher’s Standards (DfE 2011). It explores Agreed Syllabus provision (with a focus on those found in South Yorkshire) and the EYFS framework, covering the knowledge, skills and behaviours needed for each stage.

There are two taught training sessions, designed to guide trainees in developing their knowledge of key curriculum content knowledge and different pedagogical approaches to RE in the EYFS and primary classroom.  The sessions incorporate practical activities which draw upon personal reflection and encourage careful consideration of classroom application. Sessions are underpinned by research-informed practice and national policy. Sessions also aim to challenge any misconceptions that trainees might have about the subject and develop their enjoyment (as well as understanding) of the opportunities that RE presents.

These sessions are supported by a range of online learning resources to facilitate independent learning. These include both sources of information to support the trainees’ own development of their subject knowledge (including CPD opportunities) as well as resources that can be used with their pupils in the primary classroom.

**Religious Education:**

**Session Outlines**

**Session Outline for Religious Education**

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| **RE Session 1** | |
| **WHAT?**  **Session**  **Titles** | **Introducing the RE Curriculum** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able:   * To explore their own views, personal experience and knowledge   of RE, and consider how this might impact on their teaching   * To develop an understanding of the statutory requirements for RE and the implications for their own subject knowledge development * To demonstrate an awareness of planning frameworks and begin to explore good practice in RE |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To ensure trainees understand the aims and purpose of Religious Education and reflect how the opportunities the subject presents can be made engaging for primary pupils. |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Consider a clear rationale for the subject and what it means to be “religiously literate” * Review the legal background to RE and acknowledge misconceptions about the subject. * Consider what is meant by “worldview” and participate in challenging discussion relating to their own experiences and its impact on their teaching * Undertake practical activities and discussion relating to good practice in RE teaching |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework;** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **TS2, 3 and 4** |
| **RE Session 2** | |
| **WHAT?**  **Session**  **Titles** | **Developing Pedagogy in RE** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of this session trainees will be able:   * To identify key information about the six major faiths * To understand the diversity that exists within and between religions * Awareness of different pedagogical approaches * Have knowledge of the resources available to them to support teaching and learning in Religious Education (includingCPD opportunities) |
| **WHY NOW?**  **Curriculum Design & Key Messages** | To equip trainees with subject knowledge and pedagogy to engage pupils in exciting Religious Education lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Explore key beliefs and practices in the six major faith traditions * Review some of the available resources * Develop understanding of some of the pedagogical approaches that might be used to support effective RE provision. (for example, enquiry learning, P4C or multidisciplinary approaches) * Undertake practical activities and discussion relating to good practice in RE teaching * Interact with and review a range of practical resources |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework;** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | **TS2, 3 and 4** |

**Science:**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Early Years/Primary Science**

The aims of our Science curriculum are to engage trainees in:

* developing their depth of subject knowledge to enable them to become confident, critical and creative in their planning, teaching and assessment of all areas of Science
* developing the concepts of hands-on teaching of science to ensure that science is a practical subject using activities to help progress the children's learning
* ensuring that working scientifically is a thread throughout all their science lessons
* maintaining awareness of health & safety considerations during all activities
* understanding the cross-curricular role of science in enabling children to access & engage with the wider curriculum including the potential for using science within topic work
* being aware of misconceptions children may have in their own understanding and the range of strategies available to address misconceptions
* the importance of role modelling when teaching science e.g. curiosity, asking questions, respecting evidence

Our Early Years/Primary science curriculum is delivered through a combination of taught training sessions, online distance learning and independent collaborative learning tasks. The taught training sessions are structured around practical activities/experiments which are aimed at classroom application. The activities also develop the trainees' own subject knowledge and challenge misconceptions. As well as the key bullet points above, the sessions are aimed at developing the trainees' enjoyment of science with the aim that this enjoyment will be passed on to the children. Trainees’ individual learning needs are supported and enhanced by an extensive online resource bank of additional materials.

There are 11 taught training sessions in total: 6 of these are organised and delivered by SHU-based staff and 5 are organised and delivered by your SD Partner. One of these sessions is a distance learning session.

