Curriculum: BA (Hons) Secondary English (with QTS\*)

### (From first teaching September 2021)

AY 21/22



**Rationale of curriculum sequence**

**BA(Hons) Secondary English Education with QTS\* (Year 1)**  **Course Leader: Michaela Smith**

The aim of the course is to produce highly competent, confident and creative secondary English teachers. In order to do so, our curriculum goes beyond the CCF and is driven by the Edge Hill University ITT Pillars.

In Year 1, students study a variety of English modules aimed to bring all students’ English subject knowledge to a similar level; some may have studied Language, Literature, or both at A Level or through an access course. Modules covering literary theory, the Western Canon and language study consolidate prior knowledge and address gaps. The Year 2 and 3 modules build upon this solid foundation to extend subject knowledge in line with the QAA Benchmark Statements for English[[1]](#footnote-1). In later modules, students are asked to draw upon and apply knowledge and skills developed in earlier modules – applying different theoretical lenses to Romantic literature, for example. The curriculum is designed so students are introduced to increasingly complex concepts and ideas in English study, drawing upon their previous study to take on new challenges. These modules are designed to give students excellent subject knowledge across both disciplines of language and literature.

The three professional modules, focusing on Studentship, Values and Learning and teaching are where the majority of the CCF is delivered. This is then further enhanced by extending students’ knowledge and skills in line with the Edge Hill University ITT Pillars and an understanding of *why* as well as *what*. These modules are cross-disciplinary giving the opportunity for different subject specialists to come together and learn about wider professional aspects, mirroring the communities in schools.

In Year 1, the Values module is focused upon the present, exploring current debates on a wide variety of topics. The Values module in Year 2 returns to some of these themes. Through a central focus on the past, students will be able to track the genealogy and evolution of values and thereby develop knowledge and understanding of the mutability of these apparently fixed social concepts and principles. As they move into Year 3, students turn from the past to the future. Through a central focus on hypothetical futures for educational theory, policy, and practice, this module moves students’ engagement with the concepts and principles of educational values to the forefront of the discipline[[2]](#footnote-2).

Beginning with the underlying principles of planning, the Year 1 Learning and Teaching module introduces students to English curricula, pedagogy and learning theory. They are introduced to educational research and the importance of research informed practice. This module prepares students for their Professional Practice in Year 1 where they will be required to plan and deliver parts of lessons and whole lessons. In Year 2, trainees build upon their knowledge and skills gained in Year 1, developing ability to plan sequences of lessons that have a clear and logical order, that build on prior learning, that offer opportunities for pupils to practise skills and measure learning effectively ensuring pupil progress, preparing them for teaching on Professional Practice. This leads neatly into the Year 3 module, in which students explore the possibilities in English teaching to develop as creative, independent, effective teachers demonstrated in their final Professional Practice[[3]](#footnote-3).

Studentship modules explore the four key themes of studentship, educational research, learning environments and professional identity across the three years of study. In Year 1, students are challenged to think about themselves as learners. The Year 2 module enables students to develop their role as an academic learner, researcher and as a student teacher. This prepares students for Year 3 when they return to these themes to conduct a small research project.

