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# **The Edge Hill Undergraduate Secondary Religious Education with QTS\* Teacher Curriculum Plan 2023 – 2024**

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# 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 BA (hons) Secondary Religious Education with QTS\* ensures complete coverage of the ITT Core Content Framework and its associated evidence basis (Department for Education, 2019) as appropriate for Secondary ITT.

This course develops subject specialist secondary school teachers who are innovative and creative, so that they can play their part in transforming the lives of young people in high schools throughout the region, nation and beyond. Our ambitious curriculum goes above and beyond the content of the CCF and is built upon the EHU ITE Pillars. In order to do this, half of the degree is about teaching and half about Religion.

It was important that when we constructed the curriculum for the Professional Study Modules that it had to be coherent. Mary Myatt (2018: 21) suggests that coherence “means paying careful attention to how the material to be studied is organised” and involves collaboration to ensure that there is a shared rationale for the sequencing and content to enable progression. Following Tom Sherrington (2017) we have an overriding schema for organising the Professional Study Modules across the Programme. The three modules studied each year are complimentary and progressive, based firmly on the EHU ITE Pillars.

- **Delivery of curriculum outcome(s) into composite and component elements**

Necessitating RE trainees understanding and utilisation of the relationship between teaching and learning, through the dominant theories of learning and the main discipline areas e.g., theology, philosophy and social science (Ofsted, 2021). An example of this is the consideration of the

academic study of religion increasingly recognising the limitation of the 'world religions paradigm'. Growing their awareness of the contrast between teachings of traditions and how these are experienced and lived out in people's lives. In order to develop pupils understanding of the complex reality of lived religion, which is less neat and tidy, more fluid, and always tied to particular contexts. With the outcome of providing a realistic encounter with the world of religion and belief.

- **How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject**

Surveys (Census, 2001; British Social Attitudes Survey, 2016; European Social Surveys, 2016) show that among young people in the UK (aged 16-29) 70% say they have no religion, and this has a bearing on the experiences and choices of RE teachers. The Secondary Undergraduate RE curriculum is deliberately designed to ensure an inclusive approach to RE (to include pupils from families who identify with or do not identify with religion or belief groups.) As such its promotion as instrumentally important in contributing to pupils' personal and social development (Jackson 2017). An illustration of a method explored is hermeneutics (Aldridge, 2018), bringing reliable information into relationship with knowledge and experience of pupils and teacher through active learning, including dialogue. A further example of this is the investigation of the shift to a religion and worldviews approach, with a view to reinvigorate the subject, to reinforce its importance as part of children and young people's education in a multi-religious and multi-secular world.

Trainees develop their knowledge and understanding of how to create accessible learning opportunities, designed to allow all learners to make progress. They are encouraged to critique our secondary curricula, considering if it privileges some pupils over others, design lessons and resources that are inclusive and explore representations of all groups, such as LGBTQIA and social classes in different expressions of religion and belief. For example, during Year 1, week 6 trainees focus on social justice in education when considering its purpose, then in week 12 on how poor literacy limits life chances, 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 RE.

- **Opportunities to revisit key learning**

In year 1, trainees study three modules: one which establishes the conditions for traineeship in order to help them understand their transition to higher education and the qualities that all learners – at any age – need to develop; one which establishes values, such as rights, sustainability and inclusion; and in the major module – which includes the Introductory placement - they begin their journey of learning specifically how to be teachers of RE. All these modules, but this module in particular, covers much of the CCF content, including teaching trainees about how children learn, the importance of high expectations and the idea of a curriculum as the progression model in which pupils know and remember more of what they are taught.

In year 2 trainees build on that knowledge developing what they know and remember about values (looking particularly at the history of those values) and teaching RE. They look at research informed knowledge by developing and awareness of how to do research. They develop this in year 3 when they do a small-scale project researching the possibilities for secondary education. This is one way that we ensure that our trainees understand the importance of evidence informed teaching. They look to the future, what educational values may become important and in their final subject specific pedagogy module explore how best to teach RE (again including professional placement in a school).

The Religion Modules are intended to provide a solid introduction to the study of Religion in the first year, enabling trainees to develop expertise in those subjects most likely to feature in a secondary school curriculum. These modules are chosen from the suite of available Religion Modules to give the best preparation for teaching in High schools. The central module of Year 1 is the 'Introduction to Religion' module which enables trainees to examine the concept of religion through the different ways of knowing such as theology, sociology and philosophy (Ofsted, 2021).

The six major world faiths which are taught in English secondary schools are all covered in the introductory Level 4 modules. The four faiths (Christianity, Judaism, Buddhism and Islam, along with Philosophy) are the most popular options at GCSE and A level, and so attention at these higher levels is given to them.

This curriculum ensures that they graduate as RE teachers who have excellent subject knowledge and are well placed to teach a high-quality RE curriculum.

#### References

Aldridge (2018) Religious education's double hermeneutic. *British Journal of Religious Education*, 40(3), pp.245-256

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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

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/>

Jackson (2017) Teaching inclusive religious education impartially: an English perspective. *British Journal of Religious Education*, 39(1), pp.1-18.

Myatt, M. (2018) *The Curriculum: Gallimaufry to coherence*, John Catt.

Sherrington, T. (2017) *The Learning Rainforest: Great Teaching in Real Classrooms*, John Catt.

## 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.

The curriculum is the progression 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/student-services/>

<https://www.edgehill.ac.uk/departments/support/student-services/wellbeing/>

<https://www.edgehill.ac.uk/departments/support/student-services/inclusive/>

# Assessing trainee progress in Secondary RE

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 tutorials and 'Weekly Development Summaries' which capture what trainees understand and can do in line with their specific course ITE curriculum.

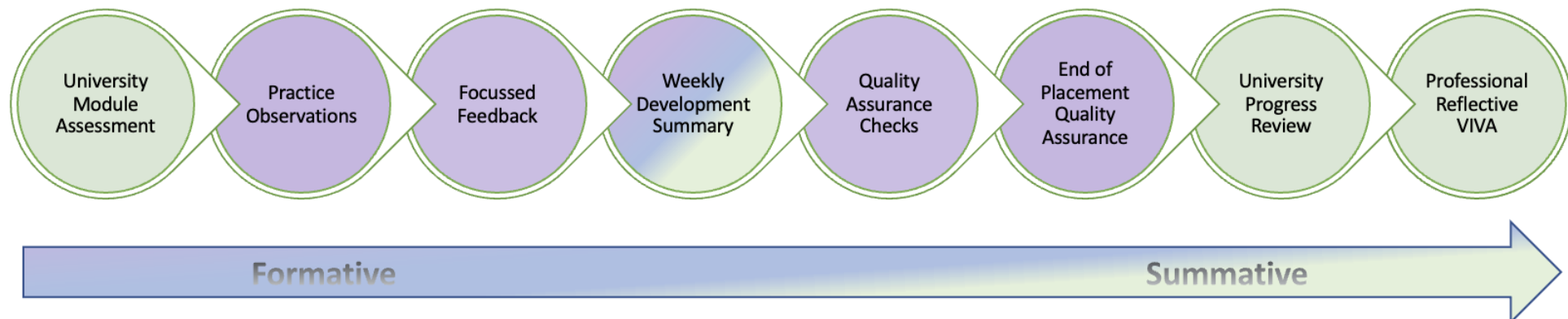
There is no separate curriculum for school-based experience. Instead, the specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional 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 Support 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 Weekly 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 whilst 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 whilst 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.

# Key Texts and Debates:

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- O'GRADY, K., 2019. *Religious Education as a Dialogue with Difference: Fostering Democratic Citizenship Through the Study of Religions in Schools*. 1st ed. London: Routledge

- PETT, S. 2022. *Religion and Worldviews in the Classroom: developing a Worldviews Approach Draft Resource* - The Religious Education Council of England and Wales. Available from: <https://www.religiouseducationcouncil.org.uk/projects/draft-resource/>.
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- WINTERSGILL, B., CUSH, D. and FRANCIS, D. 2019 *Putting Big Ideas Into Practice in Religious Education*, RE:Online.

