Edge Hill University | Faculty of Education

The Edge Hill Undergraduate Secondary (11-16) Mathematics with QTS*

Curriculum Plan 2023 – 2024

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Contents

Curriculum Plan 2023/24

The Edge Hill ITE vision

Our EHU ambitious curriculum in the Secondary phase 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.

Our ITE vision in the secondary phase is to work creatively with others to enhance life chances for all through a curriculum which enables trainees to develop as subject experts in the subject in which they are training to teach.

Curriculum Rationale:

The curriculum for the Undergraduate Secondary Mathematics Education QTS course ensures complete coverage of the ITT Core Content Framework and its associated evidence basis (Department for Education, 2019) as appropriate for Secondary ITE. The content contained in early sessions provides trainees with an understanding of the importance of mathematics in the curriculum including the current debates and key issues related to the subject; for example, in the way in which the teaching of mathematics for mastery programme influences much of the current thinking in mathematics education and is fundamental to curriculum design. This knowledge of mastery for mathematics is strongly aligned to the Subject and Curriculum strand of the CCF regarding how children master foundational concepts and knowledge before moving on whilst, at the same time, this aspect of the curriculum aligns with the key ideas about How Pupils Learn as teaching for mastery reflects the importance of understanding how memory works. Prioritising the ideas centered on teaching mathematics for mastery provides a sound base of knowledge for the trainees in readiness for appreciating the implications for the key themes of the mathematics national curriculum programmes of study; for example, an understanding of mathematical fluency and coherence directly supports and prepares trainees for the way in which mathematical thinking underpins the structure of the curriculum. These aspects are underpinned by Hodgen et al. (2018). This broad discussion on the principles of mathematics education supports the trainees in considering the finer details of subject knowledge, specific pedagogical approaches, and an understanding of how mathematical misconceptions impact on learning and how this is linked to the curriculum (Ofsted, 2021).

Delivery of curriculum outcome(s) into composite and component elements: The curriculum is segmented to develop trainees into highly competent, creative teachers of Mathematics. In Year 1, to ensure that trainees are able to plan effective lessons, learning is segmented into a logical sequence to consider: the aims of the lesson, activities that would enable pupils to achieve this aim, inclusion and adaptive teaching, classroom management, delivery and evaluation. The overarching themes in education, such as the importance of high expectations are broken down into smaller chunks, such as the importance of a challenging curriculum, why we should have high expectations of all pupils, regardless of their background, how we can support students to meet our high expectations and how we communicate those expectations to pupils. This learning is then developed to consider sequences of lessons and creativity in learning and teaching.

How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject: The importance of how mathematics education can support all aspects of equity, diversion and inclusion is embedded into all sessions as well as through discrete sessions. For example, during Year 1, week 6 trainees focus on social justice in education when considering its purpose, then, in weeks 25 and 26 they consider inclusive learning and barriers to learning and in week 29 the focus is on what inclusive learning looks like in Mathematics.

Opportunities to revisit key learning: Trainees regularly revisit and develop their knowledge and skills across the programme. For example, in year 1 week 8, trainees will have the opportunity to explore the nature of Mathematics curriculum and its place within the wider school and encouraged to consider whether our curriculum is inclusive, how we can adapt our teaching of the curriculum to ensure all learners are challenged and how we can gauge if pupils know more and remember more of the Mathematics Curriculum. As they begin to apply their knowledge and skills to planning for peer teaching, they are encouraged to revisit the key concepts, and again, as they begin to plan learning when on Professional Practice.

References

Department for Education (DfE) 2019. ITT Core Content Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf (Last Accessed 03/08/22)

Hodgen, J., Foster, C., Marks, R., & Brown, M. (2018). Evidence for Review of Mathematics Teaching: Improving Mathematics in Key Stages Two and Three: Evidence Review. London: Education Endowment Foundation. Available from: https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/improving-mathematics-in-key-stages-two-and-three

Ofsted (2021) Research Review Series: Mathematics. Available from: https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics

Delivery methods

During their training period, we use several interconnected and sequential mechanisms to support the development of our trainees' knowledge and skills

including:

- Centre based training led by Expert Practitioners
- School based training led by expert mentors
- Online learning and guided independent self-study
- Managed workload and well being
- Differentiated learning support for individuals and groups of trainees
- Coherence and consistency of the trainee teacher experience
- High quality CPD of mentors and tutors
- University-based assessment and QA mechanisms

Curriculum coverage across the courses is underpinned and mapped against the ETF Professional Standards (2022) and the ETF Minimum Core (2022) however our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high quality teaching plays in social justice and equality.

The curriculum is the progress model. Learning is sequential, not only ensuring that trainees have opportunity to build up foundational concepts but to also assist with managing trainee workload and well-being throughout the course. Teaching utilises PiP (Present in Person) and synchronous/online methods combined with periods of structured guided independent study and periods of Intensive Training and Practice (ITP). Expert colleagues from within the partnership are utilised to both support and deliver elements of the curriculum. Such partnership not only allows for greater collaboration between university-based and setting-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).

Student Support

A Student Support Plan (SSP) is produced by the university inclusion team with trainees who have declared a disability. These plans are shared with the inclusion lead or professional support team within each department and any relevant information relating to placements is shared with the partnership development team and Link Tutor. Trainees with SSPs are strongly encouraged to share any relevant information with their mentors at the outset of the placement so they can be support appropriately.

All trainees are able to seek support from their Link Tutor and/or the university student support team(s) and links are provided for assistance:
https://www.edgehill.ac.uk/departments/support/studentservices/
https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/
https://www.edgehill.ac.uk/departments/support/studentservices/inclusive/

Assessing trainee progress in Secondary Mathematics

At the Secondary and FET phases, we have put the curriculum at the centre of our understanding of progression. Each distinct course has its own subject specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. This ensures that, contingent on meeting the milestones in the curriculum, they can be recommended for the award of Qualified Teacher Status (QTS) at the end of the course for the subject in which they are training to teach at the Secondary phase. The ITE curriculum is purposefully sequenced on a week-by-week basis over the duration of each course so that Secondary trainees cover all aspects of the ITT Core Content Framework (CCF) and meet the necessary competencies for the award of QTS, however it also goes far beyond this. At the Secondary phase each course curriculum breaks down the required component knowledge and builds to a complex composite understanding which addresses the subject-specific pedagogical content knowledge required within each subject. The curriculum is sequenced across 3 years for our undergraduate course and one year for our PGCE.

The week-by-week curriculum for each course states what trainees should be able to know and do each week for the subject in which they are training to teach and ensures the necessary progression is made to enable QTS recommendation via the summative Professional Reflective Viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of 'Weekly Development Summaries' which capture what trainees understand and can do in line with their specific course ITE curriculum.

There is no separate curriculum for school-based experience. Instead, the specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITE curriculum by school-based colleagues who are experts in their subject. The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice; introductory, developmental, and consolidation and builds in opportunities for trainees to revisit key learning via a spiralised approach. During their Professional Practice trainees continue to be monitored on a week-by-week basis via the 'Weekly Development Summaries'. This approach also enables university-based tutors to QA the mentoring which is taking place during the placement and to provide support/intervention to trainees or school-based mentors as appropriate.

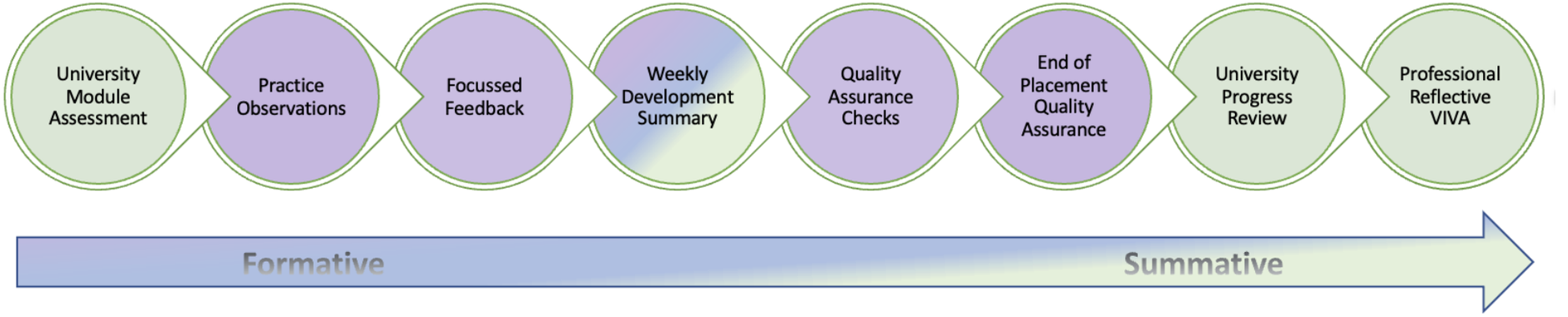
Trainees who are not making sufficient progress through their curriculum (as evidenced via the WDS process) are supported via a Progress Concern Plan. Details of which can be found in this handbook.

How is evidence of progress gathered?

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees through the university-based curriculum. This takes place within a variety of contexts:

- Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries and/or Weely Development Tutorials (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
- Subject Knowledge Audits
- Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.

- Lesson observations during Professional Practice
- Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
- Key assessment points (e.g. Progress Reports)
- Academic submissions related to the level at which the trainee is studying (L4-L7)
- Additional support for trainees who require targeted intervention to make progress.



Progress Support Plans

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support and intervention being put in place. Such interventions made include (but are not limited to):

- Signposting to additional material or specific content addressed in taught sessions.
- Additional tutorials and/or sessions with a relevant colleague.
- Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
- Referral to the Student Support Team and the requirement that the trainee engage with their support.
- Department Progress Meetings (DPM)

The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PSP can

lead to one of three outcomes for the trainee; sufficient progress has been made and the trainee returns to being monitored via the WDS, partial progress has been made but the trainee requires an additional week to make sufficient progress, or the trainee has not made sufficient progress and is referred to the Associate Head of Department for consideration of next steps. These next steps can include;

- A delay to the trainee undertaking their placement until such a time as progress has been made.
- A request that the trainee undertakes their placement at a second attempt (if the PSP relates to progression through the curriculum whist on Professional Practice).
- The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary) or which makes them ineligible for QTLS (FET).

For a comprehensive guide to the PSP process please see the appendix.

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Weekly Curriculum Map 2023/24: Year 1

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
1-4 Vacation prior to start of Term						
5 Induction Week						
6 *What is the point of education?*	• Mathematics teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils. • A school's Mathematics curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the basic and national curriculum within a coherent wider vision for successful learning.	• Communicate a belief in the academic potential of all pupils in Mathematics. • Contribute positively to the wider school culture and develop a shared responsibility for improving the lives of all young people in school.	SEC1001 Val *Lead Lecture 2/10* *SH/PS* SEC1003 *Seminar 5/10* *FO*	*What is the purpose of 'education'?*	HE2 HE5 MB2 PB3	Progress Tutorial
Key reading	McCourt, M (2007) A Brief History of Mathematics Education in England. https://www.emaths.co.uk/index.php/blog/item/a-brief-mathematics-of-mathematics-education-in-england Forward to the New Edition (ppv-viii) in The Lazy Teacher's Handbook: Smith, J. and Gilbert, I. (2017) *The lazy teacher's handbook : new edition*. Revised and updated edn. Carmarthen, Wales: Independent Thinking Press. Chp 1 *What is education for?* in Biesta, G. J. J. (2010) *Good education in an age of measurement : ethics, politics, democracy*. Florence: Taylor and Francis. Available at: http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4186085					
7 *What makes a good learning*	• A culture of mutual trust and respect supports effective relationships	• Begin to evaluate what a 'good' learning experience looks like.	SEC1001 Val *Lead Lecture 9/10* *MS*	*What role should a Mathematics teacher have to create a successful*	MB1 AT2	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
experience?	between Mathematics teachers and their pupils. • Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in Mathematics. • A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.	• Develop an understanding of different pupils' needs. Develop a positive, predictable, and safe environment for pupils in Mathematics lessons.	SEC1003 *Seminar 12/10* *FO*	*learning experience?*	AT3	
Key reading	Donovan, M. S., & Bransford, J. D. (2005) How students learn: Mathematics in the classroom. Washington, DC: The National Academies Press. https://nap.nationalacademies.org/catalog/11101/how-students-learn-mathematics-in-the-classroom PISA (2015) PISA in Focus: Do teacher-student relations affect students' well-being at school? Accessible from: https://doi.org/10.1787/22260919.					
8 *What is a curriculum? Why do we need one?*	• A school's Mathematics curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the basic and national curriculum within a coherent wider vision for successful learning. • Secure subject knowledge helps teachers to motivate	• Discuss the rationale for curriculum choices, the process for arriving at current curriculum choices in Mathematics. • Reflect on progress made, recognising strengths and weaknesses, and identifying next steps for further improvement. • Identify gaps in their own subject knowledge and plan to rectify these.	SEC1001 Val *Lead Lecture 16/10* *PS* SEC1003 *Seminar 19/10* *FO*	*Why do we need a curriculum?* *What is the place of Mathematics within the School Curriculum?*	HPL1 SC1 PB2	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	pupils and teach effective Mathematics lessons. • Mathematics is a statutory part of the basic curriculum in all maintained schools for all pupils.	• Evaluate strengths and weaknesses of different agreed syllabi.				
Key reading	Ofsted (2021) Research Review Series: Mathematics. https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics 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/					
9 *What are the key principles of planning?*	• Learning involves a lasting change in pupils' capabilities or understanding. • Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed in Mathematics. • Explicitly teaching pupils the knowledge and skills they need to succeed within Mathematics is beneficial.	• Engage critically with research and using evidence to critique practice. • Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of Mathematics.	SEC1001 Val *Lead Lecture 23/10* *GM* SEC1003 *Seminar 26/10* *FO*	*What are the foundational concepts in Mathematics? What is the key to successful learning and how will we know it is successful?*	SC2	Progress Tutorial
Key reading	Chambers, P. and Timlin, R. (2013) Teaching Mathematics in the Secondary School (2nd Edition). London: Sage. Chp 2 *Planning for Learning* in Evans, C. *et al.* (2009) *Teaching English: developing as a reflective secondary teacher*. London: Sage Publications					