|  |  | Trainees should… | Prior to PP | End of Introductory PP | Prior to Developmental PP | End of Developmental PP | Prior to Consolidation PP | End of Consolidation/Course |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PILLAR 1  | Personal & Professional values, attitudes and beliefs | *Learn that:* | - Safeguarding is a legal responsibility of all teachers.- Professional conduct is required at all times. | - Formation of relationships with colleagues and pupils is the foundation for good teaching and learning, particularly in discursive English classrooms where respect for others’ views is vital.- it is important to be a positive role model for pupils, including reading for pleasure. | - Alongside their expert mentor, other specialist staff can offer information and advice on supporting individual pupils including those with particular literacy needs. | - It is importance for English teachers to contribute to wider school life such as pastoral care in the role of the form tutor. | - Managing workload effectively is important for well-being – particularly the marking workload for an English teacher.- practice should be based in research | Research and CPD underpins progression from ITE to ECT, drawing upon support from English and language associations such as NATE and NALDIC. |
| *Learn how to:* | - Identify safeguarding concerns and how to report them.- Conduct themselves in a professional manner. | - Build good working, professional relationships with staff and pupils that create English classrooms with an ethos of trust. | - Work with colleagues to support pupils’ learning with awareness of regular misconceptions in English.- promote inclusion in planning and teaching in English, such as in choosing texts for study. | - Reflect upon and critically evaluate their practice and progress, both as an English specialist and in the pastoral role. | - Self-manage for a good work/life balance. | - Make effective contributions to an English Department. |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | *Learn that:* | - Learning is a lasting change in what pupils know and remember. | - It is important to set high expectations of all pupils in English, including those pupils with EAL or SEND. | - Learning should be based on prior knowledge and opportunities to practise new English learning regularly is important. | - SoW should have clear and logical sequences of learning and should offer opportunities to recall, practise and consolidate learning, revisiting topics with increasing complexity (eg, narrative structures). | - Data should be used to inform planning and monitor progress.- Awareness of how data sets, such as KS2 SATs and CATS results can be indicators of pupils’ literacy levels. | - Accurate assessment and recording of data allows progress to be tracked and informs planning of future English lessons to intervene when necessary. |
| *Learn how to:* | - Introduce new concepts and skills in English, without cognitive overload by building upon prior knowledge. | - Break learning into manageable ‘chunks’ within English lessons to offer a variety of tasks and learning opportunities. | - Link learning episodes to expand knowledge and skills in English (eg moving from an overview of a novel and i’s context, to close reading of the text, making links between the two). | - Prepare sequences of English lessons to promote pupil progress. | - Use data effectively to enable pupil progress (eg using the GCSE marking criteria for English and English literature to ensure pupils are making progress in line with target grades at KS4). | - Critically evaluate data to monitor progress and identify where intervention may be necessary |
| Curriculum & subject knowledge | *Learn that:* | - English teachers need a breadth of subject knowledge across the disciplines of language and literature study. | - English knowledge and skills should underpin learning objectives in each lesson. | - How coverage of the English curricula and development of knowledge and skills translates to long, medium and short term planning. | - Reading and writing skills can be taught simultaneously and pupils should be able to transfer reading knowledge into their own writing (eg analysing persuasive devices in a text and using persuasive devices in their own writing) | - Language knowledge and skills can be taught through literature. | - It is important to continually critically evaluate their subject knowledge, to identify areas for development and address these possibly through associations such as NATE and NALDIC. |
| *Learn how to:* | - Apply subject knowledge in the classroom. | - Create meaningful English learning objectives and plan activities that allow pupils to reach those objectives. | - Plan sequences of lessons that develop knowledge and skills within a given topic area to ensure good progression in English skills and knowledge. | - Research any unfamiliar content to inform planning and delivery (eg unfamiliar class texts for study). | Link the KS4 curriculum to GCSE English / English Literature syllabi. | - Use a spiral curriculum to revisit content, increasing the complexity each time, purposefully planning to develop English skills and knowledge over time. |
| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Learn that:* | - Formative assessment should be embedded into every lesson to gauge learning. | - A variety of formative assessment strategies should be employed during and after lessons.- the importance of questioning as a tool, especially in the discursive English classroom. | - SoW need to offer opportunities for both formative and summative assessment, allowing for intervention, particularly where common misconceptions in English are identified. | - Effective use of formative assessment will support pupil progress.- feedback and targets are clearly related to English skills and knowledge. | - Assessment should be meaningful – for what purpose are you assessing?- Careful consideration of how aspects of English study might be best assessed (to avoid ‘death by PEE’). | - Both formative and summative assessments generate data to inform planning and report progress to other stakeholders. |
| *Learn how to* | - Plan to utilise a variety of AfL strategies in lessons. | - Allow pupils to engage with feedback to allow progress and improvement in English skills and knowledge. | - Create English SoW that have considered a variety of opportunities for formative and summative assessment. | - Develop questioning techniques to promote deeper learning, particularly in skills of analysis and evaluation of texts. | - Prepare pupils for GCSE examinations in English language and English Literature | - Assess work at KS4 to prepare pupils for terminal examinations. |
| Adaptive Teaching | *Learn that:* | - It is important to understand the nature of your class and any individual needs such as pupils with EAL or SEND. | - High expectations should be set for all pupils and scaffolded support put in place to aid pupils in meeting those expectations. | - Some pupils have EHCPs which require specific adjustments that should be addressed in planning; particular attention should be paid to literacy needs. | Some pupils need more support than others to progress and that support comes in a variety of forms depending upon the aspect of English being taught (eg modelled examples of reading and writing alongside a WAGOLL). | A variety of teaching activities can contribute to high quality teaching of both Language and Literature. | Given the right support and sufficient time, all pupils are capable of achievement in English. |
| *Know how to* | - Find information about classes / individuals and the support needed. | - Scaffold learning to enable all pupils to rise to these high expectations. | - Adapt teaching using a variety of strategies to underpin existing English knowledge and skills and further development. | - Confidently identify needs and adapt teaching of all aspects of English according to those needs. | - Link knowledge and understanding of theory (such as CLT / Dual Coding) to classroom practice in English. | - Carefully remove scaffolding to promote independence in English study, (eg using the ‘I do, we do, you approach to modelling writing tasks). |
|  Managing Behaviour | *Know that:* | - Positive working relationships are the foundations of successful BM. | - It is important to follow the school’s behaviour policy in order to have a consistent approach. | - Consideration of potential ‘hot spots’ when planning can avoid disruption - such as group discussion. | - Not all strategies will work with all classes at all times, but identifying potential issues (eg a child who refuses to read aloud in class) at the planning stage allows pre-emptive planning. | - Positive reinforcement has positive outcomes. Positive relationships, praise and rewards raise self-esteem. | - Successful BM relies upon high expectations, good planning and excellent relationships. |
| *Know how to:* | - Have high expectations of pupils’ behaviour | - Use a school’s behaviour system and policy consistently with support from other staff. | -Utilise a variety of BM strategies to manage low level disruption and deescalate disruptive behaviour, particularly when managing discussion in the English classroom. | - Confidently manage low level disruption in the classroom and apply the school’s behaviour policy when faced with more challenging behaviour. | - Plan English lessons to hook, motivate and engage pupils in ‘busy’ learning. | - Confidently, take risks in teaching and learning to explore opportunities and avoid stagnant teaching. |
| SFE PRIORITIES AY 21/22 | English as an Additional Language (EAL) | *Know that:* | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding
* CALP and BIC skills are important for language acquisition and teachers need to plan for them
* That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL
 | * That it is important to address misconceptions such as learners with EAL have an additional need not special need
* EAL learners are not a homogenous group
* How context embedded and cognitively demanding is simply good teaching and useful for all learners
 | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent
* That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage
* There are stages of progression to language development and relate to Hilary Hester’s BEL stages
* Group work and discussion is essential for language acquisition in all subject disciplines