# 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<br><i>What is the point of education?</i>        | <ul style="list-style-type: none"> <li>RE teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</li> <li>A school's RE 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.</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Communicate a belief in the academic potential of all pupils in RE.</li> <li>Contribute positively to the wider school culture and develop a shared responsibility for improving the lives of all young people in school.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 2/10 SH/PS</i><br><br>SEC1004<br><i>Seminar 5/10 GM</i> | <i>What is the purpose of 'education'?</i>                                             | HE2<br><br>HE5<br><br>MB2<br><br>PB3 | Progress Tutorial    |
| Key reading                                        | Forward to the New Edition (ppv-viii) in <i>The Lazy Teacher's Handbook</i> : Smith, J. and Gilbert, I. (2017) <i>The lazy teacher's handbook : new edition</i> . Revised and updated edn. Carmarthen, Wales: Independent Thinking Press.<br>Chp 1 <i>What is education for?</i> in Biesta, G. J. J. (2010) <i>Good education in an age of measurement : ethics, politics, democracy</i> . Florence: Taylor and Francis.<br>Available at: <a href="http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4186085">http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4186085</a> |                                                                                                                                                                                                                                                                             |                                                                                        |                                                                                        |                                      |                      |
| 7<br><i>What makes a good learning experience?</i> | <ul style="list-style-type: none"> <li>A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Begin to evaluate what a 'good' learning experience looks like.</li> <li>Develop an understanding of different pupil needs. Develop a positive,</li> </ul>                                                                           | SEC1001 Val<br><i>Lead Lecture 9/10 MS</i><br><br>SEC1004<br><i>Seminar 12/10 GM</i>   | <i>What role should an RE teacher have to create a successful learning experience?</i> | MB1<br><br>AT2<br><br>AT3            | 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<br>(indicators of progress)                                                 | CCF                        | Method of Assessment |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------|----------------------|
|                                                       | <ul style="list-style-type: none"> <li>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE.</li> <li>A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</li> </ul>                                                                                                                                                    | predictable and safe environment for pupils in RE lessons.                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |                                                                                           |                            |                      |
| Key reading                                           | PISA (2015) PISA in Focus: Do teacher-student relations affect students' well-being at school? Accessible from: <a href="https://doi.org/10.1787/22260919">https://doi.org/10.1787/22260919</a> .                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                                           |                            |                      |
| 8<br><i>What is a curriculum? Why do we need one?</i> | <ul style="list-style-type: none"> <li>A school's RE 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.</li> <li>Secure subject knowledge helps teachers to motivate pupils and teach effective RE lessons.</li> <li>RE is a statutory part of the basic curriculum in all maintained schools for all pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the rationale for curriculum choices, the process for arriving at current curriculum choices in RE.</li> <li>Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li> <li>Identify gaps in their own subject knowledge and plan to rectify these.</li> <li>Evaluate strengths and weaknesses of different agreed syllabi.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 16/10 PS</i><br><br>SEC1004<br><i>Seminar 19/10 GM</i> | <i>Why do we need a curriculum? What is the place of RE within the School Curriculum?</i> | HPL1<br><br>SC1<br><br>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 |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------|
| Key reading                                          | Fordham, M. 2020 What did I mean by 'the curriculum is the progression model'? <a href="https://clioetcetera.com/2020/02/08/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/</a>                                                                                                      |                                                                                                                                                                                                                                                                                                                        |                                                                                          |                                                                                                                                                                              |                                      |                      |
| 9<br><i>What are the key principles of planning?</i> | <ul style="list-style-type: none"> <li>Learning involves a lasting change in pupils' capabilities or understanding.</li> <li>Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed in RE.</li> <li>Explicitly teaching pupils the knowledge and skills they need to succeed within RE is beneficial.</li> </ul> | <ul style="list-style-type: none"> <li>Engage critically with research and using evidence to critique practice.</li> <li>Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of RE.</li> </ul>                                                                 | SEC1001 Val<br><i>Lead Lecture 23/10 GM</i><br><br>SEC1004<br><i>Seminar 26/10 GM</i>    | <i>What are the foundational concepts in RE?</i><br><i>What is the key to successful learning and how will we know it is successful?</i>                                     | SC2                                  | Progress Tutorial    |
| Key reading                                          | Chp 2 <i>Planning for Learning</i> in Evans, C. et al. (2009) <i>Teaching English: developing as a reflective secondary teacher</i> . London: Sage Publications                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                        |                                                                                          |                                                                                                                                                                              |                                      |                      |
| 10<br><i>What is Assessment for Learning?</i>        | <ul style="list-style-type: none"> <li>Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</li> <li>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.</li> </ul>                             | <ul style="list-style-type: none"> <li>Use assessments to check for prior knowledge and pre-existing misconceptions.</li> <li>Monitor pupil work during lessons, including checking for misconceptions.</li> <li>Focus on specific actions for pupils and providing time for pupils to respond to feedback.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 30/10 FO</i><br><br>SEC1004/3/4<br><i>Seminar 2/11 GM</i> | <i>What constitutes good assessment practice in RE?</i><br><i>How will you use the data and information from assessment to inform your planning and adapt your teaching?</i> | HE2<br>HE3<br>HE4<br>PB3<br>A1<br>A3 | 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 |
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|                                                                              | <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |               |                      |
| 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: <a href="https://eric.ed.gov/?id=EJ705962">https://eric.ed.gov/?id=EJ705962</a>                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |               |                      |
| 11<br>AAW<br>What does it mean to be professional (including Safeguarding )? | <ul style="list-style-type: none"> <li>DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</li> <li>RE 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.</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</li> <li>Develop as a professional, by receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards in a partner high school.</li> </ul> | <i>Lecture: Safeguarding and Professional Responsibilities (Including Induction to Careers SE 9.30).</i><br><br>6/11<br>LR<br><br><i>Enhancement visit to a secondary school.</i><br><br><i>Guided Independent Study: Online Safeguarding Children Training.</i> | <i>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?</i> | PB6           | Progress Tutorial    |
| Key reading                                                                  | DfE Keeping Children Safe in Education 2022. Accessible from: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf</a><br>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. |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |               |                      |
| 12<br>What is the RE Teacher's role in developing                            | <ul style="list-style-type: none"> <li>To access the RE curriculum, early literacy provides fundamental knowledge; reading</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to</li> </ul>                                                                                                                                                                                                                                                | SEC1001 Val<br><i>Lead Lecture 13/11 MS</i><br><br>SEC1004/3/4                                                                                                                                                                                                   | <i>Are we all teachers of literacy? How could you introduce unfamiliar vocabulary in a new topic?</i>                                                                                                    | SC 9<br>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 |
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| <i>literacy?</i>                                   | <p>comprises two elements: word reading and language comprehension.</p> <ul style="list-style-type: none"> <li>• Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</li> <li>• High-quality RE teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</li> </ul> | <p>high-utility and high-frequency vocabulary in what is taught.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> | <i>Seminar 16/11 GM</i>                                                                        | <i>How can we approach promoting reading for pleasure?</i>                                                                                                                   |                     |                      |
| Key reading                                        | <p>Chp 1 <i>Literacy and Social Class</i> in Daly, C. and Davison, J. (eds) (2020) <i>Debates in English teaching</i>. Second edn. Abingdon, Oxon: Routledge Available at: <a href="https://www.taylorfrancis.com/books/e/9780429506871">https://www.taylorfrancis.com/books/e/9780429506871</a> (Accessed: April 3, 2023).</p>                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                |                                                                                                                                                                              |                     |                      |
| 13<br><i>What is Systematic Synthetic Phonics?</i> | <ul style="list-style-type: none"> <li>• To access the RE 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.</li> <li>• There are various metacognitive strategies</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• To model reading comprehension by asking questions, making predictions and summarising when reading.</li> <li>• 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.</li> </ul>                                                                                                                                                                       | <p>SEC1001 Val<br/><i>Lead Lecture 20/11 MS</i></p> <p>SEC1004<br/><i>Seminar 23/11 GM</i></p> | <p><i>What does research tell us about the effectiveness of SSP?</i><br/><i>How could we use SSP in our secondary RE classrooms to support emergent readers/writers?</i></p> | CP 5<br>CP9<br>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 |
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|                                                    | linked to teaching emergent readers, such as word families and spelling rules.                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                        |                            |                      |
| Key reading                                        | Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. <i>American Economic Journal: Economic Policy</i> , 10(2), 217–241. <a href="https://doi.org/10.1257/pol.20160514">https://doi.org/10.1257/pol.20160514</a> .                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                        |                            |                      |
| 14<br><i>What makes effective learning in RE?</i>  | <ul style="list-style-type: none"> <li>Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</li> <li>Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned in RE.</li> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> </ul> | <ul style="list-style-type: none"> <li>Provide tasks that support pupils to learn key ideas securely (e.g., quizzing pupils so they develop fluency with key RE terminology).</li> <li>Give manageable, specific and sequential instructions.</li> <li>Check pupils' understanding of instructions before a task begins.</li> <li>Avoid overloading working memory, by taking into account pupils' prior knowledge when planning how much new information to introduce.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 27/11 PS</i><br><br>SEC1004<br><i>Seminar 30/11 GM</i> | <i>How can intrinsic and extrinsic rewards be used to support behaviour management in RE? Why is it important to give pupils opportunity to practise skills in RE?</i> | SC3<br><br>HPL7<br><br>MB7 | Progress Tutorial    |
| Key reading                                        | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i> , 12–20. <a href="https://doi.org/10.1111/j.1467-8535.2005.00507.x">https://doi.org/10.1111/j.1467-8535.2005.00507.x</a> .                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                        |                            |                      |
| 15<br><i>How do we develop High Expectations ?</i> | <ul style="list-style-type: none"> <li>Teacher expectations can affect pupil outcomes; setting goals that</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Set tasks that stretch pupils, but which are achievable, within a challenging RE curriculum.</li> </ul>                                                                                                                                                                                                                                                                                                                                     | SEC1001 Val<br><i>Lead Lecture 4/12 SPC</i><br><br>SEC1004                            | <i>What are the key RE skills that support learning and how can they be developed? What are considered high</i>                                                        | CP2<br><br>CP6<br><br>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 |
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|                                                              | <p>challenge and stretch pupils is essential in RE.</p> <ul style="list-style-type: none"> <li>Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure in RE.</li> </ul> | <ul style="list-style-type: none"> <li>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).</li> <li>Sequence RE lessons so that pupils secure foundational knowledge before encountering more complex content.</li> </ul>                             | <i>Seminar 7/12 GM</i>                                                                | <i>expectations at the different key stages?</i>                                                                                 |                           |                      |
| 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. <a href="https://doi.org/10.1371/journal.pone.0189335">https://doi.org/10.1371/journal.pone.0189335</a>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                       |                                                                                                                                  |                           |                      |
| 16<br><i>How do we promote Mental Health and Well-being?</i> | <ul style="list-style-type: none"> <li>Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</li> <li>Building effective relationships is easier when pupils believe that their feelings will be</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Use and personalise systems and routines to support efficient time and task management.-</li> <li>Draw explicit links between new content and the core concepts and principles in RE.</li> <li>Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 11/12 NR</i><br><br>SEC1004<br><i>Seminar 14/12 GM</i> | <i>How do you understand well-being and self-care in education?</i><br><br><i>How can we develop these skills in our pupils?</i> | MB4<br><br>MB5<br><br>PB7 | 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<br>(indicators of progress)                                                             | CCF                | Method of Assessment     |
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|                                                                           | <p>considered and understood.</p> <ul style="list-style-type: none"> <li>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                                                                                       |                    |                          |
| Key reading                                                               | <p>Chp 5 Literacy and mental well-being in Daly, C. and Davison, J. (eds) (2020) <i>Debates in English teaching</i>. Second edn. Abingdon, Oxon: Routledge. Available at: <a href="https://www.taylorfrancis.com/books/e/9780429506871">https://www.taylorfrancis.com/books/e/9780429506871</a> (Accessed: April 5, 2023).</p>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                                                                                       |                    |                          |
| 17                                                                        | <p style="text-align: center;"><b>Christmas vacation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                                                                                       |                    |                          |
| 18                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |                                                                                                       |                    |                          |
| <p>19</p> <p><i>What are the practicalities of planning a lesson?</i></p> | <ul style="list-style-type: none"> <li>Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as creativity, concrete and accessible.</li> <li>Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</li> <li>In RE and all subject areas, pupils learn new ideas by linking those ideas to existing</li> </ul> | <ul style="list-style-type: none"> <li>Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> <li>Balance exposition, repetition, practice of critical skills and knowledge in RE lessons.</li> </ul> | <p>SEC1001 Val<br/><i>Lead Lecture Thursday 4/1- 9-10am MS</i></p> <p>SEC1004<br/><i>Seminar 4/1 GM</i></p> | <p><i>What does effective teaching and learning look like in RE and how can this be achieved?</i></p> | <p>CP3<br/>CP4</p> | <p>Progress Tutorial</p> |

