Edge Hill University



BA (Hons) Early Years Education with QTS

Year 2

Professional Practice Curriculum Handbook 2021-2022

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Welcome from the Department Early Years Education

Edge Hill University has been at the forefront of teacher education for over 125 years, and today it enjoys the enviable position of being one of the country's most significant providers of education and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery.

The Early Years Education Department at the Faculty of Education provides a solid foundation and environment for real impact on the quality of early years education and development for those preparing for employment or currently working in the children's workforce.

Our Early Years Education team is driven by a commitment to exceptional practice and research, high levels of achievement and providing opportunities for all, and sees its partnership with students as crucial in achieving this ambitious vision.

We strive to provide an outstanding student experience as well as support you in your future employment opportunities or further professsional development, tailoring our programmes of study to match the demands of the employers.

We very much look forward to working with you and wish you every success in your studies!

Dr. Karen Boardman,
Head of Early Years Education Department

Welcome from the ITE Partnership

It is with great delight that I have been asked to contribute to the BA (Hons) Early Years Education with QTS Programme Handbook.

We have worked with trainees from Edge Hill University for many years now and they are welcomed into our school community like any other member of staff. Within our school we have experienced teachers with differing strengths who are all enthusiastic about sharing their expertise with the teachers of the future. We are aware that trainees come with varying amounts of experience and confidence and it is up to us to ensure that you are given the correct support you need to develop your skills appropriately.

We will always celebrate your achievements in school and support your development by setting challenging targets and next steps. This ensures that you are developing the skills and knowledge required to teach our children, who deserve only the very best education.

The mentors in school will be training and assessing you against the Edge Hill University ITE Curriculum. This is to ensure that you have a high quality experience and that you will be well prepared to support children in your own class setting as an ECT, ensuring that all children reach their full potential. We do expect that you will work with us and give all that you can give to make your placement successful. Don't be afraid to ask questions, learn all you can from the staff and push the boundaries with your teaching. This may not always go to plan (it has happened to us all) but it is important that you are able to reflect and identify those next steps.

You will see from the dedication of our staff that teaching is not just a job, it is a vocation and the children are at the heart of all we do.

So finally, congratulations on achieving a place on the BA (Hons) Early Years Education with QTS programme at Edge Hill University, which shows how hard you have already worked to achieve your dreams. I wish you all the very best throughout your course and hope to meet some of you as you continue your educational journey.

Very best wishes.

Gill Finney, B.Ed (Hons) N.P.Q.H.

Headteacher: Baines Endowed School, Thornton Cleveleys.

Key Contacts

In the first instance, for queries relating to the organisation of your professional practice please contact the Partnership Development Team on:

educationpartnership@edgehill.ac.uk

For queries regarding Link Tutors, please contact the Department of Early Years Education Professional Support team on:

earlyyearspartnership@edgehill.ac.uk

The team should be able to deal with your enquiry; if they are unable to do so, they will refer your enquiry to the relevant members of staff:

If you have a concern or query related to professional practice before it begins then please contact your Personal and Academic Tutor (PAT).

If you have a concern or query in relation to your **professional practice**.

If your professional practice has not yet started please contact your **Personal and Academic Tutor (PAT)**

If your professional practice has started then please contact your **Mentor** (school based trainer) your **PAT** and your **Link Tutor**

If necessary your Personal and Academic Tutor, Link Tutor or Mentor will refer your queries or concerns to your **Year Leader/Professional Practice Leader**.
NB: Due to data protection we cannot discuss your training with anyone other than you.

Further contacts

Head of Early Years Education	Dr Karen Boardman	boardmak@edgehill.ac.uk	
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Primary (Early Years) Programme Leader EYE2001 Module Leader EYE2002 Module Leader	Hefin Williams	williamh@edgehill.ac.uk	
Year 2 Leader Department Inclusion Lead EYE2000 Module Leader	Rachael Sackville-Jones	jonracha@edgehill.ac.uk	
EYE2003 Module Leader	Heidi Winrow	winrowh@edgehill.ac.uk	
EYE2004 Module Leader	Dr Jo Albin-Clark	albinj@edgehill.ac.uk	

The Edge Hill University ITE Curriculum Intent

It is our intent to provide all trainee teachers with a broad, balanced and challenging curriculum, which is sufficiently flexible to meet personal, local or national priorities and needs.