The sessions are designed to guide trainees in developing depth and breadth of subject knowledge and pedagogical understanding. The first session will look at the aims of science teaching and the prevalence of misconceptions. Subsequent sessions will look at science subject areas and though they will specifically focus on individual areas, the teaching strategies and pedagogical approaches will be applicable to all science subject areas.

**Science:**

**Session Outlines**

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| **Science Session 1** | |
| **WHAT?**  **Session**  **Titles** | **All: Introduction to Science in the Curriculum: changing materials** |
| **WHY THIS?**  **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. |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 2** | |
| **WHAT?**  **Session**  **Titles** | **All: Working scientifically: gyrocopters** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Science skills * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Investigate gyrocopters with specific consideration of the science skills being use in the investigation |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 3** | |
| **WHAT?**  **Session**  **Titles** | **All: Working scientifically: investigations 1** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Science skills * The importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 4** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Forces and motion** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons * Misconceptions in science |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 4** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Science in the Water Tray** |
| **WHY THIS?**  **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. |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Developing science understanding intuitively through play * Health & safety during science lessons * Misconceptions in science |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 5** | |
| **WHAT?**  **Session**  **Titles** | **All: Working scientifically: investigations 2** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Undertake two investigations (forces & changing materials) with specific focus on variables and fair testing |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 6** | |
| **WHAT?**  **Session**  **Titles** | **All: Light** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Undertake a series of activities relating to light to explore subject knowledge and pedagogy. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 7** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Reversible and irreversible changes** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Explore examples of reversible & irreversible changes |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 7** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Materials** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 8** | |
| **WHAT?**  **Session**  **Titles** | **5-11 years: Properties of everyday materials** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Participate in a practical investigation – best material to make an umbrella |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 8** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: The Young Scientist PART 1** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Observation is a key skill in spotting emerging scientific thinking in seemingly unrelated activities. * Health & safety during science lessons |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **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** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **Key**  **Messages** | 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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 9** | |
| **WHAT?**  **Session**  **Titles** | **3-7 years: Young Scientist PART 2** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Scientific analysis begins at a very young age * Science activities are about ‘what have we found out’ and not correct/incorrect outcomes |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 10** | |
| **WHAT?**  **Session**  **Titles** | **All: Sound** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Undertake a series of activities relating to sound to explore subject knowledge and pedagogy |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |

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| **Science Session 11** | |
| **WHAT?**  **Session**  **Titles** | **All: Human variation** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Importance of hands-on practical science lessons * Health & safety during science lessons |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Participate in a set of five activities (one for each sense) |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS3 and TS4 |



**Masters:**

**Curriculum Design & Delivery and**

**Session Outlines**

**Masters**

**Curriculum Design and Delivery**

**Our Curriculum Intent for Masters Level Study for Early Years / Primary (3-7) and Primary (5-11)**

The Masters modules are aligned with the ITT Core Content Framework (DfE 2019), the Teacher’s Standards (DfE 2011) and the NC (DfE 2014) / EYFS (DfE 2017), comprehensively covering the knowledge, skills and behaviours needed for each stage.

The overarching aims of the Masters modules are to engage trainees in critical reflection on practice through:

* drawing on theoretical perspectives and research literature in order to develop new understands of classroom pedagogy;
* developing a subject specialism through conducting small scale classroom based research;
* considering what it means to conduct ethical classroom enquiry and develop deep reflection on professional practice and pedagogy;
* evaluating practice in ways that ensure all children's participation *(Provision for All);*
* exploring methods for generating data in classrooms and the insights this can provide on pupil learning;
* investigating multiple perspectives on classroom practice in line with Brookfield's lenses (autobiographical, colleagues, pupil voice, theoretical literature);
* exploring the impact of talk on children's learning in the primary and early years classroom, recognising the cultural and linguistic diversity of contemporary society;
* applying the principles and practices of researched informed practice;
* Supporting practice which encourages trainee teachers to develop their identity as ‘teacher/researcher’ which they can build on in their early career and beyond.