| 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 ( <i>indicators of progress</i> )                                                                                                                  | CCF                                                                    | Method of Assessment |
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|                                                                               | knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                                                                                                                                                  |                                                                        |                      |
| Key reading                                                                   | Chp 1 'Why don't students like school? In Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass.                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                                                                                                                                                  |                                                                        |                      |
| 20                                                                            | Assessment Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                                                                                                                                                  |                                                                        |                      |
| 21                                                                            | Assessment Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                                                                                                                                                  |                                                                        |                      |
| 22<br>Start of Sem 2<br><br><i>How are questioning and assessment linked?</i> | <ul style="list-style-type: none"> <li>Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs in RE.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> </ul> | SEC1001 Val<br><i>Lead Lecture 22/1 FO</i><br><br>SEC1004<br><i>Seminar 25/1 GM</i> | <i>How can questioning be used as a form of formative assessment? What is the difference between formative and summative assessment? Why are both important?</i> | CP1<br><br>CP6<br><br>SC21<br><br>HE4<br><br>HE6<br><br>PB3<br><br>PB4 | 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 |
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| Key reading                                                                                 | <p>Chp 1 <i>More Effective Questioning</i> in Pearsall, G. 2018 <i>Fast and Effective Assessment : How to Reduce Your Workload and Improve Student Learning</i>, Association for Supervision &amp; Curriculum Development. <i>ProQuest Ebook Central</i>, <a href="https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5342306">https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5342306</a>.</p> <p>William, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) <i>What Does This Look Like in the Classroom? Bridging the gap between research and practice</i>. Woodbridge: John Catt</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                             |                                                                                                                                             |                                                        |                      |
| 23<br><i>What is good classroom practice? Direct instruction vs constructivist learning</i> | <ul style="list-style-type: none"> <li>Effective RE teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>Practice is an integral part of effective RE teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</li> <li>In order for pupils to think critically in RE, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</li> <li>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).</li> <li>Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> </ul> | <p>SEC1001 Val<br/><i>Lead Lecture 29/1 PS</i></p> <p>SEC1004<br/><i>Seminar 1/2 GM</i></p> | <p><i>How can we develop pupils as independent learners in RE?</i></p> <p><i>How could you model critical thinking to pupils in RE?</i></p> | <p>HE2</p> <p>HE3</p> <p>HE4</p> <p>CP1</p> <p>CP8</p> | Progress Tutorial    |
| Key reading                                                                                 | <p>Chp 4 <i>Why is it so hard for students to understand abstract ideas?</i> in Willingham, D. T. (2009) <i>Why don't students like school?</i> San Francisco, CA: JosseyBass</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                             |                                                                                                                                             |                                                        |                      |
| 24<br><i>What does Current Learning Theory teach? Transformative Pedagogy</i>               | <ul style="list-style-type: none"> <li>Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>How to consider the factors that will support effective collaborative or paired work.</li> <li>Plan activities around what you want pupils to think hard about.</li> </ul>                                                                                                                                                                                                                                             | <p>SEC1001 Val<br/><i>Lead Lecture 5/2 SH</i></p> <p>SEC1004<br/><i>Seminar 8/2 GM</i></p>  | <p><i>How can we use high quality talk to support reflection in the RE classroom?</i></p>                                                   | <p>CP5</p> <p>CP7</p> <p>CP9</p>                       | 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<br>(indicators of progress)                                                                                                                 | CCF                                                    | Method of Assessment |
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|                                                  | <p>independence and academic success.</p> <ul style="list-style-type: none"> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</li> </ul>                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                           |                                                        |                      |
| Key reading                                      | <p>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 <i>ECS Transactions</i> 107:1</p> <p><a href="https://iopscience.iop.org/article/10.1149/10701.9827ecst/pdf">https://iopscience.iop.org/article/10.1149/10701.9827ecst/pdf</a></p> |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                                           |                                                        |                      |
| 25<br><i>What is the Differentiation Debate?</i> | <ul style="list-style-type: none"> <li>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of RE teaching.</li> <li>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in RE.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Adapt RE lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> <li>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.</li> </ul> | <p>SEC1001 Val<br/><i>Lead Lecture 12/2 PS</i></p> <p>SEC1004<br/><i>Seminar 15/2 GM</i></p> | <p><i>What differences are there between adaptive teaching and differentiation?</i></p> <p><i>How can we assure that learning in RE is inclusive?</i></p> | <p>HE3</p> <p>AT2</p> <p>AT3</p> <p>AT4</p> <p>AT6</p> | 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 ( <i>indicators of progress</i> )                                                        | CCF                                 | Method of Assessment |
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|                                                                         | <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Apply high expectations to all groups, and ensuring all pupils have access to a rich RE curriculum.</li> </ul>                                                                                                                                                                                                                  |                                                                                        |                                                                                                        |                                     |                      |
| Key reading                                                             | Sherrington, T. 2019b 'Rescuing Differentiation from the Checklist of Bad Practice.' <a href="https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/">https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/</a><br>Titchmarsh, A. 2019 'Meeting Individual Differences' in Capel, S, Leask, M, & Younie, S (eds) 2019, <i>Learning to Teach in the Secondary School: A Companion to School Experience</i> (8 <sup>th</sup> edn), Taylor & Francis Group, Milton |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                        |                                                                                                        |                                     |                      |
| 26<br><i>How do teachers help pupils overcome barriers to learning?</i> | <ul style="list-style-type: none"> <li>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 RE.</li> <li>Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</li> <li>In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex</li> </ul>                | <ul style="list-style-type: none"> <li>Identify essential concepts, knowledge, skills and principles within RE.</li> <li>Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within RE.</li> <li>Sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 19/2 PS/GM</i><br><br>SEC1004<br><i>Seminar 22/2 GM</i> | <i>How would you sequence learning activities in an RE lesson to help remove barriers to learning?</i> | HP2<br><br>HP5<br><br>HP6<br><br>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<br>(indicators of progress)                                                                                            | CCF            | Method of Assessment |
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|                                                                              | <p>mental models (or “schemata”); carefully sequencing RE teaching to facilitate this process is important.</p> <ul style="list-style-type: none"> <li>Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> </ul>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                             |                                                                                                                                      |                |                      |
| Key reading                                                                  | Howard Johnson summarises Bruner’s work on the spiral curriculum in this article: <a href="https://files.eric.ed.gov/fulltext/ED538282.pdf">https://files.eric.ed.gov/fulltext/ED538282.pdf</a>                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                             |                                                                                                                                      |                |                      |
| 27<br>AAW<br><br><i>How do schools support pupils with additional needs?</i> | <ul style="list-style-type: none"> <li>Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of RE teaching.</li> <li>Teaching assistants (TAs) can support pupils more effectively when they are prepared for RE lessons by teachers, and when TAs supplement rather than replace support from teachers.</li> <li>A predictable and secure environment benefits all pupils, but is particularly</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> | <i>Supporting pupils with SEND</i><br><i>Lead lecture 1</i><br><br><i>Supporting pupils with EAL</i><br><i>Lead lecture 2</i><br>26/2<br><br><i>Enhancement visit to a SEND school</i><br><br><i>Guided Independent Study</i><br><i>Online PREVENT / Feminista Training</i> | <i>What have you learnt from your visit to a SEND school?</i><br><i>How were experienced teachers using TAs to support students?</i> | AT2<br><br>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 ( <i>indicators of progress</i> )                                                                                                                                                   | CCF                       | Method of Assessment |
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|                                                                            | valuable for pupils with special educational needs.                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Discuss with expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.</li> <li>Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</li> </ul>                                                                                                                                                   |                                                                                   |                                                                                                                                                                                                   |                           |                      |
| Key reading                                                                | Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, <a href="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">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</a>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |                                                                                                                                                                                                   |                           |                      |
| 28<br><i>How do you manage your classroom: routines and expectations ?</i> | <ul style="list-style-type: none"> <li>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE lessons.</li> <li>A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</li> <li>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ul> | <ul style="list-style-type: none"> <li>Establish routines at the beginning of the school year, both in the RE classroom and around the school.</li> <li>Develop as a professional RE teacher by upholding the duties outlines in Part 2 of the Teachers' Standards.</li> <li>Respond quickly to any behaviour or bullying that threatens emotional safety.</li> <li>Use early and least-intrusive interventions as an initial response to low level disruption.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 4/3 FO</i><br><br>SEC1004<br><i>Seminar 7/3 GM</i> | <i>How important are routines, relationships and response to managing behaviour in the RE classroom?</i><br><br><i>How might you create a positive learning environment in your RE classroom?</i> | MB1<br><br>MB2<br><br>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 |
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| Key reading                                                          | Bennett, T. 2018 THE BEGINNING TEACHER'S BEHAVIOUR TOOLKIT: A SUMMARY <a href="https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf">https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf</a>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                                                                                                                                       |                                                 |                      |
| 29<br><i>How do you manage your classroom: pupil motivation?</i>     | <ul style="list-style-type: none"> <li>Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success in RE.</li> <li>Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> </ul> | <ul style="list-style-type: none"> <li>Establish a supportive and inclusive environment with a predictable system of reward and sanction in the RE classroom.</li> <li>Give manageable, specific and sequential instructions.</li> <li>Use consistent language and non-verbal signals for common classroom directions.</li> </ul> | SEC1001 Val<br><i>Lead Lecture 11/3 GM</i><br><br>SEC1004<br><i>Seminar 14/3 GM</i> | <i>What are the particular difficulties in motivating pupils studying RE and how might the teacher overcome them?</i><br><br><i>How might we challenge negative perceptions of the RE curriculum?</i> | MB1<br><br>MB4<br><br>MB5<br><br>MB6<br><br>MB7 | Progress Tutorial    |
| Key reading                                                          | Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a>                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                   |                                                                                     |                                                                                                                                                                                                       |                                                 |                      |
| 30<br><i>How do pupils learn: Knowledge and Science of Learning?</i> | <ul style="list-style-type: none"> <li>An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</li> <li>Working memory is where information that is</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>How to take into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>How to reduce distractions that take attention away from what is being taught (e.g., keeping the</li> </ul>                                                                 | SEC1001 Val<br><i>Lead Lecture 18/3 PS</i><br><br>SEC1004<br><i>Seminar 21/3 GM</i> | <i>What is the difference between working memory and long-term memory?</i><br><i>What is spaced retrieval practice?</i><br><i>Are Learning Styles simply a myth?</i>                                  | HPL4<br><br>HPL5<br><br>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<br>(indicators of progress)          | CCF        | Method of Assessment |
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|                           | <p>being actively processed is held, but its capacity is limited and can be overloaded.</p> <ul style="list-style-type: none"> <li>Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> <li>Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</li> </ul> <p>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.</p> | <p>complexity of a task to a minimum, so that attention is focused on the content).</p> <ul style="list-style-type: none"> <li>How to use retrieval and spaced practice to build automatic recall of key knowledge and how to deconstruct this approach.</li> <li>Engage critically with research.</li> </ul> |                                                           |                                                    |            |                      |
| Key reading               | <p>Pashler, H., McDaniel, M., Rohrer, D., &amp; Bjork, R. (2008) Learning Styles: Concepts and Evidence. <i>Psychological Science in the Public Interest</i>, 9 (3).</p> <p>Willingham, D. T. (2010) The Myth of Learning Styles, <i>Change</i>, 42(5), 32–35.</p>                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                               |                                                           |                                                    |            |                      |
| 31                        | <b>EASTER VACATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                               |                                                           |                                                    |            |                      |
| 32                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                               |                                                           |                                                    |            |                      |
| 33<br><i>What is PSHE</i> | <ul style="list-style-type: none"> <li>High-quality PSHE teaching has a long-term</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Use resources and materials aligned with the</li> </ul>                                                                                                                                                                                                                | SEC1001 Val<br><i>Lead Lecture 8/4</i>                    | <i>What does a good PSHE curriculum look like?</i> | HE6<br>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 |
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| and RSE?                                                 | <p>positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> <li>Explicitly teaching pupils the knowledge and skills they need to succeed within PSHE is beneficial.</li> </ul>                                                                                                                                                                                           | <p>school PSHE curriculum (e.g., textbooks or shared resources designed by expert colleagues that carefully sequence content).</p> <ul style="list-style-type: none"> <li>Be aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.</li> </ul>                                                                                                                                                              | <p>HM</p> <p>SEC1004 Seminar 11/4 GM</p>                                                     | <p>How can we relate learning in the RE classroom to the PSHE curriculum?</p>                                                                             |                       |                      |
| 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. <i>Educational Studies</i> , 46(1), 4-22. <a href="https://doi.org/10.1080/02643944.2020.1713868">https://doi.org/10.1080/02643944.2020.1713868</a>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                              |                                                                                                                                                           |                       |                      |
| 34<br>How do we become <i>Reflective Practitioners</i> ? | <ul style="list-style-type: none"> <li>Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Engage critically with research and using evidence to critique practice.</li> <li>Work as part of a professional team in an RE department.</li> <li>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).</li> </ul> | <p>SEC1001 Val<br/><i>Lead Lecture 15/4 GM</i></p> <p>SEC1004<br/><i>Seminar 18/4 GM</i></p> | <p>How has your knowledge of teaching and learning developed so far?</p> <p>Beyond teaching RE, how might you contribute to the wider school culture?</p> | <p>PB2</p> <p>PB3</p> | Progress Tutorial    |
| Key reading                                              | Chp 1 <i>Reflective Practice</i> in Sellars, M. (2017) <i>Reflective practice for teachers</i> . 2nd edn. 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<br><i>(indicators of progress)</i>                                                                                                                                                                                                                      | CCF                        | Method of Assessment |
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| 35<br><i>How can we succeed on placement?</i>                            | <ul style="list-style-type: none"><li>Engaging in high-quality professional development can help teachers improve.</li><li>Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li><li>Learning involves a lasting change in pupils' capabilities or understanding.</li><li>That there are certain standards of professional behaviour expected from teachers such as: attendance, punctuality, and appropriate communication.</li></ul> | <ul style="list-style-type: none"><li>Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</li><li>Engaging critically with research and using evidence to critique practice.</li></ul>                           | SEC1001 Val<br><i>Lead Lecture 22/4 PS/MS/SE Alternative Experience Opportunities</i><br><br>SEC1004<br><i>Seminar 25/4 GM</i>                                                     | <i>What type of RE teacher do you want to be?</i><br><br><i>How will you demonstrate your professionalism whilst on placement?</i>                                                                                                                                    | PB7<br><br>CP1<br><br>HPL1 | Progress Tutorial    |
| 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: <a href="http://bit.ly/2OvmvKO">http://bit.ly/2OvmvKO</a>                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                            |                      |
| Start of Introductory Professional Practice (Year 1 placement) (week 36) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                            |                      |
| 36<br>Introductory Placement 1                                           | <ul style="list-style-type: none"><li>Setting clear expectations can help communicate shared values that improve classroom and school culture.</li><li>Establishing and reinforcing routines, including through positive reinforcement, can help</li></ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"><li>Model courteous and aspirational behaviour.</li><li>Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable.</li></ul> | Professional Practice in school offers opportunities to:<br><br>1 Observe how expert colleagues set and model high expectations including their language, behaviour, and teaching. | <ul style="list-style-type: none"><li>What have you learnt about the importance of having high expectations?</li><li>How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?</li></ul> | HE4<br><br>MB1<br><br>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 |
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|                                | <p>create an effective learning environment in RE.</p> <ul style="list-style-type: none"> <li>The school's Safeguarding policy, DSO and safeguarding team and their role and the process for reporting concerns.</li> </ul>                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.</li> </ul>                                                                                                                                                                                                                                                                                              | <p>2 Read the school's behaviour policy.</p> <p>3 Observe how expert colleagues establish a supportive and inclusive environment.</p> <p>4 Become familiar with the school's safeguarding policy, the DSO and safeguarding team and know your role in this.</p>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Are there any specific safeguarding challenges within RE? What are they?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                      |
| Key reading                    | Tom Sherrington's Teacherhead Blog: <a href="https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/">https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/</a>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                      |
| 37<br>Introductory Placement 2 | <ul style="list-style-type: none"> <li>Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils in RE lessons.</li> <li>Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success in RE.</li> <li>Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> </ul> | <ul style="list-style-type: none"> <li>Set clear behavioural expectations and routines which establish a consistent and inclusive learning environment.</li> <li>Apply rules, sanctions, rewards, and praise in line with the school policy.</li> <li>Respond to any behaviour or bullying which threatens pupils' emotional safety.</li> <li>Establish and build positive and professional relationships which assist with managing behaviour (e.g., learning pupil names).</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Read the school policy on how to deal with bullying.</p> <p>2 Speak to your mentor about any structures or routines that are embedded in the school.</p> <p>3. Ask your mentor for a class list of a class you will be teaching so you can start to learn names.</p> <p>4 Become familiar with rewards and sanctions according to the school's behaviour policy.</p> | <ul style="list-style-type: none"> <li>Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom?</li> <li>What do you think a positive learning environment looks like in your subject? How would you plan for this?</li> <li>How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective/ineffective examples of this?<br/><i>Choose the pupil that will be the focus of the case study which forms part of the module assessment.</i></li> </ul> | HE1<br>MB4<br>MB5 | WDS Submitted        |
| Key reading                    | Tom Sherrington's Teacherhead Blog: <a href="https://teacherhead.com/2021/04/11/safety-net/">https://teacherhead.com/2021/04/11/safety-net/</a>                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                      |