Your curriculum as a trainee teacher is built on the Core Curriculum Framework (CCF). The CCF defines the minimum entitlement, set out by the DfE, for initial teacher training programmes, however at EHU we provide an ambitious curriculum which goes beyond the CCF and will challenge you as a developing academic and professional and prepare you to become a reflective and resilient teacher.

The EHU curriculum encompasses all elements of the CCF, which you will learn about and learn how to do through university sessions and professional practice, although you won't be assessed directly against the CCF. Your curriculum has been developed by expert practitioners and is structured around the 'EHU Pillars' which we believe reflect the values and philosophy of the EHU partnership.

What is the Core Curriculum Framework?

The CCF has been designed to support trainee development in five core areas:

Behaviour management;
Pedagogy;
Curriculum;
Assessment
Professional behaviours

The framework is presented within eight key sections:

High Expectations How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.

Each section of the CCF contains a series of 'learn that' and 'learn how to' statements or principles which guide curriculum design however, this is not an assessment framework and should not be used as such.

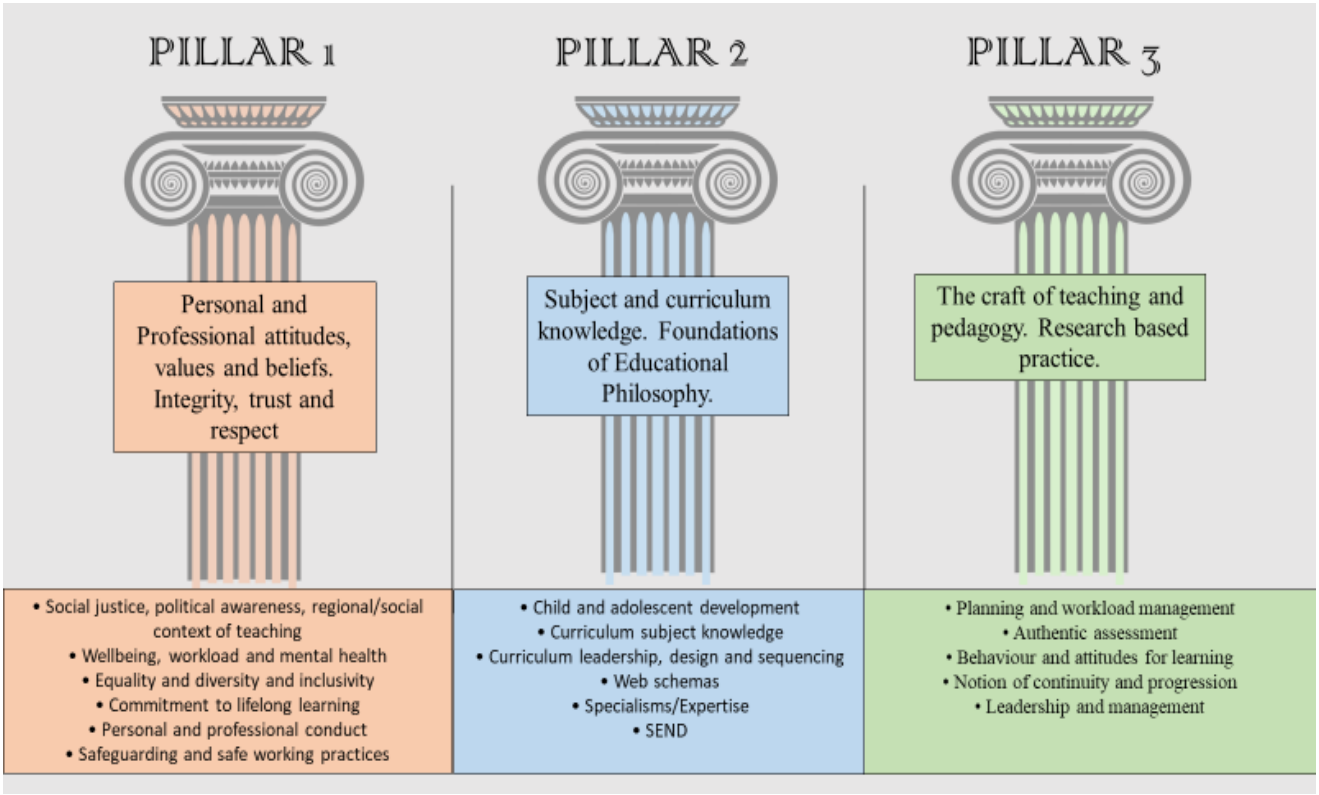
To provide guidance in terms of trainee progression, a summarised overview of the knowledge and understanding which trainees should have at each stage of placements has been provided, demonstrating the levels of detail and complexity commensurate with the stage of the programme. There is an explicit focus on trainees being able to demonstrate evidence that they '*know more'* and can '*remember more'* of their ITE curriculum and that they can put this into practice, rather than working towards a set of competencies, such as the Teachers' Standards. In addition, **trainees should be fully aware of the principles underpinning the CCF and be familiar with the language adopted, rather than being encouraged to refer to competencies such as the Teachers' Standards**.

