



BA (Hons) Primary Education with QTS

Year 2

**Professional Practice Curriculum**

**Handbook 2022-2023**

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# Welcome from the Department of Primary and Childhood Education

The Department of Primary and Childhood Education has a long history of providing teacher training in the 5-11 age range. Through our partnerships with schools, we ensure that our trainees have strong subject knowledge in the National Curriculum subjects and have the professional skills needed to succeed as teachers. Inclusion and social justice are central to our ITE curriculum. We are committed to making learning interactive and memorable for children. Colleagues in the department are passionate about outdoor education and committed to providing children with rich experiences which develop cultural capital. Visits to museums and galleries are embedded into our ITE programmes.

We pride ourselves on the high quality of student support and we are committed to supporting you in your studies.

**Professor Jonathan Glazzard**,

Head of Primary and Childhood Education Department

# Welcome from the ITE Partnership

It is an honour and privilege to be asked to write the preface to the Department of Primary and Childhood Education handbook.

Firstly, congratulations for securing a place on the BA (Hons) Primary Education with QTS Year 2 programme at the award winning Edge Hill University. Having studied and worked with Edge Hill for over 26 years, I can say with confidence that you are in the right place to receive exceptional training which will prepare you for an exciting and rewarding teaching career in an ever changing world.

Edge Hill works in partnership with a diverse network of primary schools committed to developing, equipping and sustaining the next generation of inspirational teachers. Ultimately, our vision is to provide all children with the very best educational foundation for a happy, fruitful and successful life. This is achieved by the partnership providing you with exceptional teacher education where there is a seamless blend between academic study and professional practice.

Our mentors in school will be training and assessing you against the Edge Hill University ITE Curriculum. This will help you develop the skills you need to thrive in the primary classroom. With the job market being extremely competitive (in the primary sector), the array of experiences and teaching time you will receive on professional practice will boost confidence, engender good leadership skills and make you stand out from the crowd. Your school based training will ensure you are well prepared to support children in your own class setting as an ECT, ensuring that all children reach their full potential.

The more effort you put in, the more you will get out of the professional practice. So we do expect you to work hard, act on feedback and give all that you can give to make your placement successful. Celebrate your successes and learn from your mistakes – we all make them. Take risks with your teaching that will engage, interest, motivate and inspire children.

Finally, don’t be afraid of pressure. Always remember, pressure is what turns coal into diamonds, and don’t forget, you have our 100% support. We can’t wait to work with you in school.

**Tony Currie, Headteacher,**

Trinity CE / Primary School

# Mentor Space and Partnership Website



All resources for each professional practice including links to the partnership website are available in the [Primary and Early Years Mentor Space](https://sites.google.com/view/pey-mentor-space/home)

All documentation and policies are available in full on the Edge Hill Website [Partnership pages](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/professional-practice-information-and-documents/)

# Key Contacts

In the first instance, for queries relating to the organisation of a professional practice or link tutors please contact the Partnership Development Team on: [educationpartnership@edgehill.ac.uk](mailto:educationpartnership@edgehill.ac.uk)

**Flow chart of contacts for trainees.**

In the first instance, for queries relating to the organisation of your professional practice or link tutors please contact the Partnership Development Team on: [**educationpartnership@edgehill.ac.uk**](mailto:educationpartnership@edgehill.ac.uk)

If you have a concern related to professional practice before it begins then please contact [**primary@edgehill.ac.uk**](mailto:primary@edgehill.ac.uk) or your Personal and Academic Tutor (PAT).

If your professional practice has started then

please contact your **Mentor** (school-based trainer) and your **Link Tutor**

If necessary your Personal and AcademicTutor, 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

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# Safeguarding

All ITT trainees are expected to be familiar with and adhere to the statutory guidance set out in ‘Keeping children safe in education 2022: Statutory guidance for schools and colleges’ [KCSIE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf). Trainees have all completed ‘Children’s Safeguarding Assurance Partnership’ training and are also expected to be familiar with the specific safeguarding processes and colleagues in their setting during Professional Practice.

All providers of Initial Teacher Training (ITT) have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. In addition, statutory guidance, keeping children safe in education, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a check of the Prohibition List; and, for trainees working with children under the age of 8, the Childcare Disqualification Declaration.