| 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<br>(indicators of progress)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CCF         | Method of Assessment |
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| 38<br>Introductory Placement 3 | <ul style="list-style-type: none"> <li>A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</li> <li>Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed in RE.</li> </ul> | <ul style="list-style-type: none"> <li>Identify essential concepts, knowledge and skills within a carefully sequenced and coherent curriculum.</li> <li>Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in that subject.</li> <li>Plan and deliver a carefully sequencing curriculum which encompasses the school's vision for its knowledge, skills and values.</li> <li>Ensure that pupils' thinking is focused on key ideas and principles within RE.</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <ol style="list-style-type: none"> <li>1 Observe how an expert colleague ensures pupil master the foundations before moving on.</li> <li>2 Discuss with your mentor how they have planned their RE curriculum taking the school ethos/vision into account.</li> <li>3. Review with your mentor how SoWs transition pupils from foundational knowledge.</li> <li>4 Observe an expert colleague and discuss with them the essential skill/knowledge delivered as part of that lesson.</li> </ol> | <ul style="list-style-type: none"> <li>What are your areas for subject knowledge development? How will you address these?</li> <li>What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department's approach to T&amp;L?</li> <li>Have you been able to identify how students are supported in mastering important concepts in your subject? What made this effective?</li> <li><i>Discuss what you have learnt about your case study pupil.</i></li> </ul> | SC1<br>SC3  | WDS Submitted        |
| Key reading                    | Myatt, M, & Tomsett, J 2021, Huh: Curriculum Conversations Between Subject and Senior Leaders, John Catt Educational, Limited, Melton, Suffolk                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |                      |
| 39<br>Introductory Placement 4 | <ul style="list-style-type: none"> <li>Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks).</li> <li>Ensure that learning is sequenced so that pupils' master foundational</li> </ul>                                                                                                                                                                                                                                                                     | <p>Professional Practice in school offers opportunities to:</p> <ol style="list-style-type: none"> <li>1 Create a resource which could be used to address a common misconception in RE (e.g., 'all Muslims are religious').</li> </ol>                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Which aspects of the EHU ITT pillars do you feel you have covered this week?</li> <li>How effective have you been in helping to address pupils' misconceptions? How could you develop this?</li> </ul>                                                                                                                                                                                                                                                                                | SC4<br>SC10 | 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<br>(indicators of progress)                                                                                                                                                                                                                                                                                                                                                                                            | CCF          | Method of Assessment |
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|                                | <p>misconceptions is valuable, particularly in the teaching of literacy.</p> <ul style="list-style-type: none"> <li>Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</li> </ul>                                                                                   | <p>concepts before moving on.</p> <ul style="list-style-type: none"> <li>Anticipate, plan for and encourage pupils to share common misconceptions to they can be addressed, and pupils have relevant and accurate subject specific knowledge.</li> <li>Promote/improve pupils' literacy levels in RE (inc. the use of subject specific language).</li> </ul>                                                                                                                                                                    | <p>2 Discuss with expert colleagues how to develop pupils' literacy.</p> <p>3 Observe how expert colleagues demonstrate a clear understanding of systematic synthetic phonics in everyday teaching.</p>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>How do you feel you are developing in supporting and improving pupils' literacy in your lessons?</li> <li><i>Check that the draft of the case study is accurate, and includes sufficient detail</i></li> </ul>                                                                                                                                                                                |              |                      |
| Key reading                    | <p>Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: <a href="https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf</a></p>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |                      |
| 40 (school half term)          |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |                      |
| 41<br>Introductory Placement 5 | <ul style="list-style-type: none"> <li>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 RE.</li> <li>Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Sequence learning so pupils are secure in foundational knowledge before introducing more complex material.</li> <li>Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Discuss with your mentor how pupils' prior knowledge is taken into account when planning.</p> <p>2 Practise breaking complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps).</p> <p>3 Discuss with your mentor how to sequence lessons so</p> | <ul style="list-style-type: none"> <li>How is learning structured in your department? Can you link this to any of your university learning?</li> <li>How have pupils learnt in your lessons this week? How do you know this? What promotes this? What hinders?</li> <li>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?</li> </ul> | HPL2<br>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 |
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|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>this when pupils can apply such structures to prior learning.</p> <ul style="list-style-type: none"> <li>Provide pupils with opportunity to consolidate and practise new knowledge and skills.</li> </ul>                                                                                                                                                                                                                                                                                                                       | that pupils build upon prior knowledge and have opportunities to consolidate learning through practice.                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li><i>How do specialist colleagues in school support pupils – particularly your case study pupil?</i></li> </ul>                                                                                                                                                                                                                                                                             |                   |                      |
| Key reading                       | Deans for Impact (2015) The Science of Learning [Online] Accessible from: <a href="https://deansforimpact.org/resources/the-science-of-learning/">https://deansforimpact.org/resources/the-science-of-learning/</a> .                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                      |
| 42<br>Introductory<br>Placement 6 | <ul style="list-style-type: none"> <li>Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed in RE.</li> <li>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in RE.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Identify pupils who need new content further broken down and/or who benefit from additional adaptations.</li> <li>Support pupils with a range of educational needs including how to use guidance in the SEND code of practice.</li> <li>Ensure that all pupils have the opportunity to meet high expectations, rather than artificially creating distinct tasks for specific classes/pupils.</li> <li>Plan and include questions and discussions to extend and challenge pupils.</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Discuss with the teacher (and TA) how they adapt teaching to meet the needs of your Case Study pupil.<br/>2 Use this knowledge to plan a lesson, adapting your teaching to support your Case Study pupil.<br/>3 Observe how experienced teachers scaffold learning and how that scaffolding is gradually withdrawn.</p> | <ul style="list-style-type: none"> <li>How have you adapted your teaching to meet the needs of SEND pupils? How effective has this been?</li> <li>What does challenging pupils look like in your lessons? How could you develop this?</li> <li>Thinking about one of your lessons this week, how did this fit into the broader curriculum picture?</li> <li><i>Ensure that you have taught your case study pupil.</i></li> </ul> | AT1<br>AT3<br>AT4 | WDS Submitted        |
| Key reading                       | Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Special Educational Needs in Mainstream Schools Accessible from <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                      |
| 43<br>Introductory<br>Placement 7 | <ul style="list-style-type: none"> <li>Effective assessment is critical to teaching</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Plan formative assessment tasks linked</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | Professional Practice in school offers opportunities to:                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>How have you developed your questioning</li> </ul>                                                                                                                                                                                                                                                                                                                                        | A1<br>A3          | 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<br>( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                                                               | CCF | Method of Assessment |
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|                                                                        | <p>because it provides teachers with information about pupils’ understanding and needs in RE.</p> <ul style="list-style-type: none"><li>• Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</li><li>• 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.</li></ul> | <p>to lesson objectives and how to think ahead about what would indicate understanding (e.g., using hinge questions).</p> <ul style="list-style-type: none"><li>• Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions.</li><li>• Prompt pupils to elaborate on their responses to check secure understanding.</li><li>• Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task.</li></ul> | <p>1 Observe expert teachers’ use of questioning to check knowledge and understanding, develop pupil responses and challenge for deeper thinking.</p> <p>2 Look at your lesson plans so far – how have you embedded formative assessment opportunities?</p> <p>3 Discuss with your mentor the bigger picture of assessment in the department – when and how does it happen?</p> | <p>technique to help pupils progress?</p> <ul style="list-style-type: none"><li>• How does your department assess pupils? How is this reflected in your planning and teaching?</li><li>• How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice?</li><li>• <i>Ensure all elements of portfolio are complete.</i></li></ul> | A4  |                      |
| Key reading                                                            | Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. <i>Educational Assessment, Evaluation and Accountability</i> , 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 |
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| 1-5<br>Summer Vacation                                                |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                         |                                                                                                                                             |                                                                                                                                                                                                    |     |                      |
| 6<br><i>What does the curriculum need to deliver High Quality RE?</i> | <ul style="list-style-type: none"> <li>The curriculum is the Progression model; getting better at RE means pupils knowing more and remembering more of the RE curriculum they have been taught.</li> <li>Explicitly teaching pupils the knowledge and skills they need to succeed within RE is beneficial.</li> <li>Research informs good practice in Teaching RE.</li> </ul> | <ul style="list-style-type: none"> <li>Use literature to inform RE teaching.</li> <li>Understand how to revisit the big ideas within the RE curriculum over time and teach key concepts through a range of examples.</li> </ul>         | SEC2001 Val<br>Lead Lecture 3/10<br>Enlightenment values, FBV and Educational Change: an introduction.<br><br>SEC2004<br>Seminar 6/10<br>MS | What does research tell us about the best ways to improve Literacy and how does this relate to the key concepts on the RE Curriculum?<br>How has what is valued in RE Education changed over time? | SC5 | Progress Tutorial    |
| Key reading                                                           | 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<br><i>What are the disciplines in RE?</i>                           | <ul style="list-style-type: none"> <li>Learning involves a lasting change of pupils' knowledge or capabilities.</li> <li>The RE Curriculum is multidisciplinary, drawing on Theology, Philosophy, Ethnography, Social Sciences, History.</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Ensure pupils' thinking is focused on key ideas in RE.</li> <li>Ensure pupils have relevant discipline-specific knowledge, especially when being asked to think critically within RE.</li> </ul> | SEC2001 Val<br>Lead Lecture 10/10<br>Enlightenment and Education.<br><br>SEC2004<br>Seminar 13/10<br>MS                                     | How might an RE teacher teach RE through a disciplinary approach?                                                                                                                                  | 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 |
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|                                                                                      | <ul style="list-style-type: none"> <li>Research informs good practice in Teaching RE.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        |                                                                                                         |                     |                      |
| 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: <a href="http://bit.ly/2OvmvKO">http://bit.ly/2OvmvKO</a>                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        |                                                                                                         |                     |                      |
| 8<br><i>What does an RE teacher need to consider in planning effective learning?</i> | <ul style="list-style-type: none"> <li>A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.</li> <li>High quality RE can be taught in a variety of ways.</li> <li>Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases.</li> <li>Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> </ul> | <ul style="list-style-type: none"> <li>Include appropriate learning activities in an RE lesson.</li> <li>Enable critical thinking by first teaching the necessary foundational content knowledge.</li> <li>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills in RE lessons.</li> </ul> | SEC2001 Val<br>Lead Lecture 17/10<br>Duty of Care including H&S in the Classroom<br><br>SEC2004<br>Seminar 20/10<br>MS | What do RE teachers need to consider before beginning to plan and teach new knowledge and skills?       | MB 2<br>CP2<br>CP4  | Progress Tutorial    |
| Key reading                                                                          | 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. <a href="https://doi.org/10.1016/j.edurev.2013.11.002">https://doi.org/10.1016/j.edurev.2013.11.002</a>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                        |                                                                                                         |                     |                      |
| 9<br><i>What is curriculum intent?</i>                                               | <ul style="list-style-type: none"> <li>High-quality teaching has a long-term positive effect on pupils' life chances, particularly for</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Linking what pupils already know to what is being taught (e.g., explaining how new</li> </ul>                                                                                                                                                                                                           | SEC2001 Val<br>Lead Lecture 24/10<br>Class and Education Policy in England                                             | How inclusive is our curriculum? Does it advantage some pupils over others? How might we mitigate this? | HE6<br>SC7<br>HPL 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 |
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|                                                    | <p>children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> <li>Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</li> <li>In RE 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.</li> </ul> | <p>content builds on what is already known).</p> <ul style="list-style-type: none"> <li>Continually reflect on their teaching and pupils’ progress to improve their own teaching abilities.</li> <li>Promote inclusion and diversity in RE teaching.</li> </ul> | <p>SEC2004<br/>Seminar 27/10<br/>MS</p>                                                                                      |                                                                                          |            |                      |
| Key reading                                        | Sweller, J., van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251–296. <a href="https://doi.org/10.1023/A:1022193728205">https://doi.org/10.1023/A:1022193728205</a>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |                                                                                                                              |                                                                                          |            |                      |
| 10<br><i>How do we plan for progression in RE?</i> | <ul style="list-style-type: none"> <li>Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in RE.</li> </ul>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Connect learning to pupils’ prior knowledge.</li> <li>Sequence RE lessons so that pupils secure foundational</li> </ul>                                                                                                  | <p>SEC2001 Val<br/>Lead Lecture 31/10<br/>What progress is valued in education, and has been in the past?</p> <p>SEC2004</p> | What does progression look like in RE? How do we know if our pupils are making progress? | HE3<br>SC3 | Progress<br>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 |
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|                                                                                | <ul style="list-style-type: none"> <li>Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed in RE.</li> <li>RE lessons need clear learning objectives – a key question for each lesson is useful in focusing learning.</li> </ul>                                                                            | <p>knowledge before encountering more complex content.</p> <ul style="list-style-type: none"> <li>Explicitly teach pupils the knowledge and skills they need to succeed in RE.</li> <li>Address some simple misconceptions in pupils' knowledge and understanding of spelling, punctuation and grammar.</li> </ul>                    | Seminar 3/11 MS                                                                                                                                                                                     |                                                                              |         |                      |
| Key reading                                                                    | 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.<br><a href="https://doi.org/10.1177/1529100612453266">https://doi.org/10.1177/1529100612453266</a> |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                     |                                                                              |         |                      |
| 11<br>AAW<br><br><i>How do primary schools prepare pupils for high school?</i> | <ul style="list-style-type: none"> <li>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.</li> <li>To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading</li> </ul>                  | <ul style="list-style-type: none"> <li>Build upon prior knowledge (including from KS2).</li> <li>Demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.</li> <li>Support younger pupils to become fluent readers and to</li> </ul> | Lecture:<br><br>9am Introduction to Careers SE<br><br>SSP – how do children learn to read? 7/11<br><br>Enhancement visit to a Primary School.<br><br>GIS: Safeguarding and Prevent Online training. | What have you learnt about progression in RE 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 |
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|                                                                                                         | and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 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. <a href="https://doi.org/10.1016/j.edurev.2018.02.002">https://doi.org/10.1016/j.edurev.2018.02.002</a> .<br>Glazzard, J, & Stokoe, J 2017, Teaching Systematic Synthetic Phonics and Early English, Critical Publishing, St Albans. (Chapter 4) <a href="https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=4931928&amp;ppg=64">https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=4931928&amp;ppg=64</a> |                                                                                                                                                                                                                                                 |                                                                                                           |                                                                                                                                              |            |                      |
| 12<br><i>What is a spiral curriculum?</i>                                                               | <ul style="list-style-type: none"> <li>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.</li> <li>A spiral curriculum is important in helping pupils build cumulatively enough knowledge and develop skills in RE.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Plan sequences of learning in RE that build upon prior knowledge.</li> <li>Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of RE.</li> </ul> | SEC2001 Val<br>Lead Lecture 14/11<br>Development of Learning Theory<br><br>SEC2004<br>Seminar 17/11<br>MS | Do you agree that you can teach any concept in RE 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. <a href="https://doi.org/10.1007/s10648-010-9136-5">https://doi.org/10.1007/s10648-010-9136-5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                 |                                                                                                           |                                                                                                                                              |            |                      |
| 13<br><i>How do RE Teachers develop the confidence and resilience of pupils so that all are able to</i> | <ul style="list-style-type: none"> <li>Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in RE.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Plan and adapt learning based on formative assessment. Increase challenge with practice and</li> </ul>                                                                                                   | SEC2001 Val<br>Lead Lecture 21/11<br>E-Safety<br><br>SEC2004<br>Seminar 24/11                             | <ul style="list-style-type: none"> <li>How can we engage pupils and help build their resilience, particularly when teaching about</li> </ul> | HE2<br>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 |
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| <i>Progress?</i>                                               | <ul style="list-style-type: none"> <li>Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</li> <li>Technology and social media present learning opportunities when used well.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | retrieval as knowledge becomes more secure (e.g., by removing scaffolding, lengthening spacing or introducing interacting elements).                                                                | MS                                                                                                                      | <p>controversial issues, in RE?</p> <ul style="list-style-type: none"> <li>What are the potential benefits and dangers of technology and social media in RE?</li> </ul>                                                                                                                       |            |                      |
| Key reading                                                    | <p>Zins, J. E., Bloodworth, M. R., Weissberg, R. P., &amp; Walberg, H. J. (2007) The Scientific Base Linking Social and Emotional Learning to School Success. <i>Journal of Educational and Psychological Consultation</i>, 17(2–3), 191–210. <a href="https://doi.org/10.1080/10474410701413145">https://doi.org/10.1080/10474410701413145</a></p> <p>Chapter 7 of O'Neill, 2021 <i>Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners</i></p> <p>Revealing Reality (2023) <i>Anti-social Media: The violent, sexual and illegal content children are viewing on one of their most popular apps</i></p> <p><a href="https://revealingreality.co.uk/wp-content/uploads/2023/06/Revealing-Reality_Anti-social-Media_06-06-23.pdf">https://revealingreality.co.uk/wp-content/uploads/2023/06/Revealing-Reality_Anti-social-Media_06-06-23.pdf</a></p> |                                                                                                                                                                                                     |                                                                                                                         |                                                                                                                                                                                                                                                                                               |            |                      |
| 14<br><i>How are motivational environments fostered in RE?</i> | <ul style="list-style-type: none"> <li>A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.</li> <li>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Ensure activities chosen clearly link to the intended learning outcomes of each lesson, and build towards the ambitious end goal of the sequence.</li> </ul> | <p>SEC2001 Val<br/>Lead Lecture 28/11<br/>The evolution of motivation theory</p> <p>SEC2004<br/>Seminar 1/12<br/>MS</p> | <ul style="list-style-type: none"> <li>How did the best teachers encourage you to work hard in school? How did teachers encourage pupils on Year 1 placement to work hard?</li> <li>How did you motivate yourself to overcome the challenges when faced with 'difficult' material?</li> </ul> | MB2<br>MB7 | Progress<br>Tutorial |
| Key reading                                                    | <p>Lazowski, R. A., &amp; Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. <i>Review of Educational Research</i>, 86(2), 602–640. <a href="https://doi.org/10.3102/0034654315617832">https://doi.org/10.3102/0034654315617832</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                     |                                                                                                                         |                                                                                                                                                                                                                                                                                               |            |                      |