The CCF progresses into the Early Career Framework (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching. A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research and is a useful resource for school-based mentors. Trainees are required to engage with these materials both whilst at school and at centre-based university training via the teaching which is delivered in each of the taught modules.

What are the EHU ITE Pillars?

All Initial Teacher Education (ITE) at Edge Hill University is underpinned by three pillars. Each pillar represents a different aspect of effective teaching and collectively, they represented the collective philosophy and vision for ITE at Edge Hill Universtity.

As demonstrated below, each of the 6 modules on the BA (Hons) Early Years Education with QTS programme aligns with one or more of the pillars. This helps to shape both our curriculum intention and implementation, demonstrating how our curriculum is not only ambitious but also rooted in educational beliefs and values focussed on social justice.



The Edge Hill University ITE Curriculum Implementation

Year 2 module overview:

EYE 2001 & 2002: PPD

These sessions will equip you with your skills to teach in Key Stage 1. Your learning will include working collaboratively with other adults in the classroom, effectively supporting children's behaviour for learning and adaptive teaching to address the needs of all learners including those with SEND.



EYE 2001 & 2002: CURRICULUM

You will study the National Curriculum core subjects: English, Maths, Science and Computing.



EYE 2003: FOUNDATION SUBJECTS

You will study the National Curriculum foundation subjects: History, Geography, PE, Design Technology, Art, Music and also RE, PSHE and Sex and Relationships Education.

EYE 2004: SPECIALISM

You will be studying historical developments in EY provision and exploring EY Education around the world. This will support you in developing your own educational philosophy.

Centre based training includes Present in Person (PiP) and synchronous / asynchronous online approaches supported by personal tutorials and guided independent study. Expert colleagues from within the school partnership support the design and delivery of the curriculum. Such partnership not only allows for greater collaboration between university-based and school-based expert colleagues, but also ensures that trainees are adequately supported in 'practising key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom' (DfE, 2019, p.5).

We recognise the expertise of our school-based colleagues to assist in the delivery of our curriculum, therefore, trainees should be able to demonstrate progress throughout the placement and key expectations for each placement are provided to support formative feedback. The placement should provide opportunities for trainees to observe, practise, receive feedback and improve in line with the 'Learn how to' statements as set out in the CCF and to engage with all aspects of the BA (Hons) Primary Early Years with QTS curriculum.