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
10 *What is Assessment for Learning?*	• Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. • To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. • High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.	• Use assessments to check for prior knowledge and pre-existing misconceptions. • Monitor pupil work during lessons, including checking for misconceptions. • Focus on specific actions for pupils and providing time for pupils to respond to feedback	SEC1001 Val *Lead Lecture 30/10* *FO* SEC1002/3/4 *Seminar 2/11* *FO*	*What constitutes good assessment practice in Mathematics?* *How will you use the data and information from assessment to inform your planning and adapt your teaching?*	HE2 HE3 HE4 PB3 A1 A3	Progress Tutorial
Key reading	Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962					
11 AAW What does it mean to be professional (including Safeguarding)?	• DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. • Mathematics Teachers can make valuable contributions to the wider life of the school	• Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. • Develop as a professional, by receiving clear, consistent and effective mentoring on the duties	*Lecture:* *Safeguarding and Professional Responsibilities* 6/11 LR *Enhancement visit to a secondary school* *Guided Independent Study:*	*What have you learnt about teachers' professionalism and how pupils learn from your visit to a high school?* *What are the legal responsibilities of schools and teachers in safeguarding children?*	PB6	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.	relating to Part 2 of the Teachers' Standards in a partner high school.	*Online Safeguarding Children Training*			
Key reading	DfE Keeping Children Safe in Education 2022. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf Chapter 1 of Mary Baginsky, Jenny Driscoll, Carl Purcell, Jill Manthorpe and Ben Hickman (2022) Protecting and Safeguarding Children in Schools: A Multi-Agency Approach. Policy Press, Bristol. (as well as KCSIE)					
12 *What is the Mathematics Teacher's role in developing literacy?*	• To access the mathematics curriculum, early literacy and understand key mathematics vocabulary. • Every teacher can improve pupils' Mathematics literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. • High-quality Mathematics teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	• Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. • Model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).	SEC1001 Val *Lead Lecture 13/11* *MS* SEC1003/3/4 *Seminar 16/11* *FO*	*Are we all teachers of literacy?* *How could you introduce unfamiliar vocabulary in a new topic?* *How can we approach promoting reading for pleasure?*	SC 9 SC 10	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Key reading	Chp 1 *Literacy and Social Class* in Daly, C. and Davison, J. (eds) (2020) *Debates in English teaching*. Second edn. Abingdon, Oxon: Routledge Available at: https://www.taylorfrancis.com/books/e/9780429506871 (Accessed: April 3, 2023).					
13 *What is Systematic Synthetic Phonics?*	• To access the Mathematics curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension systematic synthetic phonics is the most effective approach for teaching pupils to decode.	• To model reading comprehension by asking questions, making predictions and summarising when reading. • Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills Be aware of common misconceptions and help pupils master important concepts • Teach pupils metacognitive strategies linked to subject knowledge of emergent reading	SEC1001 Val *Lead Lecture 20/11* *MS* SEC1003 *Seminar 23/11* *FO*	*What does research tell us about the effectiveness of SSP?* *How could we use SSP in our secondary Mathematics classrooms to support emergent readers/writers?*	CP 5 CP9 CP10	Progress Tutorial
Key reading	Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. https://doi.org/10.1257/pol.20160514.					
14 *What makes effective learning in Mathematics?*	• Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. • Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they	• Provide tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with key Mathematics terminology). • Give manageable, specific and sequential instructions. • Check pupils' understanding of	SEC1001 Val *Lead Lecture 27/11* *PS* SEC1003 *Seminar 30/11* *FO*	*How can intrinsic and extrinsic rewards be used to support behaviour management in Mathematics?* *Why is it important to give pupils the opportunity to practise skills in Mathematics?*	SC3 HPL7 MB7	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	have learned in Mathematics. • Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	instructions before a task begins. • Avoid overloading working memory, by taking into account pupils' prior knowledge when planning how much new information to introduce.				
Key reading	McCrea, E. (2019) Making Every Maths Lesson Count: Six Principles to Support Great Maths Teaching. Crown House Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x.					
15 *How do we develop High Expectations?*	• Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential in Mathematics. • Effective Mathematics teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. • A culture of mutual trust and respect supports effective relationships between Mathematics teachers and their pupils. Pupils' investment in learning is also driven by their prior	• set tasks that stretch pupils, but which are achievable, within a challenging Mathematics curriculum. • create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). sequence Mathematics lessons so that pupils secure foundational knowledge before encountering more complex content.	SEC1001 Val *Lead Lecture 4/12* *SPC* SEC1003 *Seminar 7/12* *FO*	*What are the key Mathematics skills that support learning and how can they be developed? What are considered high expectations at the different key stages?*	CP2 CP6 HE5	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	experiences and perceptions of success and failure in Mathematics.					
Key reading	Rathmann K., Herke M., Hurrelmann K., Richter M. (2018) Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. PLoS ONE 13(2): e0189335. https://doi.org/10.1371/journal.pone.0189335					
16 *How do we promote Mental Health and Well-being?*	• Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	• Use and personalise systems and routines to support efficient time and task management • Draw explicit links between new content and the core concepts and principles in Mathematics. • Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.	SEC1001 Val *Lead Lecture 11/12* *NR* SEC1003 *Seminar 14/12* *FO*	*How do you understand wellbeing and self-care in education?* *How can we develop these skills in our pupils?*	MB4 MB5 PB7	Progress Tutorial
Key reading	Chp 5 Literacy and mental well-being in Daly, C. and Davison, J. (eds) (2020) *Debates in English teaching*. Second edn. Abingdon, Oxon: Routledge. Available at: https://www.taylorfrancis.com/books/e/9780429506871 (Accessed: April 5, 2023).					
17 18	**Christmas vacation**					
19 *What are the practicalities of planning*	• Guides, scaffolds and worked examples can help pupils apply new ideas, but should be	• Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.	SEC1001 Val *Lead Lecture* *Thursday* *4/1- 9-10am* *MS*	*What does effective teaching and learning look like in Mathematics and how can this be achieved?*	CP3 CP4	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
a lesson?	gradually removed as pupil expertise increases. • Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as creativity, concrete and accessible. • Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. • In Mathematics and all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.	• Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. • Balance exposition, repetition, practice of critical skills and knowledge in Mathematics lessons.	SEC1003 *Seminar 4/1* *FO*			
Key reading	DfE. (2021) Mathematics guidance: Key Stage 3 Non-statutory guidance for the national curriculum in England. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1056795/KS3_NonStatutory_Guidance_Sept_2021_FINAL_NCETM.pdf Chp 1 'Why don't students like school? In Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass.					

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
20	Assessment Week					
21	Assessment Week					
22 Start of Sem 2 *How are questioning and assessment linked?*	• Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs in Mathematics. • Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	• Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps)	SEC1001 Val *Lead Lecture 22/1* *FO* SEC1003 *Seminar 25/1* *FO*	*How can questioning be used as a form of formative assessment?* *What is the difference between formative and summative assessment? Why are both important?*	CP1 CP6 SC21 HE4 HE6 PB3 PB4	Progress Tutorial
Key reading	Chp 1 *More Effective Questioning* in Pearsall, G. 2018 *Fast and Effective Assessment : How to Reduce Your Workload and Improve Student Learning*, Association for Supervision & Curriculum Development. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5342306. Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt					
23 *What is good classroom practice?*	• Effective Mathematics teaching can transform pupils' knowledge, capabilities and beliefs about learning.	• Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.	SEC1001 Val *Lead Lecture 29/1* *PS* SEC1003	*How can we develop pupils as independent learners in Mathematics?* *How could you model critical thinking to pupils, in*	HE2 HE3 HE4	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Direct instruction vs constructivist learning	• Practice is an integral part of effective Mathematics teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. • In order for pupils to think critically in Mathematics, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.	• Break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). • Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.	*Seminar 1/2* *MS*	*Mathematics?*	CP1 CP8	
Key reading	Chp 4 *Why is it so hard for students to understand abstract ideas?* in Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: JosseyBass					
24 *What does Current Learning Theory teach? Transformative Pedagogy*	• Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. • High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. • Paired and group activities can increase	• How to consider the factors that will support effective collaborative or paired work • Plan activities around what you want pupils to think hard about	SEC1001 Val *Lead Lecture 5/2* *SH* SEC1003 *Seminar 8/2* *FO*	*How can we use high quality talk to support reflection in the Mathematics classroom?*	CP5 CP7 CP9	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	pupil success, but to work together effectively pupils need guidance, support and practice.					
Key reading	Wilson, J and Clarke, D. (2004). Towards the Modelling of mathematical Cognition. https://link.springer.com/article/10.1007/BF03217394 Read the Introduction and Theories of Transformative Pedagogy in: Alam, A. 2022 Mapping a Sustainable Future through Conceptualization of Transformative Learning Framework, Education for Sustainable Development, Critical Reflection, and Responsible Citizenship : An Exploration of Pedagogies for Twenty-First Century Learning *ECS Transactions* 107:1 https://iopscience.iop.org/article/10.1149/10701.9827ecst/pdf					
25 *What is the Differentiation Debate?*	• Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of Mathematics teaching. • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in Mathematics. • Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower	• adapt Mathematics lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. • Apply high expectations to all groups, and ensure all pupils have access to a rich Mathematics curriculum.	SEC1001 Val *Lead Lecture 12/2* *PS* SEC1003 *Seminar 15/2* *FO*	*What differences are there between adaptive teaching and differentiation?* *How can we assure that learning in Mathematics is inclusive?*	HE3 AT2 AT3 AT4 AT6	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	expectations for particular pupils.					
Key reading	Sherrington, T. 2019b 'Rescuing Differentiation from the Checklist of Bad Practice.' https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/ Titchmarsh, A. 2019 'Meeting Individual Differences' in Capel, S, Leask, M, & Younie, S (eds) 2019, *Learning to Teach in the Secondary School: A Companion to School Experience* (8th edn), Taylor & Francis Group, Milton					
26 *How do teachers help pupils overcome barriers to learning?*	• Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas in Mathematics. • Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. • In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing Mathematics teaching to facilitate this process is important.	• identify essential concepts, knowledge, skills and principles within Mathematics. • Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within Mathematics. • sequence lessons so that pupils secure foundational knowledge before encountering more complex content.	SEC1001 Val *Lead Lecture 19/2* *PS/GM* SEC1003 *Seminar 22/2* *FO*	*How would you sequence learning activities in a Mathematics lesson to help remove barriers to learning(e.g, Maths anxiety, dyscalculia)?*	HP2 HP5 HP6 SC	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.					
Key reading	Barton, C. (2018) How I Wish I'd Taught Maths. Woodbridge: Catt. Howard Johnson summarises Bruner's work on the spiral curriculum in this article: https://files.eric.ed.gov/fulltext/ED538282.pdf					
27 AAW *How do schools support pupils with additional needs?*	• Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of Mathematics teaching. • Teaching assistants (TAs) can support pupils more effectively when they are prepared for Mathematics lessons by teachers, and when TAs supplement rather than replace support from teachers. • A predictable and secure environment benefits all pupils, but is particularly valuable for	• support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. • work with the SENDCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. • Discuss with expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. ensure that support	*Supporting pupils with SEND* *Lead lecture 1* *Supporting pupils with EAL* *Lead lecture 2* *26/2* *Enhancement visit to a SEND school* *Guided Independent Study* *Online PREVENT / Feminista Training*	*What have you learnt from your visit to a SEND school?* *How were experienced teachers using TAs to support students?*	AT2 PB6 AB2	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	pupils with special educational needs.	provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.				
Key reading	The Bell Foundation. Teaching EAL Learners in Mathematics. https://www.bell-foundation.org.uk/eal-programme/guidance/guidance-by-curriculum-subject/teaching-eal-learners-in-maths/ Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf					
28 *How do you manage your classroom: routines and expectations?*	• Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in Mathematics lessons. • A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	• Establish routines at the beginning of the school year, both in the mathematics classroom and around the school. • Develop as a professional Mathematics teacher by upholding the duties outlines in Part 2 of the Teachers' Standards. • Respond quickly to any behaviour or bullying that threatens emotional safety. • Use early and least-intrusive interventions as an initial response to low level disruption.	SEC1001 Val *Lead Lecture 4/3* *FO* SEC1003 *Seminar 7/3* *FO*	*How important are routines, relationships and response to managing behaviour in the mathematics classroom?* *How might you create a positive learning environment in your Mathematics classroom?*	MB1 MB2 MB7	Progress Tutorial
Key reading	Bennett, T. 2018 THE BEGINNING TEACHER'S BEHAVIOUR TOOLKIT: A SUMMARY https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf					
29 *How do you manage*	• Teachers can influence pupils' resilience and beliefs about their	• Establish a supportive and inclusive environment with a predictable system of	SEC1001 Val *Lead Lecture 11/3* *GM*	*What are the particular difficulties in motivating pupils to study Mathematics*	MB1 MB4	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
your classroom: pupil motivation?	ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success in Mathematics. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	reward and sanction in the mathematics classroom. • Give manageable, specific and sequential instructions. • Use consistent language and non-verbal signals for common classroom directions.	SEC1003 *Seminar 14/3* *FO*	*and how might the teacher overcome them?* *How might we challenge negative perceptions of elements of the mathematics curriculum, such as Algebra?*	MB5 MB6 MB7	
Key reading	Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation					
30 *How do pupils learn: Knowledge and Science of Learning*	• An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. • Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. • Long-term memory can be considered as a	• How to take into account pupils' prior knowledge when planning how much new information to introduce. • How to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). • How to use retrieval and spaced practice to build automatic recall of key	SEC1001 Val *Lead Lecture 18/3* *PS* SEC1003 *Seminar 21/3* *FO*	*What is the difference between working memory and long-term memory?* *What is spaced retrieval practice?* *Are Learning Styles simply a myth?*	HPL4 HPL5 HPL8	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. • Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.	knowledge and how to deconstruct this approach. • Engage critically with research.				
Key reading	Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, *9* (3). Willingham, D. T. (2010) The Myth of Learning Styles, *Change*, 42(5), 32–35.					
31 32	**EASTER VACATION**					
33 *What are PSHE and RSE?*	• High-quality PSHE teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. • Explicitly teaching pupils the knowledge	• Use resources and materials aligned with the school PSHE curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content)	SEC1001 Val *Lead Lecture 8/4* *HM* SEC1003 *Seminar 11/4* *FO*	*What does a good PSHE curriculum look like?* *How can we relate learning in the mathematics classroom to the PSHE curriculum?*	HE6 SC5	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	and skills they need to succeed within PSHE is beneficial	• Be aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts				
Key reading	Davies, E. L., & Matley, F. (2020). Teachers and pupils under pressure: UK teachers' views on the content and format of personal, social, health and economic education. Educational Studies, 46(1), 4-22. https://doi.org/10.1080/02643944.2020.1713868					
34 How do we become *Reflective Practitioners?*	• Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.	• Engage critically with research and using evidence to critique practice. • work as part of a professional team in an Mathematics department • Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).	SEC1001 Val *Lead Lecture 15/4* *GM* SEC1003 *Seminar 18/4* *FO*	*How has your knowledge of teaching and learning developed so far?* *Beyond teaching Mathematics, how might you contribute to the wider school culture?*	PB2 PB3	Progress Tutorial
Key reading	Chp 1 *Reflective Practice* in Sellars, M. (2017) Reflective practice for teachers. 2nd edn. London: SAGE Publications					
35 *How can we succeed on placement?*	• Engaging in high-quality professional development can help teachers improve. • Effective teaching can transform pupils'	• Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.	SEC1001 Val *Lead Lecture 22/4* *PS/GN/MS* SEC1003 *Seminar 25/4* *FO*	*What type of Mathematics teacher do you want to be?* Ho will you demonstrate your professionalism whilst on placement?	PB7 CP1 HPL1	Progress Tutorial