| 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 |
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| 15<br><i>How do children learn in RE?<br/>Recalling and retrieving</i> | <ul style="list-style-type: none"> <li>An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</li> <li>Committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</li> <li>A variety of recall and retrieval activities, regularly planned as part of the RE curriculum can be beneficial in helping pupils make progress.</li> </ul> | <ul style="list-style-type: none"> <li>Present information to pupils clearly and in small chunks.</li> <li>Successfully use modelling techniques, to aid pupils' cognitive skills.</li> </ul>                                                                              | SEC2001 Val<br>Lead Lecture 28/11<br>The psychology of learning<br><br>SEC2004<br>Seminar 1/12<br>MS | <ul style="list-style-type: none"> <li>What is the difference between modelling and demonstrating? Why is it important?</li> <li>How would an RE teacher use retrieval practice?</li> </ul> | HPL3     | Progress Tutorial    |
| Key reading                                                            | Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. <i>Journal of Applied Research in Memory and Cognition</i> , 5(4), 360–367. <a href="http://doi.org/10.1016/j.jarmac.2015.12.002">http://doi.org/10.1016/j.jarmac.2015.12.002</a> .<br>Baddeley, A. (2003) Working memory: looking back and looking forward. <i>Nature reviews neuroscience</i> , 4(10), 829-839.                                                              |                                                                                                                                                                                                                                                                            |                                                                                                      |                                                                                                                                                                                             |          |                      |
| 16<br><i>What is good RSE and PSHE?</i>                                | <ul style="list-style-type: none"> <li>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.</li> <li>It is important in PSHE and RSE to start with identifying pupil needs, including</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>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</li> </ul> | SEC2001 Val<br>Lead Lecture 5/12<br>RSE<br><br>SEC2004<br>Seminar 8/12<br>MS                         | What is the role of the form tutor in developing pupils?<br>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 |
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|                      | <p>starting lessons where students are at.</p> <ul style="list-style-type: none"> <li>PSHE and RSE is relevant and applicable across many important areas of their pupils' lives.</li> </ul> | <p>in their PSHE teaching and planning.</p> <ul style="list-style-type: none"> <li>Plan to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to the key stage.</li> <li>Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint.</li> <li>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.</li> </ul> |                                                                           |                                                                                                                       |          |                      |
| Key reading          | Chapter 6 and 8 of O'Neill, 2021 Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                                                                       |          |                      |
| 17                   | Christmas vacation                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                                                                       |          |                      |
| 18                   |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                                                                                       |          |                      |
| 19<br>ITaP Introduce | <ul style="list-style-type: none"> <li>Questioning is the most important kind of formative assessment. A key role of a question is</li> </ul>                                                | <ul style="list-style-type: none"> <li>Manage the process of which pupils answer, and when, to cause the greatest</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lecture:<br>Principles of effective questioning<br>(Tuesday 9-10, 1 hour) | Why is questioning such a useful tool for a teacher?<br>How would you prepare to use questioning with a particular RE | CP<br>AT | 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 |
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|                                              | <p>to give the teacher evidence on which to decide what to do next.</p> <ul style="list-style-type: none"> <li>There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov 2021).</li> <li>Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.</li> </ul> | <p>amount of thinking time to occur among the widest range of pupils by using no-hands questioning.</p> <ul style="list-style-type: none"> <li>Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.</li> </ul> | <p>Seminar: Questioning in subject areas (Thurs 1-3, 2 hours)</p> <p>Group Tutorial: Questioning led by subject specialist. (Thurs, 3-4, 1 hour)</p> | Class?                                                                                                                                                                                                                                                    |                                                                    |                      |
| Key reading                                  | <p>Lemov, D (2021), Teach Like a Champion 3. 0 : Chapter 7 (265-322)</p> <p>Wiliam, D. (2019) Teacher Magazine Podcast</p>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                                                                                                                           |                                                                    |                      |
| 20                                           | Assessment Week                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                                                                                                                           |                                                                    |                      |
| 21                                           | Assessment Week                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                                                                                                                           |                                                                    |                      |
| 22<br><i>How do we adapt teaching in RE?</i> | <ul style="list-style-type: none"> <li>Teachers can inspire pupils by having high expectations.</li> <li>Scaffolds are useful, such as writing frames or sentence starters, but must be temporary and need removing.</li> <li>There are formal SEN designations which some pupils have</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Set challenging objectives for all pupils.</li> <li>Support learners by scaffolding tasks – look at layers of scaffolding and consider when these could be removed.</li> <li>Accommodate learners with Specific</li> </ul>                         | <p>SEC2001 Val<br/>Lead Lecture 23/1<br/>Empire, Race and Education</p> <p>SEC2004<br/>Seminar 26/1<br/>MS</p>                                       | <ul style="list-style-type: none"> <li>Explain how adaptive teaching helps pupils learn.</li> <li>Some interpret adaptive teaching as giving pupils different tasks. Why might this be problematic for</li> </ul> <p>a) the pupil<br/>b) the teacher?</p> | <p>HPL9</p> <p>CP3</p> <p>CP4</p> <p>AT1</p> <p>AT3</p> <p>AT4</p> | 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 |
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|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                            | difficulties such as dyslexia, dyspraxia, ADHD.                                                                                                                                                                                                                                                    |                                                                                                                                       |                                                                                                                                                                                                            |                          |                      |
| 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. <i>Instructional Science</i> , 43(5), 615-641.                                                                                                                            |                                                                                                                                                                                                                                                                                                    |                                                                                                                                       |                                                                                                                                                                                                            |                          |                      |
| 23<br><i>What is Inclusive Teaching?</i> | <ul style="list-style-type: none"> <li>Some pupils need more support than others to progress through the RE curriculum.</li> <li>Additional adults and peers can be used to help pupils to learn, when they are used effectively.</li> <li>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</li> </ul> | <ul style="list-style-type: none"> <li>make accurate decisions – with support from colleagues, about the kinds of support that individual learners need.</li> <li>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</li> </ul> | SEC2001 Val<br>Lead Lecture 23/1<br>Gender, class and values<br><br>SEC2004<br>Seminar 26/1<br>MS                                     | What does an inclusive curriculum look like? How can an RE department be a part of this?                                                                                                                   | AT1<br>AT2<br>PB5<br>PB6 | Progress Tutorial    |
| Key reading                              | 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 <a href="http://eprints.uwe.ac.uk/12342/">http://eprints.uwe.ac.uk/12342/</a> .                                                                                              |                                                                                                                                                                                                                                                                                                    |                                                                                                                                       |                                                                                                                                                                                                            |                          |                      |
| 24<br><i>ITaP Analyse</i>                | <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Provide 'just enough' help to enable a pupil to correct a wrong answer.</li> <li>Probe a student to give better answers by asking one pupil several questions to</li> </ul>                                                                                 | Expert Modelling: Questioning (Tuesday 9-10, 1 hour)<br><br>Virtual Lesson Observations (Thursday 1-3)<br><br>Progress check: What do | Explain how questioning is used in the classroom to <ol style="list-style-type: none"> <li>assess knowledge and understanding</li> <li>challenge pupils to develop knowledge and understanding.</li> </ol> | CP<br>AT                 | 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 |
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|                                                              | <ul style="list-style-type: none"> <li>Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth.</li> <li>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.</li> </ul>                                | check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement.                                                                                                                                                                                                                            | you know about good questioning?<br>(Thurs 3-4, 1 hour)                                    |                                                                                                                                                                                                             |            |                      |
| Key reading                                                  | Gershon, M. and Bloom, B. S. (2018) How to use bloom's taxonomy in the classroom : the complete guide.<br>Sayers, J. (2013) Questioning John Sayers Geography Blog                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                             |                                                                                            |                                                                                                                                                                                                             |            |                      |
| 25<br><i>How do we manage behaviour in the RE classroom?</i> | <ul style="list-style-type: none"> <li>Behaviour is built upon routines, responses and relationships in the RE classroom.</li> <li>A consistent whole school approach to behaviour works.</li> <li>non-verbal signals can be useful in quietly managing behaviour in the class.</li> <li>Careful lesson planning can minimise potential disruption, looking for potential 'hot spots' such</li> </ul> | <ul style="list-style-type: none"> <li>Have high expectations of pupils' behaviour and remind pupils of expectations.</li> <li>use a school's behaviour system consistently.</li> <li>Manage low level misbehaviour behaviour, including the use of praise</li> <li>seek the right level of support when dealing</li> </ul> | SEC2001 Val<br>Lead Lecture 6/2<br>Legal Aspects of BM<br><br>SEC2004<br>Seminar 9/2<br>MS | Why are opening and closing routines important?<br>What systems and policies have you observed? How were these applied by teachers?<br>How do you consider behaviour management when planning your lessons? | MB2<br>MB4 | Progress<br>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 |
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|                                      | as transitions during collaborative learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | with challenging behaviour.                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                      |                                                                                                                                                      |                |                      |
| 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.<br>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<br><i>How do we assess in RE?</i> | <ul style="list-style-type: none"> <li>Effective assessment is critical to RE teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>Formative assessment is 'in the moment' and should help pupils to make progress. It happens subtly and consistently.</li> <li>Summative Assessment is a tool for judging how much of the RE curriculum a pupil has learnt at a moment in time.</li> <li>Formative assessment, done well, helps to improve summative assessment results in RE</li> </ul> | <ul style="list-style-type: none"> <li>Ask questions that enable pupils to know more and remember more in RE.</li> <li>use questioning and non-verbal reactions as formative feedback during RE lessons.</li> <li>Include summative and formative assessments as part of planning.</li> <li>adapt teaching so that all pupils progress through the RE curriculum in order to succeed in summative assessments.</li> </ul> | SEC2001 Val<br>Lead Lecture 13/2<br>Decolonising the Curriculum<br><br>SEC2004<br>Seminar 16/2<br>MS | Consider summative and formative assessment. Who benefits from each? Which is more important to:<br>a) pupils<br>b) teachers<br>c) parents / carers? | A1<br>A2<br>A4 | Progress<br>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 |
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| 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<br>AAW<br><br>ITaP Prepare | <ul style="list-style-type: none"> <li>RE Teachers can inspire pupils by having high expectations, particularly of learners with EAL.</li> <li>EAL is not a SEN.</li> <li>Some pupils need more support than others to progress through the RE curriculum.</li> <li>Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.</li> </ul> | <ul style="list-style-type: none"> <li>Set challenging objectives for all pupils.</li> <li>Support learners by scaffolding tasks and providing support.</li> <li>Accommodate learners with EAL.</li> <li>make accurate decisions – with support from colleagues, about the kinds of support that pupils including individual EAL learners need.</li> <li>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.</li> <li>Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.</li> </ul> | <p>EAL Conference 9-12 Tuesday</p> <p>Scenario Planning For questioning (Tuesday 1-3)</p> <p>Supported Questioning with invited pupils at EHU Thursday</p> | <p>How would you plan to support a learner with EAL in RE?</p> <p>How does effective questioning help this?</p> | CP<br>AT<br>A | Progress<br>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 |
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|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | •                                                                                                                                                                                                                                                |                                                                                                                                    |                                                                                                                                                                                                                                          |                 |                      |
| Key reading                                              | Sherrington, T 2020, Teaching WalkThrus: Five-Step Guides to Instructional Coaching,. Chapter 4 (265- 338)<br>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 <a href="http://files.eric.ed.gov/fulltext/EJ1081569.pdf">http://files.eric.ed.gov/fulltext/EJ1081569.pdf</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                  |                                                                                                                                    |                                                                                                                                                                                                                                          |                 |                      |
| 28<br><i>How do we use collaborative learning in RE?</i> | <ul style="list-style-type: none"> <li>Paired and group activities can increase pupil success in RE, but to work together effectively pupils need guidance, support and practice.</li> <li>How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>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).</li> </ul> | SEC2001 Val<br>Lead Lecture 27/2<br>Critical Pedagogy, postcolonialism and professional values<br><br>SEC2004<br>Seminar 1/3<br>MS | When planning for collaborative learning, what should teachers consider to ensure it will enable learning?<br><br>What different types of groupings might we use in the classroom?<br>What are the advantages and disadvantages of each? | CP9<br><br>CP10 | Progress Tutorial    |
| 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.<br><a href="https://doi.org/10.1080/02671522.2018.1452962">https://doi.org/10.1080/02671522.2018.1452962</a> .<br>Kagan: The Essential 5<br><a href="https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning">https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning</a><br><br>Kagan Structures, Processes<br><a href="https://web.p.ebscohost.com/ehost/detail/detail?vid=0&amp;sid=529e70d7-96a7-4c4a-892f-87522149b5a5%40redis&amp;bdata=JnNpdGU9ZWWhvc3QtbGl2ZSZyZ29wZT1zaXRI#AN=98323049&amp;db=ehh">https://web.p.ebscohost.com/ehost/detail/detail?vid=0&amp;sid=529e70d7-96a7-4c4a-892f-87522149b5a5%40redis&amp;bdata=JnNpdGU9ZWWhvc3QtbGl2ZSZyZ29wZT1zaXRI#AN=98323049&amp;db=ehh</a> |                                                                                                                                                                                                                                                  |                                                                                                                                    |                                                                                                                                                                                                                                          |                 |                      |
| 29<br><i>What is good RE learning</i>                    | <ul style="list-style-type: none"> <li>Homework can improve pupil outcomes in RE,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Plan home learning that extends or</li> </ul>                                                                                                                                                             | SEC2001 Val<br>Lead Lecture 5/3<br>LOTC Damien                                                                                     | What homework policies have you observed in school?                                                                                                                                                                                      | CP11            | 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 |
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| <i>out of school?</i>                   | 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.                                                                                                                                                                                                                                                                         | reinforces learning in school.                                                                                                                                                                                                                                                                                                                                                                                                                                     | SEC2004<br>Seminar 8/3<br>MS                                                               | How do we ensure homework is meaningful and purposeful?     |                |                      |
| Key reading                             | Herts & Bucks TSA Is Homework Beneficial? What does the research say?<br><a href="https://hertsandbucksablog.wordpress.com/2017/11/05/is-homework-beneficial-what-does-the-research-say/">https://hertsandbucksablog.wordpress.com/2017/11/05/is-homework-beneficial-what-does-the-research-say/</a>                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                            |                                                             |                |                      |
| 30<br><i>What is Talk for Learning?</i> | <ul style="list-style-type: none"> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary, therefore class discussion of difficult concepts or challenging subject matter is vital.</li> <li>Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as figurative language, concrete and accessible.</li> </ul> | <ul style="list-style-type: none"> <li>Including 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).</li> <li>Providing appropriate wait time between question and response where more developed responses are required.</li> <li>Narrate thought processes when modelling to make explicit how experts think (e.g., asking questions aloud that</li> </ul> | SEC2001 Val<br>Lead Lecture 12/3<br>The power of talk<br><br>SEC2004<br>Seminar 15/3<br>MS | How does an RE teacher use talk to ensure progress is made? | CP7<br><br>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 |
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|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).                                                                                                                                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                                     |                      |                      |
| Key reading                              | Alexander, R 2020, A Dialogic Teaching Companion, Taylor & Francis Group, Milton. (Pages 15-18) <a href="https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6128184&amp;ppg=26">https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6128184&amp;ppg=26</a><br>Dialogic Teaching   EEF (educationendowmentfoundation.org.uk)<br>O'Grady, K 2018, Religious Education As a Dialogue with Difference : Fostering Democratic Citizenship Through the Study of Religions in Schools, Taylor & Francis Group, Milton, pages 75-86 <a href="https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=5625309&amp;ppg=84">https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=5625309&amp;ppg=84</a> |                                                                                                                                                                                                                                                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                                     |                      |                      |
| 31                                       | EASTER VACATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                                     |                      |                      |
| 32                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |                                                                              |                                                                                                                                                                                                                                                                                                                     |                      |                      |
| 33<br><i>Building on Prior Knowledge</i> | <ul style="list-style-type: none"> <li>Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> <li>Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>How to take into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>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).</li> </ul> | SEC2001 Val Lead Lecture 9/4 Cultural Capital<br><br>SEC2004 Seminar 12/4 MS | How could you gauge pupils' prior knowledge when beginning a new topic, such as a Year 8 Buddhism module if it is not covered in Year 7?<br><br>Look at the lesson plan you produced for your SEC1004 assessment – Are there distractions in your plan that might take attention away from your learning objective? | HPL4<br>HPL5<br>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 |
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|                                                                          | gap are also likely to strengthen recall.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |                                                                                                                                              |                                                                                                                                                |            |                      |
| Key reading                                                              | Counsell, C. (2018) Senior Curriculum Leadership 1: The indirect manifestation of knowledge: (B) final performance as deceiver and guide<br><a href="https://thedignityofthethingblog.wordpress.com/2018/04/12/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/</a> |                                                                                                                                                                                                                                                                                            |                                                                                                                                              |                                                                                                                                                |            |                      |
| 34<br><i>What are my wider responsibilities as an RE teacher?</i>        | <ul style="list-style-type: none"> <li>DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</li> </ul>                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</li> </ul>                                                                                     | SEC2001 Val<br>Lead Lecture 16/4<br>Legal and Contractual Responsibilities<br><br>SEC2004<br>Seminar 19/4<br>MS                              | What are the legal responsibilities of schools and teachers?<br>How do these differ from contractual responsibilities?                         | PB6        | Progress Tutorial    |
| Key reading                                                              | Chapter 1 of O'Neill, 2021 Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners<br>Chapter 8 of Potts, R. 2021. The Caring Teacher: How to make a positive difference in the classroom<br>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.                                                                                  |                                                                                                                                                                                                                                                                                            |                                                                                                                                              |                                                                                                                                                |            |                      |
| 35<br><i>How do I develop as a reflective practitioner on placement?</i> | <ul style="list-style-type: none"> <li>Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</li> <li>RE Teachers can make valuable contributions to the wider life of the</li> </ul>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Engage critically with research and using evidence to critique practice.</li> <li>work as part of a professional team in an RE department.</li> <li>Contribute positively to the wider school culture and developing a feeling of shared</li> </ul> | SEC2001 Val<br>Lead Lecture 23/4<br>Placement Briefing<br><br>SE Alt Experience Opportunities (30 mins)<br><br>SEC2004<br>Seminar 25/4<br>MS | How has your knowledge of teaching and learning developed so far?<br>Beyond teaching RE, how might you contribute to the wider school culture? | PB2<br>PB3 | 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 |
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|                                                                           | school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.                                                                                                                                                                                                                                                                                                                       | 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).                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |                           |                      |
| 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 Placement 1                                              | <ul style="list-style-type: none"><li>RE Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</li><li>High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</li><li>DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</li></ul> | <ul style="list-style-type: none"><li>Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort in RE.</li><li>Set tasks in RE lessons which stretch pupils, but which are achievable.</li><li>Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.</li></ul> | Professional Practice in school offers opportunities to:<br><br>1 Observe how expert colleagues establish a supportive and inclusive environment.<br>2 Become familiar with the school's safeguarding policy, the DSO and safeguarding team and know your role in this.<br>3 Model positive, inspirational language and behavior in the classroom reflecting high expectations of pupils. | What have you learnt about the importance of having high expectations?<br><br>What do you think a positive learning environment looks like in RE? How would you plan for this?<br><br>How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this? | HE2<br><br>HE6<br><br>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 |
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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Contact the DSL and related colleagues and how to report safeguarding concerns (and what such concerns may look like).</li> </ul>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                      |
| 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. <a href="https://doi.org/10.1080/15427609.2016.1164552">https://doi.org/10.1080/15427609.2016.1164552</a>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                      |
| 37<br>Developmental Placement 2 | <ul style="list-style-type: none"> <li>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</li> <li>A school's RE curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn.</li> <li>RE must be objective, critical and pluralistic. A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Include appropriate learning activities in an RE lesson.</li> <li>Continually reflect on their teaching and pupils' progress to improve their own teaching abilities.</li> <li>teach key concepts through a range of examples.</li> <li>Apply rules, sanctions, rewards, and praise in line with the school policy.</li> <li>Establish and build positive and professional relationships which assist with managing</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <ol style="list-style-type: none"> <li>1 Become familiar with the school's rewards / sanctions according to the behaviour policy.</li> <li>2 Obtain class lists / seating plans and begin to learn pupil names.</li> <li>3 Discuss planning with your mentor to identify potential 'hot spots' for BM and prepare for them.</li> </ol> | <ul style="list-style-type: none"> <li>How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?</li> <li>Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work?</li> <li>Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom?</li> <li><i>Identify your Case Study class and the three focus pupils.</i></li> </ul> | MB1<br>MB2<br>SC1 | 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 |
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|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | behaviour (e.g., learning pupil names).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                      |
| Key reading                                       | Education Endowment Foundation (2018) Improving behaviour in schools. Accessed from: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                      |
| 38<br>Developmental Placement 3<br><br>ITap Enact | <ul style="list-style-type: none"> <li>• Good questioning helps RE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</li> <li>• 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 RE</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g., using hinge questions).</li> <li>• Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions.</li> <li>• Prompt pupils to elaborate on their responses to check secure understanding when questioning.</li> <li>• Monitor pupil understanding during lessons (inc. checking for misconceptions) by questioning as opposed to how busy they are or their</li> </ul> | Professional Practice including:<br>Lesson Observation: Questioning in subject areas (1 hour).<br>Co-planning (1 hour).<br>Deliberate Questioning Practice (1 hour).<br><br>Subject specific expert feedback and Co-planning around questioning (1 hour).<br>Trainee planning and artefacts (1 hour). | <ul style="list-style-type: none"> <li>• How do you use questioning to monitor pupil understanding and learning?</li> <li>• How do you use questioning to aid pupils to recall prior knowledge?</li> <li>• How do you use questioning to aid pupils in developing their responses?</li> <li>• Complete the Case Study template for your class/focus pupils.</li> <li>• Begin to teach your adapted SoW.</li> </ul> | CP2<br><br>AT2 | 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 |
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|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | understanding of the task.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                         |               |                      |
| Key reading                                                      | Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP.                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                         |               |                      |
| <b>39</b><br><b>Developmental Placement 4</b><br><br>ITaP Assess | <ul style="list-style-type: none"> <li>Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</li> </ul> | <ul style="list-style-type: none"> <li>Plan sequences of lessons that ensure foundational knowledge is secure before moving onto new, or more complex content and break complex material into small steps.</li> <li>Ensure sequences of lessons consider possible misconceptions and are not overly 'cluttered', distracting from the key content being taught.</li> <li>Ensure sequences of lessons build upon pupils' prior knowledge and regularly reviewing building knowledge, supporting pupils' recall and allowing opportunities for practice.</li> </ul> | Professional Practice in school offers opportunities to:<br><br>Trainee planning and artefacts (1 hour).<br><br>Lesson observation, feedback and assessment (2 hours).<br><br>Progress tutorial (Thursday 2-3, 1 Hour). | <ul style="list-style-type: none"> <li>What have you learned about the importance of carefully sequencing content?</li> <li>What have you learned about the nature of your classes, including any individuals with specific needs?</li> <li>How has your questioning technique developed? What evidence do you have of this?</li> </ul> | CP<br>AT<br>A | WDS<br>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 |
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|                              |                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Consider strategies for adapting teaching by identifying pupils who may need new content breaking down and liaising with the SENDCO/staff to support individual needs within lesson interventions.</li> </ul>                                                  |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |            |                      |
| Key reading                  | Education Endowment Foundation (2018) SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |            |                      |
| 40 (school half term)        |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |            |                      |
| Key reading                  |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |            |                      |
| 41 Developmental Placement 5 | <ul style="list-style-type: none"> <li>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</li> <li>Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective</li> </ul> | <ul style="list-style-type: none"> <li>Consider the effectiveness of adaptive teaching. Are the strategies in place supporting individuals to access learning and make progress?</li> <li>Contribute to the wider life of the school and its culture to enable a shared responsibility for</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Discuss with your mentor how they manage their workload, particularly marking.</p> <p>2 Think about how you are contributing to the wider school life through professional responsibilities and pastoral care.</p> <p>3 Practise using a variety of techniques to adapt teaching and scaffold</p> | <ul style="list-style-type: none"> <li>What strategies have you used to adapt your teaching? What has worked well / not so well?</li> <li>What opportunities are you able to take up to become involved in wider school life?</li> <li>Why are professional duties / responsibilities important (e.g., break duty)?</li> <li>How do experienced teachers manage their</li> </ul> | AT3<br>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 |
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|                                 | professional relationships with colleagues.                                                                                                                                                                                                                                                                                                                                                                         | improving the lives of pupils. <ul style="list-style-type: none"> <li>Personalise systems and routines which promote efficient time and task management.</li> <li>Protect time for rest and recovery and how to promote good mental well-being.</li> </ul>                                                                                                                                       | learning with your Case Study class.                                                                                                                                                                                                                                                                                                                                    | workload effectively?<br>What strategies have you adopted to help manage workload?                                                                                                                                                                                                                                   |                   |                      |
| Key reading                     | 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.<br><a href="https://doi.org/10.1177/0956797617739704">https://doi.org/10.1177/0956797617739704</a> .                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                      |                   |                      |
| 42<br>Developmental Placement 6 | <ul style="list-style-type: none"> <li>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</li> <li>A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.</li> <li>Setting clear expectations can help communicate shared values that improve</li> </ul> | <ul style="list-style-type: none"> <li>Manage low level disruption in the RE classroom, particularly through positive reinforcement.</li> <li>Use the school's BM policy consistently to manage classrooms.</li> <li>Review lesson plans to ensure correct level of challenge / pupil activity to avoid drift.</li> <li>Provide the necessary scaffolds for pupils and decide how and</li> </ul> | Professional Practice in school offers opportunities to:<br><br>1 Consider how your behaviour management has developed since week 1.<br><br>2 Practise using non-verbal signals to manage behaviour.<br><br>3 Review planning with your mentor to anticipate potential issues (e.g., pace, lack of challenge, pupil misunderstanding) which may lead to poor behaviour. | <ul style="list-style-type: none"> <li>How do experienced teachers use non-verbal signals to manage their classroom?</li> <li>When should sanctions be escalated - according to the school's BM policy?</li> <li>How does careful planning support behaviour management by avoiding or minimising issues?</li> </ul> | MB1<br>MB2<br>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 |
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|                                 | classroom and school culture.                                                                                                                                                                                                                                                                                                                                                    | when to remove them. <ul style="list-style-type: none"> <li>Check and develop pupils' recall of prior knowledge.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |                |                      |
| Key reading                     | Bennett, T. 2020 <i>Running the Room: The Teacher's Guide to Behaviour</i> , John Catt                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                            |                |                      |
| 43<br>Developmental Placement 7 | <ul style="list-style-type: none"> <li>Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>Working with colleagues to identify efficient approaches to assessment is important.</li> </ul> | <ul style="list-style-type: none"> <li>How to utilise externally validated material (such as past papers) to structure assessment tasks.</li> <li>Draw conclusions about pupil learning based on patterns of performance over a period of time.</li> <li>Scaffold and structure self and peer assessment, making use of model answers which highlight key details.</li> <li>Provide specific and helpful feedback which assist pupils in progressing, focussing on specific actions for pupils and giving them time to respond to such feedback</li> </ul> | Professional Practice in school offers opportunities to:<br><br>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?<br><br>2 Practise techniques such as live marking during lessons to aid with workload.<br><br>3 Become familiar with GCSE specification for RS. What does the syllabus look like? How are the exam questions structured? How does assessment at KS3 prepare pupils for KS4? | <ul style="list-style-type: none"> <li>How do assessment practices in the RE department motivate pupils to take ownership of their learning? How does it prepare them for GCSE or future study?</li> <li>How do you plan to check for prior knowledge and pre-existing misconceptions?</li> <li>Have you been able to identify any effective practice which would make assessment less onerous?</li> </ul> | A1<br>A6<br>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 |
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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (e.g., responding to feedback in their book).                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                      |
| Key reading                     | Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112.<br><a href="https://doi.org/10.3102/003465430298487">https://doi.org/10.3102/003465430298487</a>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                      |
| 44<br>Developmental Placement 8 | <ul style="list-style-type: none"> <li>Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</li> <li>Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</li> <li>SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement.</li> <li>Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment.</li> <li>Reflect upon their own personal and professional conduct.</li> <li>Seek appropriate support when dealing with specific issues (such as dealing with misbehaviour).</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>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?</p> <p>2 Consider your professional behavior beyond the RE classroom. How have you contributed beyond teaching RE?</p> <p>3 Have you been able to work with colleagues to apply school policies, such as behaviour and safeguarding consistently?</p> | <ul style="list-style-type: none"> <li>How well are you collaborating with other expert colleagues in your department and/or school?</li> <li>How effective is your understanding of the school’s safeguarding policy? Has this knowledge been put to the test?</li> <li>Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important?</li> </ul> | PB1<br>PB2<br>PB6 | WDS<br>Submitted     |
| 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.). <i>Handbook of classroom management: Research, practice, and</i>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                      |