BA (Hons) Primary (Early years) QTS Year 2 programme structure 2021/22

Full mapping to the CCF can be accessed here

Timetable 2021-2022

w/c	Monday	Tuesday		Thursday	
4 Oct 21	**EY Specialism:** Introduction to key themes of specialism **PPD:** Purposes of education & academic writing	Year 2 introdution			
11 Oct 21	**EY Specialism:** Developing a philosophy **PPD**: Working with other adults.	**English:** An Articulate Classroom **Maths:** National Curriculum, Mastery and Working Memory **Science:** Approaches to teaching science: Research informed practice, children's ideas, misconceptions			
18 Oct 21	**EY Specialism:** Historical approaches to early childhood **PPD:** National Curriulum & professionalism	**English:** Speaking and Listening **Maths:** Geometry: 2d and 3d shapes **Science:** National Curriculum and substantive and disciplinary knowledge		**Music: Introduction to Music in KS1** **DT:** National Curriculum and technical knowledge **History:** National Curriculum and historical enquiry	
25 Oct 21	**Lancashire/Merseyside/Sefton Half-term**				
1 Nov 21					
8 Nov 21	**EY Specialism:** Learning from the pioneers 1 **PPD:** Wider role of the class techer	**English:** SSP, Simple View of Reading **Maths:** Geometry: Position and Direction **Science:** Learning Outside the Classroom/Risk Assessments		**Music:** Singing and teaching songs **DT:** Subject knowledge and the iterative design process **History:** Approaches to teaching History and using dfferent sources	
15 Nov 21	**EY Specialism:** Learning from the pioneers 2 **PPD:** Safeguarding and Prevent	**English:** SSP, sentence segmentation, syllables , phonemic awareness **Maths:** Themed mathematics – potions (non standard measures) **Science:** Medium term planning/Focu: *Plants*		**Music:** Kodaly, Singing and using songs to teach music **DT:** Medium term planning and assessment **History:** Creative teaching activites	
22 Nov 21	**EY Specialism:** Reflection on historical approaches **PPD:** Working with parents	**English:** SSP planning **Maths:** Counting and Place Value **Science:** Key features of high quality lessons/Focus: *Animals including Humans.*		**Art:** An introduction to the art curriculum, being an artist **D&T:** Planning and assessment **History:** Planning and assessment	
29 Nov 21	**EY Specialism:** Introducing international approaches **PPD:** Behaviour for learning : TASC & Mantle of the Expert.	**English:** Delivery of phonics lesson workshops **Maths:** Addition **Science:** Short term planning/Focus: *Living Things and their Habitats*		**Art:** Lines, observations, design and printing blocks **RE:** Curriculum and the Three Lens approach **Geography:** National Curriculum and creative activities	
6 Dec 21	**EY Specialism:** International approaches 1 **PPD:** Behaviour management.	**English:** Reading **Maths:** Subtraction **Science:** Designing lessons/Focus: *Materials*		**Computing: KS1 NC** **RE:** Pedagogical approaches to teaching RE **Geography:** Locality and sense of place.	