A trainee embarking upon a Professional Practice will carry with them their student ID card (Uni Card) and a letter from the University confirming their suitability to train to teach. The enhanced DBS check lasts the length of a trainee’s programme of study, including where the programme lasts longer than three years. Enhanced DBS apply only to periods of Professional Practice which are organised by Edge Hill for the purpose of completing a named award. They do not cover placement experiences undertaken outside of the structured course, undertaken voluntarily. It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies (i.e. Edge Hill University) to share copies of DBS checks or any information contained in a trainee’s disclosure with a third party

Managing a Safeguarding Concern on Professional Practice

It is the responsibility of everyone to safeguard and protect children, young people, and vulnerable adults and to ensure they are kept free from risk of being harmed or exposed to radicalisation.

Recognising safeguarding issues/concerns through:

Direct observation; Disclosure from child, young person or vulnerable adult; Observation by a third party

Reporting incidents or disclosed information requires an immediate and professional response.

| Reporting when on Professional Practice | Reporting when at university |
| --- | --- |
| 1. Straight away inform the Designated Safeguarding Lead (DSL) in your setting. Do let leave the premises until you have done so. 2. Inform the Senior Safeguarding Lead in the Faculty of Education by completing the form found here [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) | 1. Inform the Senior Safeguarding Lead in the Faculty of Education by completing the form found here [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) |
| Should you wish to contact the Senior Safeguarding Lead for **anything other than reporting a disclosure** you can email Leon Fraser via [foesafeguarding@edgehill.ac.uk](mailto:foesafeguarding@edgehill.ac.uk).  Remember: You **MUST** use the [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB)to report a disclosure.  If you need support outside of office hours and the report cannot wait until the next time the office is open, please contact 01695 584227 <https://www.edgehill.ac.uk/departments/support/studentservices/critical-incident-support/>  Once the information has been reported this will conclude your involvement in the incident. You must not discuss the disclosure or incident with anyone else unless explicitly requested to do so by the DSL or Safeguarding Lead in the setting/Edge Hill. | |

# The Edge Hill University ITE Curriculum Intent

Our EHU ambitious curriculum exceeds the full entitlement described in the ITT Core Content Framework as a baseline and is designed around the three faculty pillars of:

1. Personal and professional attitudes, values and beliefs.

2. Subject and curriculum knowledge.

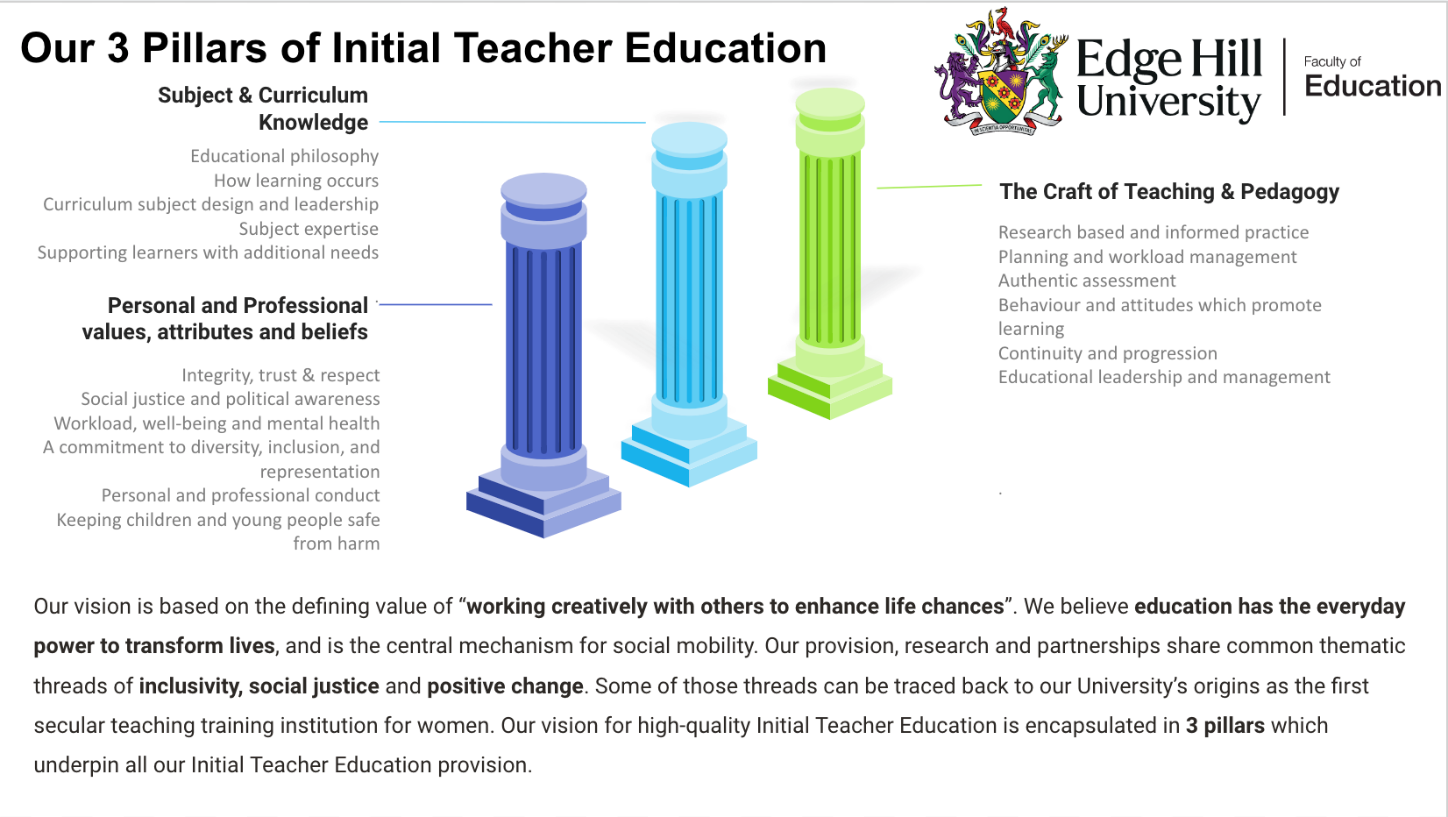
3. The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created, and enhanced further when our partnership and our students are engaged in an ethos of debate, research and educational curiosity based on reflection and professional enquiry.

This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

**Primary Early Years (3-7) Vision**Working creatively with others to enhance life chances for all through a curriculum which enables trainees to develop strong subject knowledge in the Early Years Foundation Stage and the National Curriculum and have the professional skills to lead early years learning and teaching, inextricably linked to the individual needs and interests of young children.

**Primary (5-11) Vision**  
  
Working creatively with others to enhance life chances for all through a curriculum which enables trainees to develop strong subject knowledge in the National Curriculum subjects and have the professional knowledge and skills needed to succeed as teachers, with a commitment to inclusion and making learning interactive and memorable for children.



# The Edge Hill University ITE Curriculum

**What do I need to know about the Core Content Framework (CCF)?**

➢ It defines in detail the minimum entitlement of all trainee teachers.

➢ It aligns with our own ambitious ITE curriculum, based on the [EHU ITE Pillars](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/about-us/) (which is a much richer curriculum).

➢ The EHU ITE pillars together with the [CCF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) have been key documents used to support the design of the sequencing and progression of our own provision, programme by programme (as outlined within our Curriculum Communication documents).

➢ The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.

➢ It is presented within 8 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 range of ‘learn that’ and ‘learn how to’ statements or principles, however, this is not an assessment framework and should not be used as such.

➢ The Introductory/Developmental/Consolidation phases of placements should engage with the EHU ITE curriculum and CCF content with levels of detail and complexity commensurate with the stage of the programme.

➢ The CCF dovetails with the [Early Career Framework (ECF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf) 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. Trainees should be engaging with these materials both whilst at school and at centre-based university training.

**Are there any particular things to note?**

Trainees should be fully aware of the principles underpinning the CCF. There are some areas of particular interest for current practice, for example:

➢ Consideration of SEND, disadvantaged backgrounds and mental health.

➢ The principles of adaptive teaching (as opposed to the use of differentiated tasks).

➢ The key role of expert colleagues, including experienced and effective teachers and subject specialists in schools.