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	knowledge, capabilities and beliefs about learning. • Learning involves a lasting change in pupils' capabilities or understanding • Trainees should know that there are certain standards of professional behaviour expected from teachers such as: attendance, punctuality, and appropriate communication.	• Engaging critically with research and using evidence to critique practice.				
Key reading	Read the Executive Summary (pp1-3) in Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO					
Start of Introductory Professional Practice (Year 1 placement) (week 36)						
36 Introductory Placement 1	• Setting clear expectations can help communicate shared values that improve classroom and school culture. • Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in Mathematics.	• Model courteous and aspirational behaviour. • Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. • Create a positive and respectful learning environment in which making mistakes, resilience and	Professional Practice in school offers opportunities to: 1. Observe how your mentor model and set high expectations including their language, behaviour and teaching. 2. Read the school's	• What have you learnt about the importance of having high expectations? • How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? • Are there any specific safeguarding challenges within	HE4 MB1 PB6	WDS Submitted

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• The school's Safeguarding policy, DSO and safeguarding team and their role and the process for reporting concerns •	perseverance are part of a daily routine	behaviour policy 3. Observe how expert colleagues establish a supportive and inclusive environment 4. Become familiar with the school's safeguarding policy, the DSO and safeguarding team and know your role in this. 5. Contact the DSL and related colleagues and how to report safeguarding concerns (and what such concerns may look like	Mathematics? What are they?		
Key reading	Tom Sherrington's Teacherhead Blog: https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/					
37 Introductory	• Teachers have the ability to affect and	• Set clear behavioural expectations and routines	Professional Practice in school	• Have you been able to identify any	HE1	WDS Submitted

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Placement 2	improve the wellbeing, motivation and behaviour of their pupils in Mathematics lessons. • Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success in Mathematics. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	which establish a consistent and inclusive learning environment. • Apply rules, sanctions, rewards, and praise in line with the school policy. • Respond to any behaviour or bullying which threatens pupil's emotional safety • Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names)	offers opportunities to: 1. Read the school policy on how to deal with bullying. 2. Speak to your mentor about any structures or routines that are embedded in the school. 3. Ask your mentor for a class list of a class you will be teaching so you can start to learn names. 4. Become familiar with the rewards and sanctions according to the school's behaviour policy	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/ineffective examples of this? *Choose the pupil that will be the focus of the case study which forms part of the module assessment.*	MB4 MB5	
Key reading	Tom Sherrington's Teacherhead Blog: https://teacherhead.com/2021/04/11/safety-net/					
38 Introductory Placement 3	• A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn,	• Identify essential concepts, knowledge and skills within a carefully sequenced and coherent curriculum.	Professional Practice in school offers opportunities to: 1. Observe how expert	• What are your areas for subject knowledge development? How will you address these?	SC1 SC3	WDS Submitted

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	encompassing the national curriculum within a coherent wider vision for successful learning. • Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed in Mathematics.	• Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in that subject. • Plan and deliver a carefully sequencing curriculum which encompasses the school's vision for its knowledge, skills and values. • Ensure that pupils' thinking is focused on key ideas and principles within Mathematics	colleague ensures pupil master the foundations before moving on 2. Discuss with your mentor how they have planned their Mathematics curriculum taking the school ethos/vision into account. 3. Review with your mentor how SoWs transition pupils from foundational knowledge. 4. Observe an expert colleague and discuss with them the essential skill/knowledge delivered as part of that lesson.	• What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department's approach to T&L? • Have you been able to identify how students are supported in mastering important concepts in your subject? What made this effective? • *Discuss what you have learnt about your case study pupil.*		
Key reading	Myatt, M, & Tomsett, J 2021, Huh : Curriculum Conversations Between Subject and Senior Leaders, John Catt Educational, Limited, Melton, Suffolk					

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
39 Introductory Placement 4	• Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable, particularly in the teaching of literacy. • Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	• Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks) • Ensure that learning is sequenced so that pupils' master foundational concepts before moving on • Anticipate, plan for and encourage pupils to share common misconceptions to they can be addressed, and pupils have relevant and accurate subject specific knowledge. • Promote/improve pupils' literacy levels in Mathematics (inc. the use of subject specific language)	Professional Practice in school offers opportunities to: 1. Create a resource which could be used to address a common misconception in Algebra (e.g.treating unlike terms as if they are like terms- 5x + 4 = 9x) 2. Discuss with expert colleagues how to develop pupil's literacy. 3. Observe how expert colleagues demonstrate a clear understanding of systematic synthetic phonics in everyday teaching	• Which aspects of the EHU ITT pillars do you feel you have covered this week? • How effective have you been in helping to address pupils' misconceptions? How could you develop this? • How do you feel you are developing in supporting and improving pupils' literacy in your lessons? • *Check that the draft of the case study is accurate and includes sufficient details*	SC4 SC10	WDS Submitted
Key reading	Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf					

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
40 (school half term)						
41 Introductory Placement 5	• Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas in Mathematics. • Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	• Start expositions at the point of pupil understanding. Avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts. • Sequence learning so pupils are secure in foundational knowledge before introducing more complex material. • Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when pupils can apply such structures to prior learning. • Provide pupils with opportunity to consolidate and practise new knowledge and skills	Professional Practice in school offers opportunities to: 1. Discuss with your mentor how pupils' prior knowledge is taken into account when planning. 2. Practise breaking complex materials into smaller steps(e.g using partially completed examples to focus pupils on specific steps). 3. Discuss with your mentor how to sequence lessons so that pupils build upon prior knowledge and have opportunities to consolidate	• How is learning structured in your department? Can you link this to any of your university learning? • How have pupils learnt in your lessons this week? How do you know this? What promotes this? What hinders? • In what ways have aspects of learning been broken down into manageable chunks for the pupils – when have things needed to be broken down and why? • *How do specialist colleagues in school support pupils – particularly your case study pupil?*	HPL2 HPL6	WDS Submitted

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
			learning through practice.			
Key reading	Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/resources/the-science-of-learning/.					
42 Introductory Placement 6	• Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed in Mathematics. • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in Mathematics. • Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.	• Identify pupils who need new content further broken down and/or who benefit from additional adaptions. • Support pupils with a range of educational needs including how to use guidance in the SEND code of practice. • Ensure that all pupils have the opportunity to meet high expectations, rather than artificially creating distinct tasks for specific classes/pupils. • Plan and include questions and discussions to extend and challenge pupils.	Professional Practice in school offers opportunities to: 1. Discuss with the teacher (and TA) how they adapt teaching to meet the needs of your case study pupil. 2. Use this knowledge at plan a lesson, adapting your teaching to support your Case Study pupil. 3. Observehow experienced teachers scaffold learning and how that scaffolding is gradually with drawn.	• How have you adapted your teaching to meet the needs of SEND pupils? How effective has this been? • What does challenging pupils look like in your lessons? How could you develop this? • Thinking about one of your lessons this week, how did this fit into the broader curriculum picture? • *Ensure that you have taught your case study pupil.*	AT1 AT3 AT4	WDS Submitted

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Key reading	Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Special Educational Needs in Mainstream Schools Accesible from https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send					
43 Introductory Placement 7	• Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs in Mathematics. • Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. • To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.	• Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) • Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions. • Prompt pupils to elaborate on their responses to check secure understanding. • Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task.	Professional Practice in school offers opportunities to: 1. Observe expert teachers' use of questioning to check knowledge and understanding. Develop pupil responses and challenge for deeper thinking. 2. Look at your lesson plans so far- how have you embedded formative assessment opportunities?	• Where have you been able to utilise summative and formative assessment? How effectively do you utilise your formative feedback to help pupils progress? • How does your department assess pupils? How is this reflected in your planning and teaching? • How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice? • *Ensure all elements of portfolio are complete*	A1 A3 A4	WDS Submitted

Week	For the subject in which they are training in, trainees should know:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
			3. Discuss with your mentor the bigger picture of assessment in the department- when and how does it happen?			
Key reading	Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5-31					
End of introductory Professional Practice (Year 1 placement) (week 43)						
End of Year 1						