13 Dec 21	**EY Specialism:** Presentations around own educational philosophy **PPD:**Behaviour for learning.	**English:** Reading aloud to children **Maths:** Problem Solving and Reasoning **Science:** Disciplinary knowledge: Working Scientifically			
20 Dec 21	Vacation				
27 Dec 21					
3 Jan 22	Bank Holiday	Term 2 start			
10 Jan 22	**EY Specialism**: International approaches 2 **PPD:** Historial development of INclsuion & SEND provision.	**English:** Guided Reading **Maths:** Fluency and Recall **Science:** Assessed task: Group lesson delivery		**PSHE & RSE:** Statutory requirements, curriculum and the impact on children's holistic development **Music**: Listening to Music and composition **PE:** Introduction and Curriculum	
17 Jan 22	**EY Specialism**: Child rights 1 **PPD:** The SEND Code of Practice	**English:** Writing – accessible English **Maths:** Fractions **Science:** Assessed task: Group lesson delivery		**Geography:** Physical Geography **Music: Composition in KS1** **PE: Gymnastics and Planning**	
24 Jan 22	**EY Specialism:** Child rights 2 **PPD:** EHC plans and multi ageny working	**English:** Writing – moderation and assessment **Maths:** Multiplication and division **Science:** Assessed task: Group lesson delivery		**Geography:** Learning outside the classroom and planning and assessment **Music:** Composition in KS1 **PE:** Dance and links to the wider curriculum	
31 Jan 22	Enhancement week				
7 Feb 22	**EY Specialism**:Module reflection **PPD**:Meeting the needs of different learners. Student presentations.	**English:** Writing – assessment and grammar, Review and poetry **Maths:** Time, Money and Statistics **Science:** Review and target setting		**PE: Dodge Ball and Behaviour** **RE:** Forms of knowledge in RE/Collective worship **Computing:** Digital literacy	
14 Feb 22	Lancashire/Sefton Half-term				
21 Feb 22	Merseyside Half-term				
28 Feb 22	**PPD**:Meeting the needs of different learners. Children on the Autism Spectrum.	**PE: Inclusion in PE** **Art:** Exploring artists, artistic design **RE:** Planning and assessment		**PPD**: Role of the SENCO & adaptive teaching. Introduction to Professional Practice.	
7 Mar 22		**PPD**:Planning & Assessment during Professional Practice		Art, Foundation subjets planning, Learning outsidethe classroom	
14 Mar 22		Creative curriculum design The Borrowers Rivers		Creative curriculum design Chocolate Under the Sea	
21 Mar 22		Preparation for Professional Practice		Preparation for Professional Practice	
28 Mar 22					
4 Apr 22					
11 Apr 22	Vacation				
18 Apr 22					
25 Apr 22	Term 3 start PP1b May start				
2 May 22	Bank Holiday				
9 May 22					
16 May 22					
23 May 22					
30 May 22	Lancashire/Merseyside/Sefton Half-term				
6 Jun 22					
13 Jun 22					
20 Jun 22					
27 Jun 22					
4 Jul 22					

Formative and summative assessment of the programme

There is no requirement for trainees to be formatively assessed or demonstrate progress against a set of competencies (such as the Teachers' Standards).

At the end of the programme a trainees' academic profile will be calculated in relation to the University regulations and an electronic professional portfolio and viva relating to the Teachers' Standards will complete the initial stage of their professional qualifications before progressing to the ECF.

Throughout the programme formative feedback will be given in a variety of ways including feedback on written assignments, presentations, through tutorials and professional dialogue with mentors during professional practice.

Formative and Summative Assessment: Mentors assess the progress of the trainees **formatively** throughout the introductory and developmental phases and at the start of the Consolidation phase. They refer to the key official documents when judging if the trainee is making appropriate progress, such as; the ITT Core Content Framework, The trainee teacher behavioural toolkit: a summary, our ITE curriculum communication documents, subject curriculum plans and **phase expectations.** As set out below, they use a variety of sources to assess.

✓ Observation of group or class teaching

✓ Observation of learners' progress and the work they produced

✓ Discussions with the trainer/class teacher, LT and PAT

✓ Discussions with other adults and professionals

✓ Discussion with the trainee and the learners

✓ Trainee's planning and assessment records

✓ Blue Book feedback (trainee's reflection)

✓ Observations of interaction with parents

✓ Observations of engagement with wider professional responsibilities

✓ Observation of professional conduct

The Weekly Development Summary (WDS)

The Weekly Development Summary is a record of the weekly meeting (WDM) between trainee and mentor which captures the development that has taken place that week.

The WDS draws on a variety of evidence sources, including, but not limited to:

- Discussion with Mentor / Teacher/ Link Tutor
- Discussion with trainee
- Discussion with learners
- Discussion with TA / other professionals
- Learners' responses within the lesson and in their books/work
- Observation of teaching and learning
- The trainees' assessment and planning records in their files
- Informal notes and reflections (blue book)

There should be discussion about links between centre based teaching that has taken place at universtiy prior to the placement and the discussion between the Mentor and Trainee should supporting the student with suggestions of follow up activities that the student can do whilst on Professional Practice.

In the WDM, the Mentor should:

- Question the student about what they know and remember of the ITE curriculum (this is detailed in this handbook and suggestions for specific areas of focus will be sent in a weekly email to mentors)
- Have conversations about reading that has taken place, theory that is relevant and use of the core content evidence base
- Provide subject specific feedback – not just general feedback about pedagogy

Dialogue in the WDM and the summary provided in the WDS should focus in depth on one focus area (key discussion focuses for the week). A weekly email to mentors will provide suggestions for this focus, however the trainee's current stage of development should be taken into consideration. Further of focus can be summarised in the section – Feedback/ Summary of evidence. Not all expectations have to be covered each week but all aread should be reviewed over the course of the placement – the Areas of focus tick boxes are a check to make sure that over the course of the placement, all areas have been addressed.