There are two modules at Masters level. The first module, *Reflecting on Approaches to Teaching*, is based on examining and reflecting on the value of classroom talk in the classroom. Trainees will reflect on approaches to facilitating pupil talk and identify suitable strategies to apply in their own teaching context. The second module, *Exploring a Specialism Through Collaborative Development* examines the role of collaborative professional development and offers an opportunity for trainees to identify and explore a pedagogical focus related to their subject specialism.

The content of the Masters study is delivered through a combination of taught training sessions, online distance learning and independent collaborative learning tasks and classroom-based investigations including engagement with colleagues in lesson study. The taught training sessions are structured around practical activities which are aimed at classroom application. The sessions are informed by the critical consideration of theory and research, explored through small and whole group discussion. Outlines of sessions are provided below.

**Masters 1:**

**Session Outlines**

**MASTERS 1: REFLECTING ON APPROACHES TO TEACHING: TALK**

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| **Masters 1: Lecture 1** | |
| **WHAT?**  **Session**  **Titles** | **Introduction to classroom talk** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * To understand the concepts and principles of classroom talk, including dialogic talk * 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 * To recognise linguistic diversity of contemporary society and how language use varies across place and time |
| **WHY NOW?**  **Curriculum Design & Key Messages** | ‘Thought is not merely expressed in words; it comes into existence through them.’ (Vygotsky 1986) |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Consider the teacher’s use of talk in the context of theoretical perspectives and recent research (e.g. dialogic talk – Robin Alexander) |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Context of dialogic book talk for talk episodes – links with English sessions on children’s literature and reading comprehension * Dependence of language use on context, purpose and audience – links with English sessions and production and use of texts |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS1, TS2, TS3, TS6, TS8 |

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| **Masters 1: Seminar 1** | |
| **WHAT?**  **Session**  **Titles** | **The reflective teacher** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * To understand the role of reflection as part of CPD and the nature of critical reading and writing |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS8 |

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| **Masters 1: Lecture 2** | |
| **WHAT?**  **Session**  **Titles** | **Assignment brief** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * To identify theoretical perspectives that underpin the value of talk in supporting learning * To encourage critical reflection on the role of talk in classroom practice * To understand the module outcomes and assignment requirements |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * Key role of theoretical perspectives and research in informing practice |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Understand the reflective role of the teacher through Brookfield’s lenses * Develop their understanding of theories of learning and why these are important to teaching * Engage with the assessment requirements to support progress through the module |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS1, TS2, TS3, TS4, TS5, TS6, TS8 |

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| **Masters 1: Seminar 2** | |
| **WHAT?**  **Session**  **Titles** | **Understanding the value of classroom talk** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * Understand the role of the autobiographical and theoretical lens in the process of reflection * Recognise key concepts and principles in relation to classroom talk and their impact on classroom practice, including dialogic talk |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The value of critical reflection in informing trainees’ development as effective practitioners.  The central role of talk and communication in Early Years and Primary Education. |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Explore the autobiographical lens in the process of reflection through reflecting upon own experiences of classroom talk and their impact * Discuss key concepts and principles in relation to classroom talk and their impact on classroom practice * Consider different types of classroom talk * Discuss how talking differs from working alone * Record reflections in informal writing |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * The importance of critically reflective practice is a focus across the course |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS2, TS3, TS8 |

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| **Masters 1: Seminar 3** | |
| **WHAT?**  **Session**  **Titles** | **Observing teacher talk** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * To understand the impact of teacher talk on pupil learning and the role of planning questioning and non-verbal communication * To develop their own skills in academic writing |
| **WHY NOW?**  **Curriculum Design & Key Messages** | * There are strong links between high quality talk and learning * The importance of skilful questioning and teacher response in encouraging participation and cognitive challenge * Dialogic talk as one of the kinds of talk necessary in your ‘talk for learning’ repertoire |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Evaluate the quality of two teachers' talk through analysis of videos and transcripts and suggest ‘even better ifs…’ * Draft a paragraph analysing a critical incident from an episode discussed * Discuss implications for their classroom practice * Understand the nature and focus of collaborative group investigation task   + the use of questioning   + giving explanations   + supporting linguistic diversity and/ or pupils with English as an Additional Language   + promoting children's autonomy in talk/ discussion, such as by promoting dialogic talk   + the use of strategies to support children with additional communication and language needs   + implementing strategies such as sustained shared thinking or Philosophy for Children (P4C)   + the role of talk in play-based teaching approaches   + promoting/ supporting talk in group work |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Analysis of clips of classroom practice used to highlight the key role of talk to support learning across the curriculum |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS1, TS2, TS3, TS4, TS5, TS6, TS8 |