➢ Support for Behaviour Management Training.

➢ The importance of subject specific knowledge and training.

➢ Working memory, long-term memory – balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

➢ Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

**How can I use the CCF?**

✓ The Weekly Development Summary form has been shaped with the themes of the CCF in mind. Mentors and LTs might sample statements or principles from the CCF (and wider EHU ITE curriculum) to explore how a trainee has engaged with the themes (formatively) and how they can demonstrate what they know about a particular aspect or principle.

✓ Within the weekly meeting the CCF materials can support a mentor when holding discussions about what has been learned and applied by a trainee at that stage in their training.

✓ Future training opportunities can be identified for subsequent weeks whilst a trainee is on professional practice.

As demonstrated below, each of the modules on the BA (Hons) Primary Education with QTS (Part Time) 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 values.

# The Edge Hill University ITE Curriculum Implementation

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## Module overview

**PED2023** Understanding Educational Research

**PED2024** Schools, Schooling and Curriculum Values in Education

**PED2025** Diversity and Inclusion on Primary Education

**PED2028** Focused Subject Study

**PED2032** A Critical Understanding of the Foundation Subjects

**PED2033** Developing an Understanding of Primary English, Maths and Science

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 Education with QTS curriculum.

# BA (Hons) Primary Education with QTS Year 2 Programme Structure 2022/23

## Academic and Professional Development

| Level | Content |
| --- | --- |
| Level 4 | Theories of learning, teaching and learning cycle, behaviour for learning, social and cognitive aspects of learning, learning outside the classroom (LOtC), meeting the needs of pupils, school contexts, race and racism, English as an additional language (EAL), health and wellbeing, child development, Early Years Foundation Stage (EYFS) |
| Level 5 | Trainees have been introduced to the role of the working memory and long-term memory in the process of learning. The curriculum has also covered cognitive load, adaptive teaching, assessment and behaviour management. Trainees have been taught how to identify pupils with SEND and they have been introduced to specific types of needs including cognition and learning needs, language and communication needs, physical and sensory impairments and social, emotional and mental health. |

**Core Curriculum**

| Level | Primary English (including SSP) | Primary Mathematics | Primary Science |
| --- | --- | --- | --- |
| Level 4 | The teaching sequence, exploring children’s quality literature, talk, early reading, phonics, the writing process. | Curriculum, theories of learning, numbers system, early counting, mental calculations, statistics, 4 operations. | Materials, rocks & fossils, animals, plants, earth & space, electricity, sound.  Planning, risk assessment, LOtC, types of enquiry, planning boards. |
| Level 5 | Poetry, non-fiction, and non-fiction into writing. Teaching sequence for KS2. Teaching reading fluency. Assessment of writing & handwriting. | Geometry, measures, algebra, fractions, decimals, percentages, 4 operations, & problem solving. | Properties & changes to materials. Forces, magnetism, and electricity. Planning and assessing. Animals, light, classification, and evolution. |