| 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 |
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|                                                                         | <i>contemporary issues</i> (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 ( <i>indicators of progress</i> )                                                                                                                        | CCF   | Method of Assessment |
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| 1-5<br>Summer Vacation                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                               |                                                                                                                                                                        |       |                      |
| 6.<br><i>How do we inspire pupils to succeed?</i> | <ul style="list-style-type: none"> <li>RE is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.</li> <li>A culture of mutual trust and respect supports effective relationships.</li> <li>High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</li> </ul> | <ul style="list-style-type: none"> <li>Articulate their personal vision for RE and help pupils to see how these are related to their success in school and after.</li> <li>Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</li> <li>Strengthen their pedagogical and subject knowledge by participating in wider networks.</li> </ul> | Lead lecture on High Expectations: what might we expect of pupils in the future?<br>Subject specific seminar. | <i>1 What is your 'vision' for RE?</i><br><i>2 What do we mean by 'to succeed' in RE?</i><br><i>3 How do we support pupils in setting/managing aspirational goals?</i> | HE5,6 | Progress Tutorial    |
| Key reading                                       | Chapter 1 of Aronson, J. (Ed.) (2002) <a href="#">Improving academic achievement: Impact of psychological factors on education</a> . New York: Academic Press.<br>Pett(2022) <a href="#">Draft Worldviews in the Classroom Resource</a>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                               |                                                                                                                                                                        |       |                      |