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| **Masters 1: Seminar 4** | |
| **WHAT?**  **Session**  **Titles** | **Perspectives on talk through a critical review of literature** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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 |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Jigsaw activity based on prior reading * Reflection on the experience of co-construction of meaning * Revisit theoretical perspectives and implications for classroom practice. * Introduction to formative task – Part 1 Assignment: Critical reflection on own experience of talk drawing from concepts and principles of effective classroom talk and implications for your future practice and possible areas for investigation. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * English – Comprehension: The role of talk in developing understanding of texts |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS8 |

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| **Masters 1: Seminar 5** | |
| **WHAT?**  **Session**  **Titles** | **Analysing classroom talk** |
| **WHY THIS?**  **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) |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The importance of the voice of the child and of empowering children in their learning |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Analyse, evaluate and transcripts samples of teacher and pupil talk * Apply models and frameworks provided transcripts of talk * Consider the implications for teaching and developing their own professional practice on BP1 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Transcripts from a range of subject areas highlighting the key role of talk to support learning across the curriculum |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS2, TS4, TS8 |

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| **Masters 1: Seminar 6** | |
| **WHAT?**  **Session**  **Titles** | **Sharing investigations into approaches and strategies for promoting talk for learning** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * Understand a range of approaches and strategies for promoting talk for learning including: Sustained Shared Thinking, Philosophy for Children, Dialogic talk, Planning and facilitating group work; Questioning, Augmented communication strategies for working with speech and language needs. |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Present their approach and a short activity to model a relevant strategy to engage the group in discussion * Reflect on the range of strategies used and the implications for their practice and investigation on BP1. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1).   * Application of talk strategies across the wider curriculum |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS4, TS8 |

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| **Masters 1: Lecture 3** | |
| **WHAT?**  **Session**  **Titles** | **Meeting the assessment criteria and writing up your study** |
| **WHY THIS?**  **Learning**  **Outcomes** | By the end of the session the trainees will be able:   * To reflect on learning through the module in relation to   the concepts and principles of classroom talk, including dialogic talk  To review the impact of linguistic diversity of contemporary society and how language use varies across place and time   * To recognise the role of academic writing in enhancing critical reflection * To understand the assignment requirements and expectations |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The key impact of talk |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * review their learning about the role of talk in learning and identify implications for their own planning and teaching to support children’s learning in two Key Stages (‘Talk assignment’) |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS2, TS3, TS6, TS8 |

**Masters 2:**

**Session Outlines**

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

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| --- | --- |
| **Masters 2: Lecture 1** | |
| **WHAT?**  **Session**  **Titles** | **Lecture 1: The Requirements of the Collaborative Research Lesson and module assessment** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS1, TS2, TS8 |

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| **Masters 2: Seminar 1** | |
| **WHAT?**  **Session**  **Titles** | **Focusing on your chosen specialism** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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) |
| **HOW?**  **Session**  **Content** | During this session trainees will:   * Investigate the possible lines of enquiry and current debates in their specialist subject * Reflect on their chosen subject specialism and how this is taught in the National Curriculum and EYFS. * Begin to apply lesson study to their specialist area of interest in their own school / classroom context |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS3, TS2, TS8 |

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| **Masters 2: Lecture 2** | |
| **WHAT?**  **Session**  **Titles** | **Lecture 2: Exploring subject specialisms** |
| **WHY THIS?**  **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 * To consider qualitative research methods used in the classroom * To have an awareness of research ethics * To know the requirements of seeking ethical approval at SHU |
| **WHY NOW?**  **Curriculum Design & Key Messages** | There are many different ways of ‘seeing’ the world and consequently many different explanations and solutions. Undertaking research provides great opportunity to learn a range of skills useful throughout professional life. |
| **HOW?**  **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 * Reflect on the key ethical concepts of anonymity and autonomy and discuss how this relates to classroom based research |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **TT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS2, TS8 |