Weekly Curriculum Map 2023/24: Year 2

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
1-5 Summer Vacation						
6 *What does the curriculum need to deliver high quality mathematics?*	• the curriculum is the Progression model; getting better at Mathematics means pupils knowing more and remembering more of the mathematics curriculum they have been taught. • Explicitly teaching pupils the knowledge and skills they need to succeed in Mathematics is beneficial. • Research informs good practice in Teaching Mathematics	• Use literature to inform Mathematics teaching. • Understand how to revisit the big ideas within the mathematics curriculum over time and teach key concepts through a range of examples.	SEC2001 Val *Lead Lecture 3/10* *Enlightenment values, FBV and Educational Change: an introduction.* SEC2003 *Seminar 6/10* *FO*	*What does research tell us about the best ways to improve Mathematics and how does this relate to the key concepts on the Mathematics Curriculum?* *How has what is valued in Mathematics Education changed over time?*	SC5	Progress Tutorial
Key reading	Fazio, L. (2018). Retrieval practice opportunities in middle school mathematics teachers' oral questions. https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1111/bjep.12250 Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).					
7 *What are the disciplines in Mathematics?*	• Learning involves a lasting change of pupils' knowledge or capabilities. • The Mathematics Curriculum encompasses the disciplines of Number, Algebra Ratio, proportion	• Ensure pupils' thinking is focused on key ideas in Mathematics. • Ensure pupils have relevant discipline-specific knowledge, especially when being asked to think	SEC2001 Val *Lead Lecture 10/10* *Enlightenment and Education.* SEC2003 *Seminar 13/10* *FO*	*How might a teacher teach Number, Algebra, Ratio, Proportion and Rates of change, Geometry & measures, Probability and Statistics?*	SC3	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	and rates of change, Geometry & measures, Probability & Statistics. • Research informs good practice in Teaching Mathematics	critically within Mathematics.				
Key reading	Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO					
8 *What does a Mathematics teacher need to consider in planning effective learning?*	• A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. • High quality Mathematics can be taught in a variety of ways. • Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases. • Effective Mathematics teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	• Include appropriate learning activities in a Mathematics lesson • Enable critical thinking by first teaching the necessary foundational content knowledge. • Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills in Mathematics lessons.	SEC2001 Val *Lead Lecture 17/10* *Duty of Care including H&S in the Classroom* SEC2003 *Seminar 20/10* *FO*	*What do Mathematics teachers need to consider before beginning to plan and teach new knowledge and skills?*	MB 2 CP2 CP4	Progress Tutorial
Key reading	Watson, A., Jones, K. and Pratt, D. (2013) Key Ideas in Teaching Mathematics. Oxford University Press Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. https://doi.org/10.1016/j.edurev.2013.11.002					

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
9 *What is curriculum intent?*	• High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. • Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. • In Mathematics and all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.	• Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). • Continually reflect on their teaching and pupils' progress to improve their own teaching abilities. • Promote inclusion and diversity in Mathematics teaching.	SEC2001 Val *Lead Lecture 24/10* *Class and Education Policy in England* SEC2003 *Seminar 27/10* *MS*	*How inclusive is our curriculum? Does it advantage some pupils over others? How might we mitigate this?*	HE6 SC7 HPL 6	Progress Tutorial
Key reading	Sweller, J., van Merrienboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251–296.https://doi.org/10.1023/A:1022193728205					
10 *How do we plan for progression in Mathematics?*	• Pupils make progress at different rates but are all capable of meeting the high expectations set for them in Mathematics.	• Connect learning to pupils' prior knowledge. • Sequence Mathematics lessons	SEC2001 Val *Lead Lecture 31/10* *What progress is valued in education, and has been in the past?*	*What does progression look like in Mathematics? How do we know if our pupils are making progress?*	HE3 SC3	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed in Mathematics. • Mathematics lessons need clear learning objectives – a key question for each lesson is useful in focusing learning	so that pupils secure foundational knowledge before encountering more complex content. • Explicitly teach pupils the knowledge and skills they need to succeed in Mathematics. • Address some simple misconceptions in pupils' knowledge and understanding of Number and Algebra.	SEC2003 *Seminar 3/11* *FO*			
Key reading	Education Endowment Foundation (2017) Improving Mathematics in Key Stages Two and Three Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ [retrieved 10 October 2018]. Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. https://doi.org/10.1177/1529100612453266					
AAW *How do primary schools prepare pupils for high school?*	High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. This is particularly important in primary education. • To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language	• Build upon prior knowledge (including from KS2) • demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.	Lecture: SSP – how do children learn to read? (Including Induction to Careers SE- 9:30am) 7/11 Enhancement visit to a Primary School GIS: Safeguarding and Prevent Online training	*What have you learnt about progression in Mathematics from visiting a Primary School?*	HE6 SC9	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.	• support younger pupils to become fluent readers and to write fluently and legibly				
Key reading	Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002. Glazzard, J, & Stokoe, J 2017, Teaching Systematic Synthetic Phonics and Early English, Critical Publishing, St Albans. (Chapter 4) https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=4931928&ppg=64					
12 *What is a spiral curriculum?*	• Prior knowledge plays an important role in how pupils learn; committing some key facts to their long term memory is likely to help pupils learn more complex ideas. • A spiral curriculum is important in helping pupils build cumulatively enough knowledge and develop skills in Mathematics.	• Plan sequences of learning in Mathematics that build upon prior knowledge. • Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of Mathematics.	SEC2001 Val *Lead Lecture 14/11* *Development of Learning Theory* SEC2003 *Seminar 17/11* *FO*	*Do you agree that you can teach any concept in Mathematics to pupils at any age?*	HPL2	Progress Tutorial
Key reading	Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. https://doi.org/10.1007/s10648-010-9136-5					
13 *How do Mathematics Teachers develop the confidence and resilience of pupils so that all are able to progress?*	• Pupils make progress at different rates but are all capable of meeting the high expectations set for them in Mathematics. • Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring	• Plan and adapt learning based on formative assessment. Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding,	SEC2001 Val *Lead Lecture 21/11* *E-Safety* SEC2003 *Seminar 24/11* *FO*	• *How can we engage pupils and help build their resilience when facing challenging material such as understanding the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions?*	HE2 MB4	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	all pupils have the opportunity to experience meaningful success. • Technology and social media present learning opportunities when used well.	lengthening spacing or introducing interacting elements).		• *What are the potential benefits and dangers of technology and social media in Mathematics education?*		
Key reading	Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007) The Scientific Base Linking Social and Emotional Learning to School Success. Journal of Educational and Psychological Consultation, 17(2–3), 191–210. https://doi.org/10.1080/10474410701413145 Chapter 7 of O'Neill, 2021 *Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners* Revealing Reality (2023) Anti-social Media: The violent, sexual and illegal content children are viewing on one of their most popular apps https://revealingreality.co.uk/wp-content/uploads/2023/06/Revealing-Reality_Anti-social-Media_06-06-23.pdf					
14 *How are motivational environments fostered in Mathematics?*	• A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure	• Ensure activities chosen clearly link to the intended learning outcomes of each lesson, and build towards the ambitious end goal of the sequence	SEC2001 Val *Lead Lecture 28/11* *The evolution of motivation theory* SEC2003 *Seminar 1/12* *FO*	• *How did the best teachers encourage you to work hard in school? How did teachers encourage pupils on Year 1 placement to work hard?* • *How did you motivate yourself to overcome the challenges when faced with 'difficult' material?*	MB2 MB7	Progress Tutorial
Key reading	Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. https://doi.org/10.3102/0034654315617832					
15 *How do children learn in Mathematics? Recalling and retrieving*	• An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	• Present information to pupils clearly and in small chunks. • Successfully use modelling techniques, to aid pupils' cognitive skills.	SEC2001 Val *Lead Lecture 28/11* *The psychology of learning* SEC2003 *Seminar 1/12* *FO*	• *What is the difference between modelling and demonstrating? Why is it important?* • *How would a Mathematics teacher use retrieval practice?*	HPL3	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• Committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. • A variety of recall and retrieval activities, regularly planned as part of the mathematics curriculum can be beneficial in helping pupils make progress					
Key reading	Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002. Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839.					
16 *What is good RSE and PSHE?*	• PSHE and RSE provides information, which is realistic and relevant, which reinforces positive social norms and is responsive to the needs of the school community. • It is important in PSHE and RSE to start with identifying pupil needs, including starting lessons where students are at. • PSHE and RSE is relevant and applicable across many important areas of their pupils lives.	• Utilise useful data sources, including Public Health England Child and Maternal Health (CHIMAT) data sets, your local authority's joint strategic needs assessment (JSNA), as well as their own knowledge of pupil needs in their PSHE teaching and planning. • Plan to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are	SEC2001 Val *Lead Lecture 5/12* *RSE* SEC2003 *Seminar 8/12* *FO*	*What is the role of the form Tutor in developing pupils?* *What does good PSHE and RSE look like?*	PB3, PB6	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
		relevant to the key stage. • 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.				
Key reading	Chapter 6 and 8 of O'Neill, 2021 Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners					
17 18	**Christmas vacation**					
19 ITaP Introduce	• Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next.	• manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by	Lecture: Principles of effective questioning (Tuesday 9-10, 1 hour) Seminar: Questioning in subject areas (Thurs 1-3, 2 hours) Group Tutorial: Questioning led by subject specialist	Why is questioning such a useful tool for a teacher? How would you prepare to use questioning with a particular Mathematics Class?	CP 6 CP 7 A 5 A 6 AT 1	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov 2021) • Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.	using no-hands questioning. • Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.	(Thurs, 3-4, 1 hour)			
Key reading	Lemov, D (2021), *Teach Like a Champion 3. 0 :* Chapter 7 (265-322) Wiliam, D. (2019) *Teacher Magazine Podcast*					
20	Assessment Week					
21	Assessment Week					
22 *How do we adapt teaching in Mathematics?*	• Teachers can inspire pupils by having high expectations. • Scaffolds are useful, such as writing frames or sentence starters, but must be temporary and need removing.	• Set challenging objectives for all pupils. • Support learners by scaffolding tasks – look at layers of scaffolding and consider when these could be removed.	SEC2001 Val *Lead Lecture 23/1* *Empire, Race and Education* SEC2003 *Seminar 26/1* *FO*	• *Explain how adaptive teaching helps pupils learn.* • *Some interpret adaptive teaching as giving pupils different tasks. Why might this be problematic for* *a) the pupil*	HPL9 CP3 CP4 AT1 AT3 AT4	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• There are formal SEN designations which some pupils have	• Accommodate learners with Specific difficulties such as dyslexia, dyspraxia, ADHD.		*b) the teacher?*		
Key reading	Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641.					
23 *What is Inclusive Teaching?*	• Some pupils need more support than others to progress through the mathematics curriculum. • Additional adults and peers can be used to help pupils to learn, when they are used effectively. • Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	• Make accurate decisions – with support from colleagues, about the kinds of support that individual learners need. • Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues	SEC2001 Val *Lead Lecture 23/1* *Gender, class and values* SEC2003 *Seminar 26/1* *FO*	What does an inclusive curriculum look like? How can a Mathematics department be a part of this?	AT1 AT2 PB5 PB6	Progress Tutorial
Key reading	Jerrim, J., & Vignoles, A. (2016) The link between East Asian "mastery" teaching methods and English children's mathematics skills. Economics of Education Review, 50, 29-44. https://doi.org/10.1016/j.econedurev.2015.11.003. Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from http://eprints.uwe.ac.uk/12342/.					