During the WDM, the current targets will be reviewed and future targets agreed for the following week. These will include some subject specific targets.

The WDS will identify whether additional support is needed. If the trainee is making progress as expected then no additional support is needed. If progress is not being made as expected, the WDS will identify that the trainee needs additional support to make progess. The link tutor should be made aware to ensure appropriate interventions are in place. Where there is a repeated need for additional support, the Cause for Concern procedure may be implemented.

Professional Practice requirements-BA (Hons) Early Years Education Undergraduate trainee

Development Phase	Key Requirements and suggested progression: Year 2 undergraduate	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
Year 2 undergraduate*)*	**To build up to teaching and planning for 40-50% of the class timetable.** To be based in **one class**, with opportunities to visit other classes in other Key Stages for specific purposes. Possibly a paired professional practice.			
Week 1	To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.		**80%**	**20%**
Weeks 2-3	To begin to plan for groups of learners and whole class inputs.	**30%**	**50%**	**20%**
Weeks 4-5	To teach and plan for 40% of the class timetable.	**40%**	**40%**	**20%**
Weeks 6-8	To teach and plan for 40-50% of the class timetable.	**40-50%**	**30-40%**	**20%**

Expectations for Professional Practice.

Typically, a trainee on Developmental Professional Practice will demonstrate the following expectations – these expectations should not be used as a checklist but will provide the basis of the weekly development summary and related discussion.

PROFESSIONAL BEHAVIOURS	
EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES	
Following expert input and mentoring via: • **Observation** • **Practise** • **Receiving feedback** **Trainees should learn:**	**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess trainees' progress against the Primary ITE Curriculum.** **Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**
How to dress professionally and demonstrate excellent attendance and punctuality How to follow school Safeguarding procedures How to interact in a professional manner with school colleagues, e.g. keeping webcams switched on at all times How to adhere to all deadlines, e.g. completing tasks, submitting planning How to keep children safe by completing Prevent training, Edge Hill Keeping Children Safe training and reading the Keeping Children Safe in Education document before Professional Practice begins. How to seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report That all schools have a Safeguarding policy and a Safeguarding lead but that keeping children safe is the responsibility of everyone	How are you using the 'Blue book' to reflect on your practice? What have you learned about reflection as a result? What professional relationships have you developed? How are you collaborating with other expert colleagues in your school? How effective is your understanding of the school's safeguarding policy? How are you contributing positively to the wider school culture? How effective is your communication to parents/carers in relation to pupil's achievements and well-being?

That there are key indicators of abuse and neglect That it is essential to engage with relevant research to support self-reflection and professional development	Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)? How has your understanding of 'professionalism' developed since the start of your ITT programme? What insights do you have?

ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTAL** PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE
Following expert input and mentoring via • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**	**Following expert input and mentoring via** • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**
To attend all staff meetings How to seek advice from experienced practitioners, e.g. SENCo, subject leaders, to develop curriculum knowledge and support planning How to seek feedback from experienced colleagues and respond professionally to it as well as adapting practice accordingly How to identify children in need of help or protection That there are key indicators of abuse and neglect That communication with additional adults is key to ensuring pupils are well-supported.	How to contribute appropriately to staff meetings How to develop processes that enable ongoing dialogue with parents/carers about pupils' progress How to use colleagues' observations and educational research to support self-reflections How to respond to a pupil's disclosure That accurate record keeping is important and how to share it safely and efficiently How to deploy additional adults most effectively to maximise pupil progress

Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- Engagement with professional networks is import to support self-reflection and professional development

- Their understanding of the importance of accurate record keeping and knowledge of how to share it safely and efficiently