| 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 ( <i>indicators of progress</i> )                                                                                                                                                                                      | CCF                   | Method of Assessment |
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| 7 <i>What are the Principles of effective assessment?</i>     | <ul style="list-style-type: none"> <li>Questioning is an essential tool for RE teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> <li>Effective assessment is critical to RE teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>Over time, feedback should support pupils to monitor and regulate their own learning in RE.</li> </ul> | <ul style="list-style-type: none"> <li>Provide appropriate wait time between question and response where more developed responses are required.</li> <li>Reframe questions to provide greater scaffolding or greater stretch.</li> <li>Discuss and analyse how pupils' responses to feedback can vary depending on a range of social factors, including their perception of the value of RE.</li> </ul> | Lead lecture on Principles of Assessment – and what assessment might look like in the future.<br>Subject Specific Seminars. | <i>1 What does research tell us is beneficial about AfL?</i><br><i>2 Why is questioning 'an essential tool'?</i><br><i>3 What AfL strategies have you used / observed when on placement last year?</i>                               |                       | Progress Tutorial    |
| Key reading                                                   | EEF (2016) <a href="#">A marked improvement? A review of the evidence on written marking</a> .<br>This <a href="#">web post</a> where Tom Sherrington summarises Dylan Wiliam's 5 approaches to formative assessment including the importance of effective classroom discussions, tasks and activities.                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                             |                                                                                                                                                                                                                                      |                       |                      |
| 8<br>How do we ensure Equality and Opportunity for all pupils | <ul style="list-style-type: none"> <li>Education has an important role to play in ensuring social justice, including racial literacy.</li> <li>It is important in RE, PSHE and RSE not to make assumptions about pupils, taking a</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Balance input of new content in RE so that pupils master important concepts, avoiding pedagogy that may be misleading and contribute to injustice, shame and stigma.</li> <li>Apply a wide variety of adaptive approaches to teaching and learning, including those with an emphasis on equality and justice.</li> </ul>                                         | Lead lecture on Racial Literacy<br>Subject specific seminars                                                                | <i>1 Consider assessment in RE. Does it favour some pupils over others? Which skills are valued over others? Why?</i><br><i>2 Is Racial literacy needed in schools with majority white students?</i><br><i>3 How would you adapt</i> | CP4<br>A2<br>A7<br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                    | CCF              | Method of Assessment |
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|                                                                                         | <p>measured, rather than value-laden approach.</p> <ul style="list-style-type: none"> <li>Good adaptive practice helps RE, PSHE and RSE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear and task completion.</li> <li>Working with colleagues to identify efficient approaches to assessment in RE is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>As a responsive part of AfL, build in additional practice or remove unnecessary expositions.</li> </ul>                                                                                                                          |                                                                                         | <i>teaching to ensure that all succeed in RE?</i>                                                                                                                                                                                  |                  |                      |
| Key reading                                                                             | <p>Daniel Muijs &amp; Mairead Dunne (2010) Setting by ability – or is it? A quantitative study of determinants of set placement in English secondary schools, <i>Educational Research</i>, 52:4, 391-407, DOI: <a href="https://doi.org/10.1080/00131881.2010.524750">10.1080/00131881.2010.524750</a></p> <p>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.," <i>Irish Journal of Academic Practice</i>: Vol. 10: Iss. 2, Article 8. <a href="https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1137&amp;context=ijap">https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1137&amp;context=ijap</a></p> |                                                                                                                                                                                                                                                                         |                                                                                         |                                                                                                                                                                                                                                    |                  |                      |
| 9<br>How do pupils and staff collaborate effectively to develop PSHE and RSE knowledge? | <ul style="list-style-type: none"> <li>Effective RE, PSHE and RSE teaching can transform pupils' knowledge, capabilities and beliefs about themselves.</li> <li>Teaching assistants (TAs) can support pupils more</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Respond to challenges that they might encounter in the RE, PSHE and RSE classroom.</li> <li>Choose and use appropriate strategies for collaborative learning in RE lessons (for example a map-from memory exercise to</li> </ul> | Lead lecture on PSHE – including the consultation on RSE.<br>Subject specific seminars. | <p><i>1. What are the benefits (and potential pitfalls) of collaborative learning?</i></p> <p><i>2. Should PSHE involve impartial information giving combined with skill development to use that Information, or are there</i></p> | CP1<br>AP<br>PB5 | Progress<br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                   | CCF                      | Method of Assessment |
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|                                                                                      | <p>effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.</p> <ul style="list-style-type: none"> <li>Specific 'knowledge' taught in PSHE education changes regularly, for example because of 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 and accurate.</li> <li>Group work can be effective if it is planned and managed well.</li> </ul> | <p>teach the cycle of Samsara) and in PSHE and RSE lessons.</p> <ul style="list-style-type: none"> <li>Apply a wide variety of adaptive approaches to teaching and learning, including those with an emphasis on interactive learning and the teacher as facilitator.</li> <li>Prepare teaching assistants for RE, 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 RE, PSHE and RSE lessons is additional to, rather than a replacement for, support from the teacher.</li> </ul> |                                                                                                 | <p><i>'right' answers that all pupils need to know?</i></p> <p><i>2 How should we as teachers and our TAs support pupils during group tasks in RE, PSHE and RSE lessons?</i></p>                                                  |                          |                      |
| Key reading                                                                          | Read the latest <a href="#">Statutory guidance Relationships and sex education (RSE) and health education</a> (2021) and two articles by Matt Bromley (2019) giving a teacher's perspective <a href="#">The Poisoned Chalice of PSHE</a> and <a href="#">Aspects of Effective PSHE</a>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                 |                                                                                                                                                                                                                                   |                          |                      |
| 10<br>How do we help pupils learn through direct instruction and improving literacy? | <ul style="list-style-type: none"> <li>Learning involves a lasting change in pupils' capabilities or understanding.</li> <li>To access the RE curriculum, early literacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Use concrete representations of abstract ideas (for example, making use of analogies, metaphors, examples and non-examples to teach about the Trinity).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                      | Lead lecture on Systematic Synthetic Phonics and improving literacy. Subject specific seminars. | <p><i>1 What is the relationship between direct instruction and enquiry learning?</i></p> <p><i>2. How might a teacher use systematic synthetic phonics in a high school RE class?</i></p> <p><i>3. How might you teach a</i></p> | HPL 1, 7, 8<br>SC 9, 10. | 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<br>( <i>indicators of progress</i> ) | CCF | Method of Assessment |
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|      | <p>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.</p> <ul style="list-style-type: none"> <li>• An RE teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to the substantive content of RE.</li> <li>• Regular purposeful practice of what has previously been taught in RE can help consolidate material and help pupils remember what they have learned.</li> <li>• Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</li> </ul> | <ul style="list-style-type: none"> <li>• Accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</li> <li>• Develop pupils' literacy by using elements of systematic synthetic phonics, particularly when introducing new vocabulary and developing pupils' reading comprehension by asking questions, making predictions, and summarising when reading.</li> </ul> |                                                           | <i>difficult concept in RE?</i>                    |     |                      |