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
24 ITaP Analyse	• Bloom's Taxonomy is one useful way of structuring oral questions, as it tests foundational knowledge, which can then be used for higher order questions such as synthesis. • Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth. • Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught.	• Provide 'just enough' help to enable a pupil to correct a wrong answer. • Probe a student to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement.	Expert Modelling: Questioning (Tuesday 9-10, 1 hour) Virtual Lesson Observations (Thursday 1-3) Progress check: What do you know about good questioning? (Thurs 3-4, 1 hour)	*Explain how questioning is used in the classroom to* a. *assess knowledge and understanding.* b. *challenge pupils to develop knowledge and understanding.*	CP 6 CP 7 AT 1 A 5 A 6	Progress Tutorial
Key reading	Gershon, M. and Bloom, B. S. (2018) *How to use bloom's taxonomy in the classroom : the complete guide*. Sayers, J. (2013) Questioning *John Sayers Geography Blog*					
25 *How do we manage behaviour in*	• Behaviour is built upon routines, responses and relationships in	• Have high expectations of pupils' behaviour	SEC2001 Val *Lead Lecture 6/2* *Legal Aspects of BM*	*Why are opening and closing routines important?* *What systems and policies have you observed? How were these*	MB 1 MB 2	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
the Mathematics classroom?	the mathematics classroom. • A consistent whole school approach to behaviour works. • non-verbal signals can be useful in quietly managing behaviour in the class. • Careful lesson planning can minimise potential disruption, looking for potential 'hot spots' such as transitions during collaborative learning.	and remind pupils of expectations. • use a school's behaviour system consistently. • Manage low level misbehaviour behaviour, including the use of praise. • seek the right level of support when dealing with challenging behaviour	SEC2003 *Seminar 9/2* *FO*	*applied by teachers?* *How do you consider behaviour management when planning your lessons?*		
Key reading	Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. Hendrick, C, & Macpherson, R (eds) 2017, What Does This Look Like in the Classroom? : Bridging the Gap Between Research and Practice, John Catt Educational, Limited, Melton, Suffolk					
26 *How do we assess in Mathematics?*	• Effective assessment is critical to Mathematics teaching because it provides teachers with information about pupils' understanding and needs. • Formative assessment is 'in the moment' and should help pupils to make progress. It	• Ask questions that enable pupils to know more and remember more in Mathematics. • use questioning and non-verbal reactions as formative feedback during Mathematics lessons.	SEC2001 Val *Lead Lecture 13/2* *Decolonising the Curriculum* SEC2003 *Seminar 16/2* *FO*	*Consider summative and formative assessment. Who benefits from each? Which is more important to:* *a) pupils* *b) teachers* *c) parents / carers*	A 1 A 2	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	happens subtly and consistently. • Summative Assessment is a tool for judging how much of the mathematics curriculum a pupil has learnt at a moment in time. • Formative assessment, done well, helps to improve summative assessment results in Mathematics	• Include summative and formative assessments as part of planning. • adapt teaching so that all pupils progress through the mathematics curriculum in order to succeed in summative assessments.				
Key reading	Harlen, W. & James, M. (1997) Assessment and Learning: differences and relationships between formative and summative assessment, Assessment in Education: Principles, Policy & Practice 4:3, 365-379.					
27 AAW ITaP Prepare	• Mathematics Teachers can inspire pupils by having high expectations, particularly of learners with EAL. • EAL is not a SEN. • Some pupils need more support than others to progress through the mathematics curriculum.	• Set challenging objectives for all pupils. • Support learners by scaffolding tasks and providing support. • Accommodate learners with EAL • make accurate decisions – with support from colleagues, about the kinds of support that pupils including	EAL Conference 9-12 Tuesday Scenario Planning For questioning (Tuesday 1-3) Supported Questioning with invited pupils at EHU Thursday	*How would you plan to support a learner with EAL in Mathematics? How does effective questioning help this?*	CP 6 CP 7 AT 1 A 5 A 6	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.	individual EAL learners need. • manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning. • Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.				
Key reading	Sherrington, T 2020, *Teaching WalkThrus: Five-Step Guides to Instructional Coaching*,. Chapter 4 (265- 338) Tsiplakides, I. & Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching*, 3(2), P22. Retrieved from http://files.eric.ed.gov/fulltext/EJ1081569.pdf					
28 *How do we use collaborative learning in Mathematics*?	• Paired and group activities can increase pupil success in Mathematics, but to work together effectively pupils need guidance, support and practice. • How pupils are grouped is also important; care should be taken to monitor the impact of	• consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).	SEC2001 Val *Lead Lecture 27/2* *Critical Pedagogy, postcolonialism and professional values* SEC2003 *Seminar 1/3* *FO*	*When planning for collaborative learning, what should teachers consider ensuring it will enable learning?* *What different types of groups might we use in the classroom? What are the advantages and disadvantages of each?*	CP9 CP10	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	groupings on pupil attainment, behaviour and motivation.					
Key reading	Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. https://doi.org/10.1080/02671522.2018.1452962. **Kagan: The Essential 5** https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning **Kagan Structures, Processes** https://web.p.ebscohost.com/ehost/detail/detail?vid=0&sid=529e70d7-96a7-4c4a-892f-87522149b5a5%40redis&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=98323049&db=ehh					
29 *What is good Mathematics learning out of school?*	• Homework can improve pupil outcomes in Mathematics, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	• Plan home learning that extends or reinforces learning in school.	SEC2001 Val *Lead Lecture 5/3* *LOTC Damien* SEC2003 *Seminar 8/3* *FO*	*What homework policies have you observed in school?* *How do we ensure homework is meaningful and purposeful?*	CP11	Progress Tutorial
Key reading	Herts & Bucks TSA Is Homework Beneficial? What does the research say? https://hertsandbuckstsablog.wordpress.com/2017/11/05/is-homework-beneficial-what-does-the-research-say/					
30 *What is Talk for Learning?*	• High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their	• Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling	SEC2001 Val *Lead Lecture 12/3* *The power of talk* SEC2003 *Seminar 15/3*	How does a Mathematics teacher use talk to ensure progress is made?	CP7 CP3	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	vocabulary, therefore class discussion of difficult concepts or challenging subject matter is vital. • Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as figurative language, concrete and accessible.	new vocabulary or asking pupils to justify answers). • Providing appropriate wait time between question and response where more developed responses are required. • Narrate thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).	*FO*			
Key reading	Alexander, R. (2017) Towards Dialogic Teaching: rethinking classroom talk. York: Dialogos (Pages 15-18) Dialogic Teaching | EEF (educationendowmentfoundation.org.uk) (Other Mathematics readings)					
31 32	**EASTER VACATION**					
33 *Building on Prior Knowledge*	• Working memory is where information that is being actively	• How to take into account pupils' prior knowledge when	SEC2001 Val *Lead Lecture 9/4* *Cultural Capital*	*How could you gauge pupils' prior knowledge when beginning a new topic, such as 'Romeo and Juliet'?*	HPL4 HPL5	Progress Tutorial

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	processed is held, but its capacity is limited and can be overloaded. • Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. • Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.	planning how much new information to introduce. • How to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).	SEC2003 *Seminar 12/4* *FO*	*Look at the lesson plan you produced for your SEC1003 assessment – Are there distractions in your plan that might take attention away from your learning objective?*	HPL8	
Key reading	Counsell, C. (2018) Senior Curriculum Leadership 1: The indirect manifestation of knowledge: (B) final performance as deceiver and guide https://thedignityofthethingblog.wordpress.com/2018/04/12/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-b-final-performance-as-deceiver-and-guide/					
34 *What are my wider responsibilities as a Mathematics teacher?*	• DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.	• Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report	SEC2001 Val *Lead Lecture 16/4* *Legal and Contractual Responsibilities* SEC2003 *Seminar 19/4* *FO*	*What are the legal responsibilities of schools and teachers?* *How do these differ from contractual responsibilities?*	PB 6	Progress Tutorial
Key reading	Chapter 1 of O'Neill, 2021 *Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners*					

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	Chapter 8 of Potts, R. 2021. *The Caring Teacher: How to make a positive difference in the classroom* Chapter 2 and appendix 5 of Mary Baginsky, Jenny Driscoll, Carl Purcell, Jill Manthorpe and Ben Hickman (2022) Protecting and Safeguarding Children in Schools: A Multi-Agency Approach. Policy Press, Bristol. [as well as the O'neill and potts' chapters]					
35 *How do I develop as a reflective practitioner on placement?*	• Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • Mathematics Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.	• Engage critically with research and using evidence to critique practice. • work as part of a professional team in a Mathematics department • Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).	SEC2001 Val *Lead Lecture 23/4* *Placement Briefing* SEC2003 *Seminar 25/4* *FO*	*How has your knowledge of teaching and learning developed so far?* *Beyond teaching Mathematics, how might you contribute to the wider school culture?*	PB2 PB3	Progress Tutorial
Key reading	Allen, B. and Sims, S. (2018) *The Teacher Gap*. Abingdon: Routledge					
Start of developmental Professional Practice (Year 2 placement) (week 36)						
36 Developmental	• Mathematics Teachers are key role models,	• Use inspirational and consistent	Professional Practice in school offers opportunities for:	What have you learnt about the importance of having high	HE2	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Placement 1	who can influence the attitudes, values and behaviours of their pupils. • High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. • DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.	language that promotes challenge, aspiration, resilience, and praises pupil effort in Mathematics. • Set tasks in Mathematics lessons which stretch pupils, but which are achievable. • Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. • Contact the DSL and related colleagues and how to report safeguarding concerns (and what such concerns may look like)	1. Observe how expert colleagues establish a supportive and inclusive environment 2. Become familiar with the school's safeguarding policy, the DSO and safeguarding team and know your role in this 3. Model positive, inspirational language and behavior in the classroom reflecting high expectations of pupils.	expectations? What do you think a positive learning environment looks like in Mathematics? 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?	HE6 PB6	
Key reading	Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents' Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. https://doi.org/10.1080/15427609.2016.1164552					

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
37 Developmental Placement 2	• Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • A school's Mathematics curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. • Mathematics must be objective, critical and inclusive. A culture of mutual trust and respect supports effective relationships between Mathematics teachers and their pupils.	• Include appropriate learning activities in a Mathematics lesson • Continually reflect on their teaching and pupils' progress to improve their own teaching abilities. • teach key concepts through a range of examples. • Apply rules, sanctions, rewards, and praise in line with the school policy. • Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names)	Professional Practice in school offers opportunities to: 1 Become familiar with the school's rewards / sanctions according to the behaviour policy 2 Obtain class lists / seating plans and begin to learn pupil names 3 Discuss planning with your mentor to identify potential 'hot spots' for BM and prepare for them.	• How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? • Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work? • Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? • *Identify your Case Study class and the three focus pupils.*	MB1 MB2 SC1	WDS Submitted
Key reading	Education Endowment Foundation (2018) Improving behaviour in schools. Accessed from: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour					
38 Developmental Placement 3 ITap Enact	• Good questioning helps Mathematics teachers avoid being over-influenced by potentially misleading	• Plan formative assessment tasks linked to lesson objectives and how to think ahead	Professional Practice including: Lesson Observation: Questioning in subject areas. (1 hour)	• How do you use questioning to monitor pupil understanding and learning?	CP 6 CP 7 AT1	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	factors, such as how busy pupils appear. • High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve in Mathematics. • Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	about what would indicate understanding (e.g. using hinge questions) • Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions. • Prompt pupils to elaborate on their responses to check secure understanding when questioning. • Monitor pupil understanding during lessons (inc. checking for misconceptions) by questioning as opposed to how busy they are or their understanding of the task	Co-planning (1 hour) Deliberate Questioning Practice (1 hour) Subject specific expert feedback and Co-planning around questioning (1 hour) Trainee planning and artefacts (1 hour)	• How do you use questioning to aid pupils to recall prior knowledge? • How do you use questioning to aid pupils in developing their responses? • *Complete the Case Study template for your class/focus pupils* • *Begin to teach your adapted SoW*	A 5 A 6	
Key reading	Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP.					
39 Developmental Placement 4	• Working memory is where information that is being actively processed is held, but	• Plan sequences of lessons that ensure foundational knowledge is	Trainee planning and artefacts (1 hour) Lesson observation, feedback and	• What have you learned about the importance of carefully sequencing content?	CP 6 CP 7 AT 1 A 5	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
ITaP Assess	its capacity is limited and can be overloaded. • Effective Mathematics teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. • Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. •	secure before moving onto new, or more complex content and break complex material into small steps. • Ensure sequences of lessons consider possible misconceptions and are not overly 'cluttered', distracting from the key content being taught. • Ensure sequences of lessons build upon pupils' prior knowledge and regularly reviewing building knowledge, supporting pupils' recall and allowing opportunities for practice. • Consider strategies for adapting teaching by identifying pupils who may need new content breaking down and liaising	assessment (2 hours) Progress tutorial (Thursday 2-3, 1 Hour)	• What have you learned about the nature of your classes, including any individuals with specific needs? • How has your questioning technique developed? What evidence do you have of this?	A6	