## Foundation subjects Curriculum

| Level | Art | | Languages | | History | | Geography | | Design Technology | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Level 4 | The subject identity and values of Art and Design  The key messages from the national curriculum  Introduction to  the role of the sketchbook  Planning a learning activity | | Rationale for Primary languages  The main messages of the national curriculum  Assessing your own languages’ starting point and setting a SMART target for school practice  Planning a learning activity  Best practice discussion | | Aspects of history  Key principles of history  Skills, concepts and attitudes and values  Primary and secondary Sources  Stereotypes and bias  Lesson plans and planning  recall, retrieval, assessment | | Primary geography: rationale, key concepts, and geographical enquiry  A sense of place and introducing dimensions of place study  Maps and map reading skills  Planning a geography lesson. Fieldwork in the local area  Physical geography: using high quality visual resources, models and analogies to teach geographical concepts and processes | | 5 stage iterative process of design and technology  Planning using a storyboard.  simple mechanisms  Make a story book sequel including a page with a moveable part  Key skills: measuring, drawing, cutting, joining, folding  Lesson planning | |
|  | | Music | | Computing | | Physical Education | | Religious Education | | PSHE |
| Level 4 | Efficient song teaching – music and cognitive science  Musical knowledge and pillars of progression  Component knowledge for composing  Purposeful listening and musical cultural capital  Gesture & symbolic notation  Planning from published resources | | Computational thinking and algorithms, computing pedagogy and learning to program, evaluating sequences of lessons, animation project | | The statutory requirements of the national curriculum for physical education including swimming and water safety  The benefits of physical education (PE), physical activity (PA) and school sport  Introduction to stability/object control and locomotor categories of movement (fundamental movement skills)  To use the introductory principles of inclusion through the STEP model for all learners  What does a physically literate pupil look like? | | The core RE curriculum as a vital strand of cumulative knowledge focused on the end goal of religious literacy  The interplay of substantive knowledge, ways of knowing and personal knowledge in the study of religion  With support, plan high-quality RE learning experiences | | The importance of personal, social, health and economics in supporting children in developing the knowledge and skills they need to manage their lives now and, in the future  The change to statutory status for ‘health’ and ‘relationships’ topic  Participate in and develop a range of inclusive strategies to ensure an emotionally safe learning environment | |
|  | Art | | Languages | | History | | Geography | | Design Technology | |
| Level 5 | Developing children’s knowledge, skills behaviours, and retrieval practices through a sketchbook  Planning learning experiences planning lessons  Cross-curricular learning. Medium term planning | | Language Trends’ survey 2022.  Medium term planning.  Sequencing learning.  Cross curricular approaches. | | Substantive concepts.  Writing frames and  significant people.  The role of the historical association.  Controversial issues and  change.  Planning a sequence of lessons.  Thematic planning.  Planning for additional adults.  Supporting all learners, including EAL.  Cultural capital.  Transitions and  Mastery. | | Physical and human geography.  Subject  knowledge (The River Mersey and Liverpool).  Environmental, sustainability and climate education embedded in geography teaching.  Planning for progression in geography through the lens of 'place'.  Thematic cross-curricular planning: Central America.  Key substantive geographical knowledge related to biomes, vegetation belts, climate zones, land use, economic activity, distribution of natural resources.  Critically evaluate a thematic cross-curricular plans (geography and history).  Planning and risk assessing geography fieldwork in the local area. | | Product analysis approaches.  Planning using a mood board.  Make a prototype to include structures.  Key skills: accurate measuring, folding, scoring, cutting (craft knife). Joining (glue gun) making nets.  Risk assessment and health and safety issues.  Plan a unit of work. | |
|  | | Music | | Computing | | Physical Education | | Religious Education | | PSHE |
| Level 5 | Performance poetry.  Learning sequences.  Graphic representation of musical elements.  Devising creative learning activities for music.  A common language for the arts.  Cross-curricular project. | | Networks, internet, and world wide web.  Stop-frame animation.  Sound work in computing.  Medium-term planning. | | Learn how to use OAA activities in a cross curricular theme.  Learn how to plan and teach trails and orienteering skills for outdoor and adventurous activities at KS1 & 2.    Plan, teach and assess a sequence of learning in gymnastic activities using apparatus safely.  Plan, teach and assess a sequence of learning in dance activities using motifs to support a cross curricular theme. | | Planning  Sequencing, progression and assessment.  Religious literacy.  Lancashire Agreed Syllabus.  Cross-curricular approaches.  Creativity. | | Financial literacy.  Medium-term planning with finance.  Citizenship. | |



# Formative Assessment

**How are ITE students assessed?**

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees whilst on professional practice. This takes place within a variety of contexts:

➢ Trainee reflection and analysis/evaluation

➢ Personal tutoring processes

➢ Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions

➢ Mentor meetings and the completion of Weekly Development Summary (WDS) form

➢ Link tutor (LT) visits

➢ Key assessment points (e.g., Interim and End of Placement Progress Reports)

➢ Additional support for trainee at risk (Cause for concern) procedures as appropriate

How are the Teachers’ Standards used? Assessment against the Teachers’ Standards only takes place as a summative assessment at the end of the programme of ITE, through a review of key sources of evidence within the Professional Reflective Viva. This final judgement as to whether a trainee has met the Teachers’ Standards is a holistic one, which takes into account engagement and response to all elements of the programme of ITE i.e., in both university and settings/schools.