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| **Masters 2: Seminar 2** | |
| **WHAT?**  **Session**  **Titles** | **Models of teacher learning** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | An introduction to the importance of collaboration as an essential element of CPD – how do experienced teachers learn? |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS2, TS8 |

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| **Masters 2: Seminar 3** | |
| **WHAT?**  **Session**  **Titles** | **The impact of collaborative CPD/Ethics** |
| **WHY THIS?**  **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 * Be introduced to key research methods (especially observation and the voice of the child) to investigate how children learn * Review a range of research studies and the practical ways in which they have included children as research participants |
| **WHY NOW?**  **Curriculum Design & Key Messages** | The benefits and challenges of collaborative ways of working in school |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1, TS2, TS8 |

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| **Masters 2: Seminar 4** | |
| **WHAT?**  **Session**  **Titles** | **Developing your specialism/lesson study cycle** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & Key Messages** | Effective and critically reflective teachers draw on feedback from a range of sources in order to enhance their practice. |
| **HOW?**  **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. |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS2, TS4, TS8 |

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| **Masters 2: Session 5** | |
| **WHAT?**  **Session**  **Titles** | **Research methods for classroom research lesson (CRL)** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate |
| **Teachers’ Standards** | TS1-TS8 |

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| **Masters 2: Session 6** | |
| **WHAT?**  **Session**  **Titles** | **Preparing for your viva** |
| **WHY THIS?**  **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 |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS2, TS4, TS8 |

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| **Masters 2: Lecture 3** | |
| **WHAT?**  **Session**  **Titles** | **Lecture 3: Summary of module key learning, outcomes and assessment** |
| **WHY THIS?**  **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. |
| **WHY NOW?**  **Curriculum Design & 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. |
| **HOW?**  **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 |
| **WHERE?**  **Key Links:**  **PGCE Course** | **PGCE Cross-Course Links including Provision for All:** To consider the needs of all children in all contexts and make provision for them to make progress (see Appendix 1). |
| **ITT Core Content Framework** | **ITT Core Content Framework:** Aspects from the five core areas (‘Behaviour’, ‘Pedagogy’, ‘Assessment’, ‘Curriculum’, ‘Professional Behaviours’) will be included in this seminar as appropriate. |
| **Teachers’ Standards** | TS8 |

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**Appendix A**

**Support Materials for ‘Provision for All’**

**The key strand of Provision for All which underpins the PGCE Professional Learning sessions also runs through the curriculum subjects.**

**Given this, the following appendix materials provide additional support for understanding and applying the key principles and practices related to this strand.**

**Appendix A: Support Materials for ‘Provision for All’**

To support you in your planning, teaching and assessment of Provision for All, some suggestions are given below to enable 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**](http://webarchive.nationalarchives.gov.uk/20110813040306tf_/http:/nsonline.org.uk/node/85322)  
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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**Reading Lists**

**The following three Reading Lists are drawn from different sources:**

**(i) An essential and recommended PGCE Course reading list created by the PGCE tutor team (\* Trainees should aim to read the ‘Essential’ reading)**

**(ii) A ‘Provision for All’ reading list created by the PGCE Course Inclusion team**

**(iii)The ITT Core Content Framework ‘References’ list as published by the DfE (2019)**

**Altogether, these three reading lists provide a very extensive range of reading. Apart from the ‘Essential Reading’ list (as detailed on the next page), these reading lists should be used selectively and as appropriate to support your individual developing areas of interest and professional development needs.**

**(i) PGCE Course Reading List 1: Essential and Recommended Reading** (\*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 (2017)** **Early Years Foundation Stage Framework:** <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf>

**\*DfE (2014)** **The National Curriculum Handbook for Primary Teachers in England Key Stages 1 and 2** <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

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

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**Recommended Reading: Curriculum subject/area specific**

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