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
		with the SENDCO/staff to support individual needs within lesson interventions.				
Key reading	Education Endowment Foundation (2018) SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS High-quality teaching for pupils with SEND. [Online] Accessible from: EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf (educationendowmentfoundation.org.uk)					
40 (school half term)						
Key reading						
41 Developmental Placement 5	• Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. • Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.	• Consider the effectiveness of adaptive teaching. Are the strategies in place supporting individuals to access learning and make progress? • Contribute to the wider life of the school and its culture to enable a shared responsibility for improving the lives of pupils. • Personalise systems and routines which promote efficient	Professional Practice in school offers opportunities to: 1. Discuss with your mentor how they manage their workload, particularly marking. 2. Think about how you are contributing to the wider school life through professional responsibilities and pastoral care 3. Practise using a variety of techniques to adapt teaching and	What strategies have you used to adapt your teaching? What has worked well / not so well? What opportunities are you able to take up to become involved in wider school life? Why are professional duties / responsibilities important (eg break duty)? How do experienced teachers manage their workload effectively? What strategies have you adopted to help manage workload?	AT3 PB3	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
		time and task management. • Protect time for rest and recovery and how to promote good mental well-being.	scaffold learning with your Case Study class.			
Key reading	Michaelides, M (2019). The Relationship of Motivation with Achievement in Mathematics. https://link.springer.com/chapter/10.1007/978-3-030-26183-2_2 Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. https://doi.org/10.1177/0956797617739704.					
42 Developmental Placement 6	• Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. • A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. • Setting clear expectations can help communicate shared values that improve classroom and school culture.	• Manage low level disruption in the mathematics classroom, particularly through positive reinforcement. • Use the school's BM policy consistently to manage classrooms. • Review lesson plans to ensure correct level of challenge / pupil activity to avoid drift. • Provide the necessary scaffolds	Professional Practice in school offers opportunities to: 1. Consider how your behaviour management has developed since week 1 2. Practise using non-verbal signals to manage behaviour 3. Review planning with your mentor to anticipate potential issues (eg: pace, lack of challenge, pupil misunderstanding)	How do experienced teachers use non-verbal signals to manage their classroom? When should sanctions be escalated - according to the school's BM policy? How does careful planning support behaviour management by avoiding or minimising issues?	MB1 MB2 HE4	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
		for pupils and decide how and when to remove them. • Check and develop pupils' recall of prior knowledge	which may lead to poor behaviour.			
Key reading	Bennett, T. 2020 *Running the Room: The Teacher's Guide to Behaviour*, John Catt					
43 Developmental Placement 7	• Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs • Over time, feedback should support pupils to monitor and regulate their own learning. • Working with colleagues to identify efficient approaches to assessment is important;	• How to utilise externally validated material (such as past papers) to structure assessment tasks. • Draw conclusions about pupil learning based on patterns of performance over a period of time • Scaffold and structure self and peer assessment, making use of model answers which highlight key details. • Provide specific and helpful feedback which assist pupils in progressing,	Professional Practice in school offers opportunities to: 1. Review marking and feedback with your mentor – are you following department/school policy? Is there enough/too much feedback? Does the quality of feedback aid progress? Is there evidence of pupils engaging with feedback/making progress? 2. Practise techniques such as live marking during lessons to aid with workload 3. Become familiar with your school's	How do assessment practices in the Mathematics department motivate pupils to take ownership of their learning? How does it prepare them for GCSE or future study? How do you plan to check for prior knowledge and pre-existing misconceptions? How are you managing the workload of assessment? Have you been able to identify any effective practice which would make assessment less onerous?	A1 A6 A7	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
		focussing on specific actions for pupils and giving them time to respond to such feedback (e.g. responding to feedback in their book)	exam. board for English. What does the syllabus look like? How are terminal exams. Structured? How does assessment at KS3 prepare pupils for KS4?			
Key reading	Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487					
44 Developmental Placement 8	• Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • SENCOs, pastoral leaders, careers advisors and other specialist colleagues	• Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement. • Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment • Reflect upon their own personal and professional conduct. • Seek appropriate support when dealing with specific issues (such as dealing with misbehaviour)	Professional Practice in school offers opportunities to: 1. Reflect upon progress with your mentor – what have you developed over the course of this practice? What opportunities would you like in your Consolidation practice next year? 2. Consider your professional behavior beyond the Mathematics classroom. How have you contributed	How well are you collaborating with other expert colleagues in your department and/or school? How effective is your understanding of the school's safeguarding policy? Has this knowledge been put to the test? Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important?	PB1 PB2 PB6	WDS Submitted

Week	For the subject in which they are training in trainees should know:	For the subject in which they are training in trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	also have valuable expertise and can ensure that appropriate support is in place for pupils.		beyond teaching Mathematics? 3. Have you been able to work with colleagues to apply school policies, such as behaviour and safeguarding consistently?			
Key reading	Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge.					
End of developmental Professional Practice (Year 2 placement) (week 44)						
End of Year 2						

Weekly Curriculum Map 2023/24: Year 3

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
1-5 Summer Vacation						
6. How do we inspire pupils to succeed?	• Mathematics is intellectually challenging and personally enriching. It affords pupils both the opportunity to use Maths in real life, and the opportunity to make sense of their own place in that world. • A culture of mutual trust and respect supports effective relationships. • High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	• articulate their personal vision for Mathematics education and help pupils to see how these are related to their success in school and after. • support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. • Strengthen their pedagogical and subject knowledge by participating in wider networks.	Lead lecture on High Expectations: what might we expect of pupils in the future? Subject specific seminar	*1 What is your 'vision' for Mathematics?* *2 What do we mean by 'to succeed' in Mathematics?* *3 How do we support pupils in setting/managing aspirational goals?*	HE 5 HE 6	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Key reading	Cambridge Mathematics. Research (Expresso). https://www.cambridgemaths.org/espresso/ Chapter 1 of Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press. Pett(2022) Draft Worldviews in the Classroom Resource					
7 What are the Principles of effective assessment?	• Questioning is an essential tool for Mathematics teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. • Effective assessment is critical to Mathematics teaching because it provides teachers with information about pupils' understanding and needs. • Over time, feedback should support pupils to monitor and regulate their own learning in Mathematics.	• Provide appropriate wait time between question and response where more developed responses are required. • Reframe questions to provide greater scaffolding or greater stretch. • Discuss and analyse how pupils' responses to feedback can vary depending on a range of social factors, including their perception of the value of Mathematics.	Lead lecture on Principles of Assessment – and what assessment might look like in the future Subject Specific Seminars	*1 What does research tell us is beneficial about AfL?* *2 Why is questioning 'an essential tool'?* *3 What AfL strategies have you used / observed when on placement last year?*	*A 4* *A 5* *A 6*	Progress Tutorial
Key reading	Barton, C. (2018) Marking and Feedback. https://mrbartonmaths.com/teachers/research/marking.html					

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	EEF (2016) A marked improvement? A review of the evidence on written marking This web post where Tom Sherrington summarises Dylan Wiliam's 5 approaches to formative assessment including the importance of effective classroom discussions, tasks and activities.					
8 How do we ensure Equality and Opportunity for all pupils	• Education has an important role to play in ensuring social justice, including racial literacy. • It is important in Mathematics, PSHE and RSE not to make assumptions about pupils, taking a measured, rather than value-laden approach. • Good adaptive practice helps Mathematics, PSHE and RSE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear and task completion. • Working with colleagues to identify efficient approaches to assessment in Mathematics is important;	• balance input of new content in Mathematics so that pupils master important concepts, avoiding pedagogy that may be misleading and contribute to injustice, shame and stigma. • Apply a wide variety of adaptive approaches to teaching and learning, including those with an emphasis on equality and justice. • As a responsive part of AfL, build in additional practice or remove unnecessary expositions	Lead lecture on Racial Literacy Subject specific seminars	*1 Consider assessment in Mathematics. Does it favour some pupils over others? Which skills are valued over others? Why?* *2 Is Racial literacy needed in schools with majority white students?* *3. How would you adapt teaching to ensure that all succeed in Mathematics?*	CP4 A2 A7 AT	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	assessment can become onerous and have a disproportionate impact on workload.					
Key reading	Daniel Muijs & Mairead Dunne (2010) Setting by ability – or is it? A quantitative study of determinants of set placement in English secondary schools, *Educational Research*, 52:4, 391-407, DOI: 10.1080/00131881.2010.524750 Ni Chonaill, Brid; Lawlor, Georgina; Macnamara, Noirin; McGlynn, Liam; Smith, Garreth; Coyle, Sheila; and Cluskey, Mairead (2022) "Embedding anti-racism in the teaching, learning and assessment of the Community Development and Youth Work programme: Lessons learned to date.," *Irish Journal of Academic Practice*: Vol. 10: Iss. 2, Article 8. https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1137&context=ijap					
9 How do pupils and staff collaborate effectively?	• Effective Mathematics, PSHE and RSE teaching can transform pupils' knowledge, capabilities and beliefs about themselves. • Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • Specific 'knowledge' taught in PSHE education changes regularly, for example because of	• Respond to challenges that they might encounter in the Mathematics, PSHE and RSE classroom • Choose and use appropriate strategies for collaborative learning in Mathematics lessons and in PSHE and RSE lessons. • Apply a wide variety of adaptive approaches to teaching and learning, including those with an emphasis on interactive learning and the teacher as facilitator. • Prepare teaching assistants for Mathematics, PSE and RSE lessons under supervision of expert colleagues in order to make effective use of teaching assistants and other adults in the classroom, ensuring that support provided by teaching assistants in Mathematics, PSHE and RSE lessons is additional to, rather than	Lead lecture on PSHE – including the consultation on RSE Subject specific seminars	*1. What are the benefits (and potential pitfalls) of collaborative learning?* *2. Should PSHE involve impartial information giving combined with skill development to use that Information, or are there 'right' answers that all pupils need to know?* *2 How should we as teachers and our TAs support pupils during group tasks in Mathematics, PSHE and RSE lessons?*	CP1 AP PB5	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate • Group work can be effective if it is planned and managed well.	a replacement for, support from the teacher				
Key reading	Read the latest Statutory guidance Relationships and sex education (RSE) and health education (2021) and two articles by Matt Bromley (2019) giving a teacher's perspective The Poisoned Chalice of PSHE and Aspects of Effective PSHE					
10 How do we help pupils learn through direct instruction and improving literacy?	• Learning involves a lasting change in pupils' capabilities or understanding. • To access the Mathematics curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language	• use concrete representations of abstract ideas (for example, making use of analogies, metaphors, examples and non-examples to teach about the Trinity) • accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. • Develop pupils' literacy by using elements of systematic synthetic phonics, particularly when introducing new vocabulary and	Lead lecture on Systematic Synthetic Phonics and improving literacy. Subject specific seminars	*1 What is the relationship between direct instruction and enquiry learning* *2. How might a teacher use systematic synthetic phonics in a high school Mathematics class?* *3. How might you teach a difficult concept in Mathematics?*	HPL1 HPL7 HPL8 SC9 SC10	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. • A Mathematics teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to the substantive content of Mathematics. • Regular purposeful practice of what has previously been taught in Mathematics can help consolidate material and help pupils remember what they have learned. • Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	developing pupils' reading comprehension by asking questions, making predictions, and summarising when reading.				