The EHU ITE curriculum (Pillars) has been designed to cover all aspects of both the Teachers’ Standards and ITT Core Content Framework as a minimum entitlement, and so the focus of the trainees’ attention should be upon this, rather than the Teachers’ Standards per se. During the placement, mentors need to consider how well a trainee is mastering the components of the ITE curriculum and assess the accumulation of knowledge over time.

**How is evidence of progress gathered?**

Evidence takes a variety of forms, ranging from informal reflections within trainee notebooks to more formal observations of practice by more experienced school colleagues and mentors. Expectations vary; this is dependent upon the stage at which a trainee is at on their programme of ITE e.g., within the introductory, developmental and consolidation phases. 2 Language that focuses on support and varying trajectories is used rather than grades, numbers or set phrases. We aim to stretch and challenge. Trainees need a clear understanding of the situation if they are not making expected progress. Participation in university-led learning and teaching activities offers evidence of the impact of teaching and formative opportunities and identifies any need to return to a given curriculum content.

**How is the Weekly Development Summary used as a tool to support formative assessment?**

ITT Core Content areas are grouped on the WDS to facilitate tailored feedback and target setting. This document is key to supporting the formative assessment process. The areas are as follows:

✓ High expectations and managing behaviour

✓ How pupils learn, classroom practice and adaptive teaching

✓ Subject knowledge and curriculum

✓ Assessment

✓ Professional behaviours

It is not expected that there would be content in all five of the sections every week. Rather, there should be a focus on the particular aspects of the ITE curriculum that are being covered at that stage in the programme. Some individual sections may be completed in detail whilst others are only touched upon lightly in any given week. Expectations should become increasingly demanding and complex as a trainee progresses through the different stages of the programme and placement.

# The Weekly Development Summary (WDS)

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

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 university 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

Each week the placement leader will identify a key discussion focus for the week which will provide a focus for the dialogue in the WDM. Further areas of focus can be summarised in the section – Summary of feedback discussion. Not all expectations have to be covered each week but all areas should be reviewed over the course of the placement.

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 progress. 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.

# Lesson Observations

Mentors will observe a trainee’s teaching every week, both formally and informally. The table below indicates the minimum number of formal observations for each placement duration. Throughout the placement, focussed lesson observations will be carried out to ensure that the trainee receives subject specific feedback from an experienced practitioner. It is intended that observations will be of part rather than whole lessons and will focus on subject specific feedback. The feedback from observations can be used a tool to support the holistic feedback provided in the Weekly Development Meeting. Observation records will be reviewed by Lead Link Tutors and Link Tutors to identify subject specific training and support needs for particular cohorts.

| **Suggested Observation Schedule** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Length of Placement (Weeks)** | 4 | 5-6 | 7-8 | 9-10 | 11-12 |
| **Minimum number of lesson observations** | 3 | 4 | 6 | 8 | 10 |
| **Suggested Focus for observations in KS1 and 2.**  ***Observations in KS1 and KS2 placements should include a range of subjects.***  **\* Please ensure that across the programme observations include English, Systematic Synthetic Phonics (SSP), Mathematics and Science.** | 2 x Core\*  1 x Foundation  Subject | 2 x Core\*  2 x Foundation Subjects | 2 x Core\*  2 x Foundation Subjects  2 x Additional\*\* | 3 x Core\*  3 x Foundation Subjects  2 x Additional\*\* | 4 x Core\*  4 x Foundation Subjects  2 x Additional\*\* |
| \*\*This can be a different subject or a repeated subject | | |
| **Observations in EYFS settings should focus on both prime and specific areas of learning and will include observations of both adult led teaching and the trainee’s scaffolding of children’s learning through continuous provision.** | | | | | |

# The Progress Report

The Progress Report should be completed at the end point of the placement. The Mentor should contact the Link Tutor if sufficient progress is not being made in any of the areas of focus.

# Roles and Responsibilities

## Placement Leader

Each placement has an identified Placement Leader who has the day to day oversight of the placement. They will support Link Tutors and provide regular communications to Link Tutors, Mentors and Trainees. The Placement Leader tracks and monitors progress and training needs throughout the placement and contributions

## Mentor

The Mentor has a significant role in the training of the trainee through discussion, feedback, coaching, demonstrating, target-setting, observing and providing opportunities for the trainee. The Mentor will engage in the Mentor training and development opportunities and complete all WDs, lesson observations and progress reports. Mentoring can be most effective where they have regular contact with the trainee, for example as the class teacher in the placement class.