  | * There are various approaches within all subject disciplines that support all children with context embedded and cognitively demanding work
* It is important to understand how to manage children’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers
 | * Pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family
* It is important to use the BEL stages for assessment but that there are other models
* The importance of avoiding cultural appropriation
 | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding
* CALP and BIC skills are important for language acquisition and teachers need to plan for them
* That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL
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| *Know how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline
* Identify key vocabulary that will be needed in their subject discipline
 | * Ask the teacher questions about their practice.
* To ask questions about the rationale for grouping children with EAL esp. if they observe a pupil with EAL in a lower competency group
* Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition
 | * Use dual language books, flashcards, and visual aids to support reading comprehension
* Evaluate resources and activities related to their discipline that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces
* Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition
 | * Use the BEL stages for assessment
* How to celebrate culture, languages and difference in all classes and throughout a school
* Be sympathetic to the needs of pupils with EAL and those who are refugees
* Address ways of supporting families who have EAL
 | * Assess the stage of language development through assessment stages and consider support strategies
* Evaluate (and if necessary, challenge) any poor EAL practices in school
 | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline
* Identify key vocabulary that will be needed in their subject discipline
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| Relationship and Sex Education (RSE) | *Know that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it
* There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context
* Ground rules in RSE teaching are important.
 | * In the RSE classroom, consciously ensuring pupil safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum
* Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc.
* The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc
 | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms
* Lessons should start where students are: find out what they already know, understand, are able to do and are able to say
 | * Importance of avoiding making any assumptions about pupils, taking a measured, rather than value-laden approach
* RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education).
 | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience.
* Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated
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| *Know how to* | * Reflect what the new guidance means for their own teaching practice
* Appreciate the role, purpose and value of RSE in the curriculum
* Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety
 | * Gently challenge misconceptions and misuse of language which emerge
* Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships)
 | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint
* Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships
 | * Respond to challenges that they might encounter in the RSE classroom
* Avoid pedagogy that may be misleading and contribute to shame and stigma
* Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator.
 | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond
* Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context
 | * Reflect what the new guidance means for their own teaching practice
* Appreciate the role, purpose and value of RSE in the curriculum
* Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety
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| Safeguarding & digital wellbeing | *Know that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online.
* All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s)
* Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals.
* Settings have their own Safeguarding Policies which must be followed by all in that setting.
* Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns.
* Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure.
 | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos.
* Pupils are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures
* Peer on Peer abuse and sexual harassment are current priorities for all settings.
* The following are requirements to know and implement as a teacher:
* 1) they are essential part of the safeguarding system for children.
* 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating.
* 3) Providing a safe learning environment for all pupils and young adults.
* 4) Be prepared to identify children / young adults who may benefit from early help
* 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties
 | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting.
* Bullying, including Cyberbulling is wrong and can take many forms.
* Safeguarding involves promoting the welfare of children and colleagues within the school and wider community.
 | * The adverse experiences of pupils can have an affect upon learning and progress
* The wider impact of safeguarding of pupils, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).
* A high quality RSE curriculum can assist n safeguarding pupils by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns.
 | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential.
* Consistent awareness and professional development will ensure the protection and care in a proactive way for all pupils, colleague and themselves.

. | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online.
* All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s)
* Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals.
* Settings have their own Safeguarding Policies which must be followed by all in that setting.
* Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns.
* Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure.
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| *Know how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice.
* Engage with further CPD development undertaken through Prevent training (Government link)
* Identify the signs of possible abuse
* Report disclosures to the necessary DSL including the DSL at Edge Hill
* Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the pupil during their disclosure.
 | * Confidently and competently report safeguarding concerns in their setting and at University.
* Conduct themselves in a professional and safe manner in educational Setting.
* Respond to a pupil’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community.
* Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL
 | * Identify how a safe and secure environment is established for pupils.
* Identify the importance and essential approach to ensuring the welfare of pupils both in school and their community.
* Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding.
 | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’
* Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education.
 | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context.
* Identity when to act upon situations and the professional manner this must uphold.
* Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE.
 | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice.
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1. https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf [↑](#footnote-ref-1)
2. Fordham, M. (2020) What did I mean by ‘the curriculum is the progression model’? <https://clioetcetera.com/2020/02/08/what-did-i-mean-by-the-curriculum-is-the-progression-model/> [↑](#footnote-ref-2)
3. Sherrington, T. (2017) *The Learning Rainforest: Great Teaching in Real Classrooms* [↑](#footnote-ref-3)