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
Key reading	Karen Edwards (2008) Examining the impact of phonics intervention on secondary students' reading improvement, *Educational Action Research*, 16:4, 545-555, DOI: 10.1080/09650790802445726 Rosenshine, B. (2010) Principles of instruction, *Educational Practices Series* 21. IAE: Brussels					
11 AAW How do we teach Post-16?	• Secure subject knowledge helps Mathematics teachers to motivate pupils and teach effectively. This is essential with post 16 learners. • explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success, particularly post-16.	• Adjust teaching to suit Post 16 learners, developing their independence.	Sixth Form Experience Day	*What have you learned about the transition to KS5 from your visit to a Post-16 setting?* *Should only the best teachers should teach 6th Form?*	SC2 CP5	Progress Tutorial
Key reading	Chapter 1 of Shenton, AK 2021, Facilitating Effective Sixth Form Independent Learning : Methodologies, Methods and Tools, Facet Publishing					
12 How do we apply for jobs? How do we	• In order for pupils to think critically, they must have a secure understanding of	• choose, where possible, appropriate externally validated materials, used in controlled	Lead Lecture on Applications from the EHU Careers Service. Subject Specific Sessions / School Visit for GCSE	*1 How can we best prepare pupils for terminal examinations?*	SC3 SC6 SC10	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
teach GCSE?	knowledge within the Mathematics topic they are being asked to think critically about. • Secure subject knowledge (including knowledge of the exam specification) helps Mathematics teachers to motivate pupils and teach GCSE Mathematics effectively. • Every Mathematics teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual nits of work.	conditions when required to make summative assessments. • design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging GCSE Mathematics work. • Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). • support weaker GCSE pupils in applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions	RS	*Alongside their Mathematics knowledge, what other skills do pupils need to develop?* *2 What techniques might you use to help pupils learn key vocabulary for their GCSE Mathematics?* *3. What is your plan for applying for jobs?*		
Key reading	NCETM. Mastery – Secondary Professional Development. https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/secondary-mastery-professional-development/ Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. https://doi.org/10.3102/0034654316689306. Cox, D. (2021) Supporting your GCSE students: how to make the most of the time left - (oup.com)					
13 How do we get the job and manage our workload?	• It is important to identify efficient approaches to assessment,	• Identify efficient approaches to marking and alternative approaches to providing feedback	Lead Lecture on Teaching Interviews from the EHU Careers Service. Subject Specific Seminars	*1 How did experienced Mathematics teachers in your placement*	A5 A7 AT4	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	particularly in Mathematics where staff may teach large numbers of pupils; assessment can become onerous and have a disproportionate impact on work • Marking and assessment are not synonymous: high-quality feedback can be written or verbal	• Reduce the opportunity cost of marking. • Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes. • Meet individual needs without creating unnecessary workload, by: intervening within lessons with individuals and small groups rather than planning different lessons for different groups of pupils		*school last year manage their workload?* *2 What strategies have you tried or will you try to reduce workload?* *3. How would you answer common interview questions?*		
Key reading	Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A_-_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf.					
14 How do we use data effectively?	• Effective assessment is critical to teaching Mathematics because it provides teachers with information about pupils' understanding and needs. • To be of value, teachers use information from assessments in Mathematics to inform the decisions they make; in turn,	• Draw conclusions about what Mathematics knowledge pupils have learned by looking at patterns of performance over a number of assessments • record data only when it is useful for improving pupil outcomes	Lead lecture on data – including how data can be sed creatively in the future Subject specific seminars	*1 How do you use data gathered from Mathematics assessment?* *2 How was assessment data used by the Mathematics Department wider school in your year 2 placement?*	A1 A4	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	pupils must be able to act on feedback for it to have an effect. • Progress 8 is a measure used to rank schools' effectiveness in 'adding value' to pupils.					
Key reading	Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, https://doi.org/10.1111/j.1468-0084.2011.00666.x Deborah Weston GCSE RS 2020 Local Authority Data -final.pdf (natre.org.uk) and this Reducing the attainment gap between disadvantaged pupils and their peers at A level draft for exec.pdf					
15 How do we work with Ofsted, Parents and other Stakeholders?	• Ofsted inspect schools using a 'Deep Dive' methodology to ensure they are safe and effective. • To be of value, teachers use information from assessments in Mathematics to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. • Building effective relationships is easier when pupils	• communicate with stakeholders, including parents and carers, proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling • Seek opportunities to engage parents and carers in the Mathematics education of their children • liaise with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations in Mathematics. • Engage parents, carers and colleagues in informal and formal settings.	Lead lecture on Ofsted's role in schools – including a discussion of how schools might be inspected in the future Subject specific seminars	*1 How was achievement and progress in Mathematics communicated to parents in your placement school last year?* *2 How can Mathematics teachers build effective relationships with parents and carers?* *3. How can a school prepare for Ofsted?*	A4 MB5 PB4	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	believe that their feelings will be considered and understood. • Effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success in Mathematics and across the school.					
Key reading	EEF (2019) Parental How Can Schools Support Parents' Engagement - in their Children's Learning? Evidence from Research and Practice.pdf (educationendowmentfoundation.org.uk) Amanda Spielman, (2018), sets out vision for (new) Education Inspection Framework https://www.gov.uk/government/news/chief-inspector-sets-out-vision-for-new-education-inspection-framework Ofsted (2022) Education inspection framework (EIF) https://www.gov.uk/government/publications/education-inspection-framework					
16 How do we support EAL learners?	• There are various approaches within Mathematics that support all children with context embedded and cognitively demanding work • It is important to manage children's behaviour by building effective routines and relationships and recognising whether the behaviour is	• Use the BEL stages for assessment • celebrate culture, languages and difference in Mathematics classes and throughout a school • Be sympathetic to the needs of Mathematics pupils with EAL and those who are refugees • Address ways of supporting families who have EAL	Lead lecture on EAL – including the future of multilingual learning. Subject specific seminars	*How would you adapt your teaching and working if you have EAL learners in your class?*	CP4 AT1 MB5	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	related to feelings of isolation and/or language barriers					
Key reading	Bowland Maths (2008) Questioning and Reasoning. https://www.bowlandmaths.org.uk/materials/pd/online/pd_05/pdf/pd_05_handbook_full.pdf Chapter 1 and 4 of Krulatz, A., Neokleous, G., and Dahl, A., 2022 Theoretical and Applied perspectives on Teaching foreign language in multilingual settings. Pedagogical implications. Bristol: Multilingual Matters. Daborn, S., Zacarias, S., and Crichton, H., 2020. Subject Literacy in Culturally Diverse Secondary Schools: Supporting EAL learners. London: Bloomsbury Academic Pim, C. (2012) *100 ideas for supporting learners with eal*. London: Continuum					
17 18	**Christmas vacation**					
19 How do we prepare for placement?	• Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • Consciously engaging with the placement experience will help improve teachers. • DSLs and other specialist colleagues have valuable expertise and can ensure that	• Develop as a teacher on placement, by taking opportunities to practise, receive feedback and improve. • Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report	Lead lecture on safeguarding (Monday of Week 20) Subject specific seminars	*1 What are you looking forward to on placement?* *2 What are your priorities for your own development as a Mathematics teacher?*	PBI PB7	Progress Tutorial

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	appropriate support is in place for pupils. • Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. •					
Key reading	Mary Baginsky, Jenny Driscoll, Carl Purcell, Jill Manthorpe and Ben Hickman (2022) Protecting and Safeguarding Children in Schools: A Multi-Agency Approach. Policy Press, Bristol. (Chapter 4 and 7) and KCSIE					
20	Assessment Week (Although Safeguarding Lecture is on Monday 8th)					
21	ASSESSMENT WEEK					
Start of consolidation Professional Practice (Year 3 placement) (week 22)						
22 Consolidation Placement (week1)	• Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. • In Mathematics, as in other subjects, pupils are motivated by	• Model courteous and aspirational behaviour. • Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. • Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. • Identify and familiarise themselves with placement setting safeguarding procedure, including	Professional Practice in school offers opportunities to: 1. Observe how expert colleagues establish a supportive and inclusive environment 2. Become familiar with the school's safeguarding policy, the DSO and safeguarding team and know your role in this.	*What have you learnt about the importance of having high expectations?* *How has your understanding of managing behaviour developed this week?* *Can you link this to any learning from your university learning?* *Have you been able to identify any effective/ineffective practice during your*	HE1 MB6	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	the name of the Safeguarding Lead	3. Model positive, inspirational language and behavior in the classroom reflecting high expectations of pupils.	*observations this week? What was it? Why did it work/not work?*		
Key reading	Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. https://doi.org/10.3102/0034654318759268.					
23 Consolidation Placement (week 2)	• Mathematics Teachers' expectations can affect pupil outcomes; setting goals that challenge and stretch pupils to know and remember more of the Mathematics curriculum is essential. • Mathematics Teachers can influence pupils' resilience and beliefs about their ability to succeed in Mathematics, by ensuring all pupils have the opportunity	• Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals • Check pupils' understanding of a task before it begins and address any misconceptions • Reinforce established school and classroom routines which maximise time for learning • Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils)	Professional Practice in school offers opportunities to: 1. Familiarise yourself with the school's system of rewards and sanctions according to the behaviour policy and begin to implement this in the classroom 2. Discuss with your mentor the prior learning and attainment of the classes you will be teaching to ensure your planning builds on prior learning and	*What knowledge and understanding of the issues related to High Expectations and Managing Behaviour have you gained through your academic reading? How does this relate to your current practice?* *How have your expectations of pupils' learning and progress developed and/or changed in light of your previous placement experience?* *How can you ensure pupils are motivated?*	HE3 MB4	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	to experience meaningful success.		maintains high expectations. 3. Discuss pupils' individual needs with expert colleagues and/or parents/carers.			
Key reading	Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539.					
24 Consolidation Placement (week 3)	• Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. • The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	• Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions) • Motivate pupils via the use of challenging content which builds towards pupils' long-term goals and aspirations • Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically	Professional Practice in school offers opportunities to: 1. Practise a variety of behaviour management techniques including non-verbal signals 2. Review lesson planning with your mentor to ensure all pupils are challenged with high expectations and content delivery is stimulating 3. Practise using praise (verbal and rewards) to motivate pupils and encourage them to take	*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? Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management? What are your areas of development with regards setting high expectations and managing behaviour?*	HE2 MB3	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
			responsibility for their learning.	*What impact will these developments have on the learning in your classroom?*		
Key reading	Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. https://doi.org/10.1016/j.edurev.2018.10.001					
25 Consolidation Placement	Half Term					
Key reading						
26 Consolidation Placement (week 4)	• A Mathematics curriculum enables it to set out the department's, and school's vision for the knowledge, skills and values that pupils will learn, encompassing statutory curriculum guidance within a coherent wider vision for successful learning in Mathematics. • Ensuring pupils master foundational concepts and knowledge in Mathematics before moving on is likely to build pupils'	• Plan and deliver a carefully sequenced Mathematics curriculum which encompasses the school's vision for its knowledge, skills and values. • Support pupils in building increasingly complex mental schemas over a period of time • Draw explicit links between new content and the core knowledge in Mathematics • Revisit the big ideas of Mathematics and teach key concepts through a range of examples	Professional Practice in school offers opportunities to: 1. Review lessons so far with your mentor – is content broken into manageable chunks? Are activities well sequenced to support learning? 2. Discuss with your mentor how the ethos and values of the school are embedded in the Mathematics curriculum 3. Talk to your HoD about their rationale for	*How does the curriculum in your subject area promote the wider vision, values and skills of the school?* *What is the rationale behind the curriculum sequence and design in your subject area? You may find it useful to liaise with the HOD about this.* *Critically review your subject knowledge for this setting and suggest ways you could develop this.*	SC! SC3 SC7	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	confidence and help them succeed. • In Mathematics, as in all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing the Mathematics curriculum to facilitate this process is important.		curriculum design and how they support pupils in transitioning through the key stages.			
Key reading	Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage.					
27 Consolidation Placement (week 5)	• Explicitly teaching pupils the substantive, disciplinary and personal knowledge they need to succeed within Mathematics is beneficial. • Pupils are likely to struggle to transfer what has been learnt in other subjects to Mathematics.	• Use retrieval and spaced practice to build recall of key knowledge over time • Provide tasks that support pupils to learn key ideas securely (such as low-level retrieval tasks) and are focussed on the intended learning outcomes. • Interleave concrete and abstract examples via the use of examples, analogies, or metaphors.	Professional Practice in school offers opportunities to: 1. Practise using spaced retrieval practice during delivery of Mathematics lessons 2. Review your planning to ensure there are opportunities for	*What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content? What was it? Why did it work/not work?* *How has university teaching and/or independent study*	SC5 SC8 HPL8	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• Requiring pupils to retrieve knowledge previously learnt in Mathematics from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.	• Balance exposition of new content, repetition, practice of new skills and knowledge	pupils to practise new knowledge and skills 3. Discuss with you mentor your use of modelling and worked examples to scaffold learning. How could you develop this?	*contributed to your knowledge and understanding about a particular topic? Critically reflect on your progression so far against the EHU ITE pillars.*		
Key reading						
28 Consolidation Placement (week 6)	• Regular purposeful practice of what has previously been taught in Mathematics can help consolidate material and help pupils remember what they have learned. • High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding in Mathematics and extend their vocabulary.	• support collaborative/ paired/ group work so that engagement and motivation are not negatively affected. • Discuss how the placement school changes groups regularly and ensures any groups based upon attainment are subject specific. • Plan, regularly review and practice key concepts over time (for example, through the use of effective discussions and/or structured talk activities) • Design practice and retrieval tasks that provide the right level of support so that pupils experience a high success rate when attempting challenging work	Professional Practice in school offers opportunities to: 1. Discuss with your mentor how pupils are grouped in school – what is the rationale for grouping pupils this way? What data is used in order to group pupils? 2. Practise using talk for learning in the classroom 3. Review practice and retrieval tasks used this week with your mentor –	*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?*	HPL7 CP7 AT 5	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	• Flexibly grouping pupils within the Mathematics class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.		how well did they help pupils succeed when faced with challenging work?			
Key reading	Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They're Not Magic. Review of Educational Research, 81(2), 267–301. https://doi.org/10.3102/0034654311405999.					
29 Consolidation Placement (week 7)	• Teaching assistants (TAs) can support pupils more effectively in Mathematics when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • Adapting teaching in Mathematics is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower	• Under the supervision of expert colleagues, make effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL) • Plan for the use of TAs in Mathematics lessons, recognising this is in addition to, rather than replacement of, support from the teacher. • Decide whether intervention work with small groups within a lesson is more effective than planning different lessons for different groups of pupils. • Reframe questions to provide greater scaffolding or greater challenge.	Professional Practice in school offers opportunities to: 1. Discuss with your mentor and/ TA how best to prepare and deploy TAs in your classroom. 2. Review your adaptive teaching techniques with your mentor – how successful have they been in scaffolding learning? 3. Talk to the EAL Coordinator (or	*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 Mathematics is an additional language have you gained through your academic reading? How does this relate to your current*	PB5 AT4 CP4	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
	expectations for particular pupils. • Guides, scaffolds and worked examples, such as guided reading or writing frames, can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.		SENDCO) about the school's approach to providing for pupils with EAL (eg Is CPD provided for staff?)	*practice and/or setting?*		
Key reading	Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge.					
30 Consolidation Placement (week 8)	• To be of value, teachers use information from assessments in Mathematics to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. • Marking and assessment are not synonymous: high-quality feedback can be written or verbal	• Record data only when it is useful for the purpose of improving pupil outcomes • Utilise cost marking strategies (e.g. using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback. • Where possible, use high quality verbal feedback during lessons and written feedback after lessons. • identify effective approaches to marking and alternative approaches to providing feedback	Professional Practice in school offers opportunities to: 1. Discuss with your mentor the department's method of collecting and recording attainment data – how is pupil progress monitored? 2. Practise giving high quality, specific verbal feedback in lessons 3. Moderate marking and feedback with	*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*	A4 A5	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
			your mentor (this could be exercise books, exam. responses etc.).	*how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes?*		
Key reading	Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9.					
31 Consolidation Placement (week 9)	• Anticipating common misconceptions in Mathematics is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of when misconceptions are likely to arise is valuable. • It is important to identify efficient approaches to assessment, particularly in Mathematics	• Prioritise the marking of errors relating to misunderstandings/misconceptions rather than careless mistakes made whilst working. • Provide feedback which takes into account the range of factors which can impact on pupils' understanding of the feedback (such as their age or the message the feedback contains) • Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements)	Professional Practice in school offers opportunities to: 1. Assess pupil work against relevant GCSE or A Level assessment criteria and moderate with your mentor 2. Use data from above to plan a lesson supporting pupils to improve and develop responses 3. Discuss the written feedback you have given to pupils with your mentor – is it appropriate (for age, ability etc.)	*How effective is your written feedback to pupils? To what extent to you focus on correct misconceptions rather than careless mistakes?* *How has your understanding of summative assessment practice developed? Think specifically about those which prepare pupils for GCSE and/or A level outcomes.* *Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and*	SC4 A5	WDS submitted