HIGH EXPECTATIONS AND MANAGING BEHAVIOUR	
EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES	
Following expert input and mentoring via • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**	**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.** **Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**
How to create a supportive and inclusive environment with a predictable system of reward and sanction in the classroom How to use voice, posture and non-verbal strategies to address low-level behaviour issues How to praise the efforts of pupils and the progress that they have made That there are a range of factors that affect pupils' behaviour That a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs That building effective relationships is easier when pupils believe that their feelings will be considered and understood	How does the behaviour policy in your school operate? How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why? What have you learnt about the importance of having high expectations? How can you ensure pupils are motivated sufficiently to meet them? How has your understanding of managing and having high expectations developed from your academic reading and your Professional Practices? Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? What do you think a positive learning environment looks like in your subject? How would you plan for this? How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this?

ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTAL** PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE
Following expert input and mentoring via: • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**	**Following expert input and mentoring via:** • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**
How to collaborate with colleagues to plan lessons that have high expectations of all learners How to collaborate with colleagues to create inspirational and challenging lessons that help pupils to be extrinsically motivated How to be an effective role model. The trainee will consistently apply the school behaviour policy fairly, use positive reinforcement, model appropriate behaviours, set clear and challenging expectations How to encourage resilience and perseverance in pupils and normalise the making of mistakes How to create and explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points) That pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	How to independently plan lessons that have high expectations of all learners How to create inspirational and challenging lessons that help pupils to be extrinsically motivated How to expertly manage behaviour and motivate children and thus have a positive long-term impact on pupils' attitude and aspirations, thereby supporting EHUs' ethos of social justice How to help all pupils to understand that they can succeed, even when faced with challenge To discuss and analyse, with expert colleagues, effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances That teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils can to experience meaningful success.

Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- Knowledge that the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives

- Knowledge that resilience is associated with positive health and wellbeing

- Their understanding of how Adverse Childhood Experiences impact emotional regulation and knowledge of how to adapt communication accordingly

- Their understanding of how CAHMS and other agencies support positive mental health in children

HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING	
EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES	
Following expert input and mentoring via • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**	**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.** **Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**
How to adapt teaching effectively to cater for different groups of learners To collaborate effectively with additional adults and specialist practitioners, e.g. SENCo, outside agencies, to create inclusive practice, perhaps to support implementation of EHC plans How to take pupils' prior learning into account to when planning to avoid overloading working memory To understand strategies and provision that can address inequalities and implement them when on Professional Practice To understand their professional responsibilities in relation to inclusion, e.g. The Equality Act (2010)	How effectively do all pupils learn in your lessons? How do you know this? What promotes the learning? What hinders? Critically reflect on how well you have adapted your teaching this week. Why is it important to talk about *adaptive* teaching rather than *differentiated* teaching? How successful are you at making use of specialist support (such as TA's) in your lessons? How could this be developed? Critically reflect on your use of modelling and scaffolding. What knowledge and understanding of teaching pupils for whom English is an additional language have you gained through your academic reading and classroom experience?

ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTAL** PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE
Following expert input and mentoring via: • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**	**Following expert input and mentoring via:** • **Observation** • **Practise** • **Receiving feedback** • **Improving** **Trainees should learn:**
How to effectively deploy additional adults to adapt teaching In collaboration with colleagues, how to plan lessons that incorporate the EHU Primary Principles of Planning How to model new content effectively, using a blend of discussion, questioning and examples to develop understanding That explicit and direct instruction are necessary when teaching How to use spaced/distributive practice and retrieval practice to ensure that pupils revisit content With support from expert practitioners, how to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment How to group pupils effectively to help support their additional needs	To incorporate additional adults into planning whilst being mindful of workload To be able to plan a sequence of lessons that support children's next steps in learning To learn how to provide different representations of a concept to support understanding, e.g. concrete, pictorial, abstract To learn how to use interleaving to draw pupils' attention towards key concepts To learn how to avoid planning tasks that contain unnecessary distractions and thus avoid overloading working memory To identify barriers to learning and learn how to implement strategies to overcome them To ensure that any tailored support, e.g. interventions, does not adversely affect motivation or access to a broader curriculum

Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- To learn the difference between working memory and long-term memory
- To learn that all children have a right to learn and differences in learning are a valuable part of human diversity
- To learn that there is a potential social and emotional impact of labelling and diagnosis and how to capture the voice and aspirations of children
- To learn where they (trainees) can access sources of support for their own well being
- To recognise activities that are context embedded and cognitively demanding for children with EAL
- To learn that vocabulary depth and breadth is essential for acquiring a second language and this should be addressed at the lesson planning stage
- To know that there are approaches that teachers and schools can take to support families with EAL and that refugee children may need additional support
- To know that it is the legal and moral responsibility of teachers to make reasonable adjustments
- To know that there are four broad areas of need identified in the Code of Practice and the underlying theory that supports it
- To know that pupils have a legal entitlement to a high-quality education, e.g. UN Rights of the Child, Equality Act

SUBJECT KNOWLEDGE AND CURRICULUM	
EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES	
Following expert input and mentoring via: • **Observation** • **Practise** • **Receiving feedback** **Trainees should learn:**	**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.** **Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**
To know a subject's distinctive knowledge structures, e.g. "big ideas" in a subject and how that knowledge informs our understanding of the world To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons To know the context of the school's curriculum To know how to balance the acquisition of new knowledge and the reinforcement of existing knowledge To know the requisite level of composite knowledge for their phase of training	What are your areas for subject knowledge development? How will you address these? Have you been able to identify how students are supported in mastering important concepts? What made this effective? How effective have you been in helping to address pupils' misconceptions? How could you develop this? How do you feel you are developing in your use of questioning and effective classroom talk?

ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTA** PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE
Following expert input and mentoring via: • **Observation** • **Practise** • **Receiving feedback** **Trainees should learn:**	**Following expert input and mentoring via:** • **Observation** • **Practise** • **Receiving feedback** **Trainees should learn:**

To know how to use their subject-specific understanding of cognitive science to support effective teaching To know what cultural capital and is and what subject-specific knowledge pupils will need to know to attain it. To know and predict common misconceptions across the primary curriculum and use them as a discussion point to develop pupils' knowledge To know how to plan and deliver a well-sequenced curriculum that is representative of the school's values and ethos To know how to focus all pupils' thinking on distinctive knowledge structures, e.g. "big ideas" across different subjects	To apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory To learn how to apply knowledge of cultural capital to lesson planning To react quickly to emerging misconceptions and take effective remedial action To learn that curricula differ across schools and to understand the reasons for this To know about schemas and how to help pupils build them to connect areas of understanding together

ASSESSMENT	
EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES	
Following expert input and mentoring via: • **Observation** • **Practise** • **Receiving feedback** **Trainees should learn how:**	**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.** **Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**
To assess in accordance with the school assessment policy and make formative assessments during a lesson To personalise feedback according to the needs of the learner To learn that feedback must be high-quality and can be in unwritten or verbal form	How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous? Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have? Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes? How effective is your feedback to pupils? How has your understanding of summative assessment practice developed?

ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTAL** PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE
To give pupils opportunities to engage with the feedback given to them To formatively assess against lesson objectives during lessons, using live marking as appropriate To adjust planning according to formative assessment information To know about statutory assessments undertaken by pupils and how they impact on teachers' planning	To ensure that pupils are given opportunities to self-assess and thereby monitor their own learning To record ongoing assessments of pupils in a time-efficient fashion that has minimal impact on workload To learn how summative assessment data is used to adjust planning To learn how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders

Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- To learn that professional subject knowledge is essential to accurate assessment of children's learning
- To learn how teachers use assessment information to inform the decisions they make and that pupils must be able to act on feedback for it to have an effect
- To learn how to independently analyse, interpret and relate a school's assessment policy to their own teaching practice

Further support and resources

- ITT Core Content Framework
- ITT Core Content Framework Exemplification Resource Materials
- ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary
- Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD
- Early Career Framework: Learning about adaptive teaching
- The Early Career Framework Reforms Overview (ECF)
- The Early Career Framework (ECF)
- DfE The reading framework: teaching the foundations of literacy