## Lead Link Tutor (LLT)

The Lead Link Tutor is a new role for 2022-23. Lead Link Tutors oversee geographical clusters of schools and settings. The LLT can signpost Mentors to training and development opportunities and can provide bespoke mentor training.

## Link Tutor (LT)

The role of the Link Tutor is to support both the Mentor and the Trainee during a specific Professional Practice. They will provide individual Mentor Training and confirm that training has taken place before the start of the practice. Typically, the Link Tutor will carry out the following visits, although these can be adapted and increased to meet the needs of individual trainees and placements.

| **Stage of Placement** | **Description** | **Duration** | **Usual Venue** |
| --- | --- | --- | --- |
| Before the start of the placement | Link Tutor to provide individual Mentor Training or confirm Mentor Training has taken place in the current academic year. | 1 Hour – In person | Placement school / setting |
| Week 2 | Trainee, Mentor and Link Tutor to discuss settling in, confirm induction has take place and discuss the first WDS, providing advice and support for strengthening the WDS where appropriate. | 30 Minutes | Online - Teams |
| Interim Point | Mentor and Link Tutor to carry out a joint observation led by the Mentor. LT to observe the Mentor giving feedback, contributing to the discussion where appropriate. Interim targets to be agreed. | 1 Hour - In Person  *20 Mins Observation*  *20 Mins LT observe the Mentor giving feedback*  *20 Mins Discussion* | Placement school / setting |
| Final Week | Mentor to draft the final Progress Report prior to the meeting. Trainee, Mentor and Link Tutor to discuss Progress Report and future targets. | 30 Minutes | Online - Teams |

# Equality Act 2010

The Partnership is committed to the principles of the Equality Act 2010. The Partnership will safeguard trainees from either direct or indirect discrimination if they have any of the following protected characteristics:

* age
* disability
* gender reassignment
* marriage and civil partnership
* pregnancy and maternity
* race
* religion or belief
* sex
* sexual orientation.

In line with the Public Sector Equality Duty the Partnership will promote good relations between different groups.

In line with the Equality Act 2010 the Partnership will make reasonable adjustments for trainees with disabilities.

The Partnership will uphold its legal duties in relation to all aspects of its provision including recruitment and selection, centre-based and school-based training and education.

# Professional Practice Requirements



|  | **Key Requirements and suggested progression:** | **Whole Class Teaching** | | **Group Work, Training Tasks, Team Teaching and Observations** | **Planning, Preparation and Assessment** |
| --- | --- | --- | --- | --- | --- |
| **Developmental**  **Phase** | **To build up to teaching and planning for 40%/50% of the class timetable whole class teaching. With the remainder being made up of group work, observation, team teaching, planning, preparation and assessment.**  To be based mainly in **one class**, with opportunities to visit other classes in other Key Stages for specific purposes. Solo 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 **jointly** plan for groups of learners and whole class teaching with support from the mentor | **25%** | **55%** | | **20%** |
| **Weeks 4-5** | To teach and plan for 30% of the class timetable. | **30%** | **50%** | | **20%** |
| **Week 6 onwards** | To teach and plan for 40% of the class timetable. | **40%** | **40%** | | **20%** |

# Expectations for Professional Practice

Typically, a trainee on Introductory 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 * 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 | 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?  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 important 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 **DEVELOPMENTAL** 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 ensure that pupils are given opportunities to self-assess and thereby monitor their own learning |
| To adjust planning according to formative assessment information  To know about statutory assessments undertaken by pupils and how they impact on teachers' planning | 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***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)
* [***ITT Core Content Framework Exemplification Resource Materials***](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)
* [***ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary***](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)
* [***Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD***](https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/)
* [***Early Career Framework: Learning about adaptive teaching***](https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%E2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/)
* [***The Early Career Framework Reforms Overview (ECF)***](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)
* [***The Early Career Framework (ECF)***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)
* [***DfE The reading framework: teaching the foundations of literacy***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)