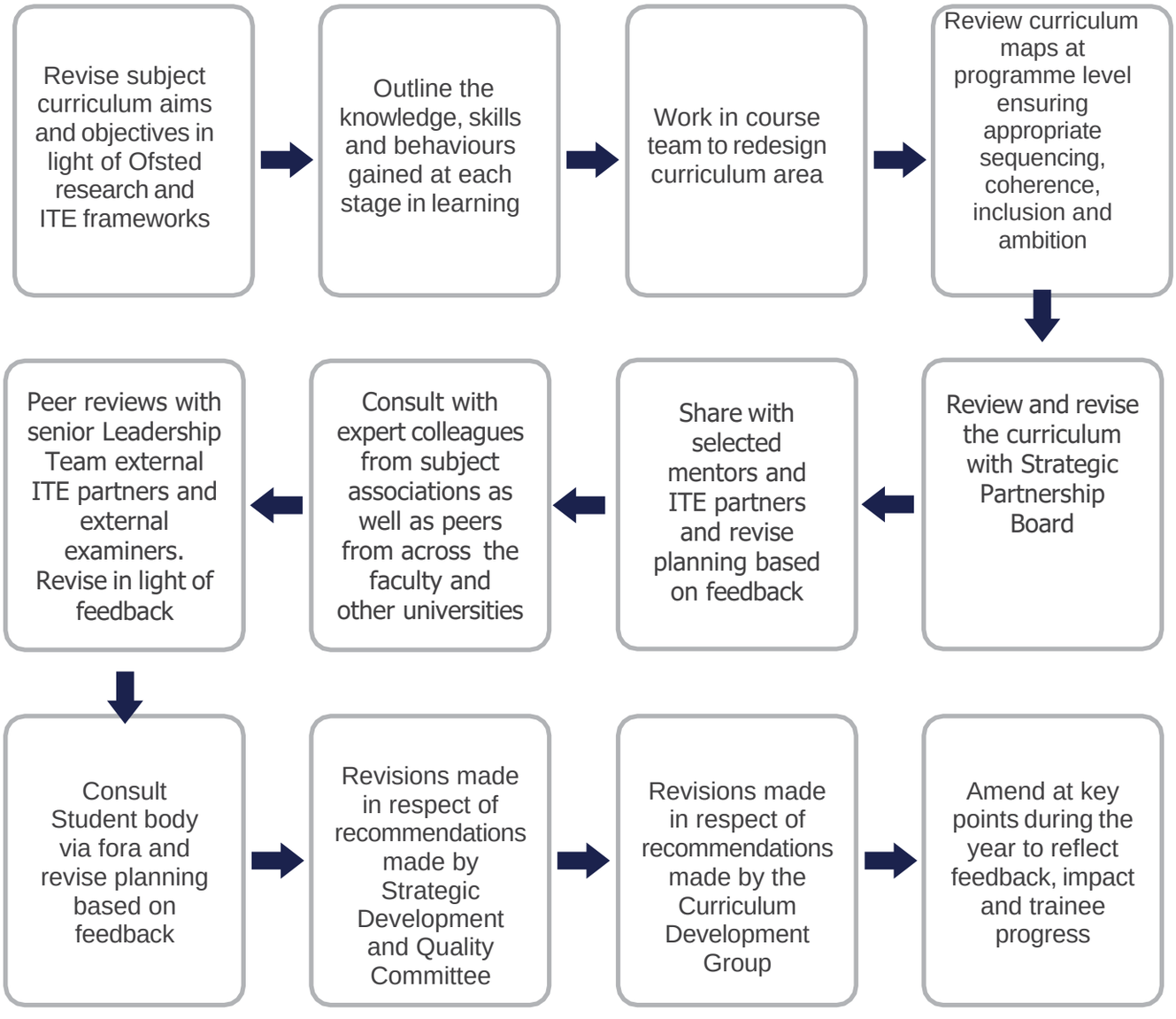
Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
				prepared pupils for the next step?		
Key reading	Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322.					
32	**EASTER VACATION**					
33						
34 Consolidation Placement (week 10)	• Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. • Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. • Engaging in high-quality professional development can help Mathematics teachers improve.	• Engage parents/carers in the education of their children (including effective use of parents' evenings) • Critically engage with research and use evidence to critique practice • Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes • Build effective working relationships by working with colleagues as part of a team	Professional Practice in school offers opportunities to: 1. Discuss communication with parents/carers with your mentor – what methods does the school use for this? 2. Reflect upon how your engagement with research and CPD you have attended have informed and developed your practice 3. With your mentor, identify opportunities you would like in your ECT phase to develop your practice further.	*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*	PB1 PB4 PB7	WDS submitted

Week	For the subject in, which they are training in, trainees should know that:	For the subject in which they are training in, trainees should know how to:	Opportunities to demonstrate this learning could include:	Key questions *(indicators of progress)*	CCF	Method of Assessment
				insights have you made?		
Key reading	NCETM. Professional Development. https://www.ncetm.org.uk/professional-development/ Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9.					
End of consolidation Professional Practice (Year 3 placement) (week 34)						
35						
Key reading						
36						Assignment hand in
Key reading						
37						Assignment Hand in
Key reading						
38						
Key reading						
39						Professional Reflective Viva/QTS recommendation
Key reading						
40 (school half term)						
Course end						

Curriculum Design Quality Assurance Processes 2023/24

In designing and Quality Assuring this curriculum, the following partners and external bodies have been consulted:

Name	Role	Organisation
Phil Paul	ITE Lead	Byrchall High School
Rob Anderton	History mentor	Byrchall High School
Beth Stewart	English mentor	Byrchall High School
Karen McConnachie	Science mentor	Byrchall High School
Phil Paul	ITE Lead	Byrchall High School
Rob Anderton	History mentor	Byrchall High School
Kate Dale	External Examiner-Staffordshire University	National Centre for Excellence in the Teaching of Mathematics-Professional Development Lead


Revise subject curriculum aims and objectives in light of Ofsted research and ITE frameworks
Outline the knowledge, skills and behaviours gained at each stage in learning
Work in course team to redesign curriculum area
Review curriculum maps at programme level ensuring appropriate sequencing, coherence, inclusion and ambition
Review and revise the curriculum with Strategic Partnership Board
Share with selected mentors and ITE partners and revise planning based on feedback
Consult with expert colleagues from subject associations as well as peers from across the faculty and other universities
Peer reviews with senior Leadership Team external ITE partners and external examiners. Revise in light of feedback
Consult Student body via fora and revise planning based on feedback
Revisions made in respect of recommendations made by Strategic Development and Quality Committee
Revisions made in respect of recommendations made by the Curriculum Development Group
Amend at key points during the year to reflect feedback, impact and trainee progress

The ITT Core Content Framework (2019)

The ITT core content framework defines in detail the minimum entitlement of all trainee teachers. Your Edge Hill teacher training curriculum has been carefully designed into a coherent sequence that supports trainees to succeed in the classroom. The Secondary Mathematics Education curriculum includes the minimum entitlement as detailed in the table below but importantly offers much more through the additional analysis and critique of theory, research and expert practice as well as a wide range of enhancement opportunities.

The table below indicates where trainees will engage with the aspects of the core content framework throughout their three-year programme of study. Mapping exercise completed with direct reference to the ITE Core Content Framework (2019): Further details can be found here;

https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

Year 1	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Pre course tasks									
Week 6	X						X	X	X
Week 7					X		X		
Week 8		X	X					X	X
Week 9			X						
Week 10	X					X		X	X
Week 11								X	X
Week 12			X						X
Week 13				X					
Week 14		X	X				X		

Year 1	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 15	X			X					X
Week 16							X	X	X
Week 17									
Week 18									
Week 19				X					
Week 20									
Week 21									
Week 22	X		X	X				X	X
Week 23	X			X					X
Week 24				X					
Week 25	X				X				
Week 26		X	X						
Week 27					X			X	X
Week 28							X		
Week 29							X		
Week 30		X							
Week 31									
Week 32									
Week 33	X		X						X

Year 1	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 34								X	X
Week 35		X		X				X	X
Week 36	X						X	X	X
Week 37	X						X		X
Week 38			X						X
Week 39			X						X
Week 40									
Week 41		X							X
Week 42					X				X
Week 43						X			X
Academic assignments	X	X	X	X	X	X	X	X	X
Subject knowledge audits			X					X	X
Mentor Progress Meetings	X	X	X	X	X	X	X	X	X
Library & Online Resources	X	X	X	X	X	X	X	X	X
Personal Reading & Reflection	X	X	X	X	X	X	X	X	X
Placement based training	X	X	X	X	X	X	X	X	X
Safeguarding, Feminista and PREVENT training	X							X	X

Year 2	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 6			X						
Week 7			X						
Week 8				X			X		
Week 9	X	X	X						X
Week 10	X		X						X
Week 11	X		X						
Week 12		X							
Week 13	X						X		X
Week 14							X		
Week 15		X							
Week 16								X	X
Week 17									
Week 18									
Week 19				X	X				

Year 2	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 20									
Week 21									
Week 22		X		X	X				
Week 23					X			X	X
Week 24				X	X				
Week 25							X		X
Week 26						X			
Week 27				X	X	X			
Week 28				X					
Week 29				X					X
Week 30				X					
Week 31									
Week 32									

Year 2	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 33		*X*							
Week 34								*X*	*X*
Week 35								*X*	*X*
Week 36	*X*							*X*	*X*
Week 37			*X*				*X*		*X*
Week 38				*X*	*X*				*X*
Week 39				*X*	*X*	*X*			*X*
Week 40									
Week 41					*X*			*X*	*X*
Week 42	*X*						*X*		*X*
Week 43						*X*			*X*
Week 44								*X*	*X*
Academic assignments	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*	*X*

Year 2	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Subject knowledge audits			X					X	X
Mentor Progress Meetings	X	X	X	X	X	X	X	X	X
Library & Online Resources	X	X	X	X	X	X	X	X	X
Personal Reading & Reflection	X	X	X	X	X	X	X	X	X
Placement based training	X	X	X	X	X	X	X	X	X
Safeguarding, Feminista and PREVENT training	X							X	X

Year 3	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 1									
Week 2									
Week 3									
Week 4									

Year 3	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 5									
Week 6	*X*								*X*
Week 7				*X*		*X*			
Week 8				*X*	*X*	*X*			*X*
Week 9				*X*	*X*			*X*	*X*
Week 10		*X*	*X*						
Week 11			*X*	*X*					
Week 12			*X*						
Week 13					*X*	*X*			
Week 14						*X*			
Week 15						*X*	*X*	*X*	*X*
Week 16				*X*	*X*		*X*		
Week 17									
Week 18									

Year 3	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 19								*X*	*X*
Week 20									
Week 21									
Week 22	*X*						*X*		*X*
Week 23	*X*						*X*		*X*
Week 24	*X*						*X*		*X*
Week 25									
Week 26			*5*						*X*
Week 27		*X*	*X*						*X*
Week 28		*X*		*X*	*X*				*X*
Week 29				*X*	*X*				*X*
Week 30						*X*			*X*
Week 31			*X*			*X*			*X*

Year 3	*High Expectations*	*How Pupils Learn*	*Subject and Curriculum*	*Classroom Practice*	*Adaptive Teaching*	*Assessment*	*Managing behaviour*	*Professional Behaviours*	*Personal and Professional Conduct*
Week 32									
Week 33									
Week 34								X	X
Academic assignments	X	X	X	X	X	X	X	X	X
Subject knowledge audits			X					X	X
Mentor Progress Meetings	X	X	X	X	X	X	X	X	X
Library & Online Resources	X	X	X	X	X	X	X	X	X
Personal Reading & Reflection	X	X	X	X	X	X	X	X	X
Placement based training	X	X	X	X	X	X	X	X	X
Safeguarding, Feminista and PREVENT training	X							X	X

Appendix: Progress Support Plans

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