| 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 ( <i>indicators of progress</i> )                                                                                                                                                                                 | CCF           | Method of Assessment |
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| Key reading                                              | Karen Edwards (2008) Examining the impact of phonics intervention on secondary students' reading improvement, <i>Educational Action Research</i> , 16:4, 545-555, DOI: <a href="https://doi.org/10.1080/09650790802445726">10.1080/09650790802445726</a><br>Rosenshine, B. (2010) <a href="#">Principles of instruction</a> , <i>Educational Practices Series</i> 21. IAE: Brussels      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                    |                                                                                                                                                                                                                                 |               |                      |
| 11 AAW<br>How do we teach Post-16?                       | <ul style="list-style-type: none"> <li>Secure subject knowledge helps RE teachers to motivate pupils and teach effectively. This is essential with post 16 learners.</li> <li>Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success, particularly post-16.</li> </ul> | <ul style="list-style-type: none"> <li>Adjust teaching to suit Post 16 learners, developing their independence.</li> </ul>                                                                                                                                                                                                               | Lead Lecture Including Reintroduction to Careers SE.<br><br>Sixth Form Experience Day.                             | <i>What have you learned about the transition to KS5 from your visit to a post-16 setting?</i><br><br><i>Should only the best teachers should teach 6th Form?</i>                                                               | SC2<br>CP5    | Progress Tutorial    |
| Key reading                                              | Chapter 1 of Shenton, AK 2021, <a href="#">Facilitating Effective Sixth Form Independent Learning : Methodologies, Methods and Tools</a> , Facet Publishing                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                    |                                                                                                                                                                                                                                 |               |                      |
| 12<br>How do we apply for jobs?<br>How do we teach GCSE? | <ul style="list-style-type: none"> <li>In order for pupils to think critically, they must have a secure understanding of knowledge within the RE topic they are being asked to think critically about.</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Choose, where possible, appropriate externally validated materials, used in controlled conditions when required to make summative assessments.</li> <li>Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate</li> </ul> | Lead Lecture on Applications from the EHU Careers Service.<br>Subject Specific Sessions / School Visit for GCSE RS | <i>1 How can we best prepare pupils for terminal examinations? Alongside their RE knowledge, what other skills do pupils need to develop?</i><br><i>2 What techniques might you use to help pupils learn key vocabulary for</i> | SC3,<br>6, 10 | 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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                | CCF              | Method of Assessment |
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|                                                      | <ul style="list-style-type: none"> <li>Secure subject knowledge (including knowledge of the exam specification) helps RE teachers to motivate pupils and teach GCSE RS effectively.</li> <li>Every RE teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual units of work.</li> </ul>                                         | <p>when attempting challenging GCSE RS work.</p> <ul style="list-style-type: none"> <li>Increase challenge with practice and retrieval as knowledge becomes more secure (e.g., by removing scaffolding, lengthening spacing or introducing interacting elements).</li> <li>Support weaker GCSE pupils to become fluent readers and to write fluently and legibly.</li> </ul>                                                                                                                                          |                                                                                                            | <p><i>their GCSE RS?</i></p> <p><i>3. What is your plan for applying for jobs?</i></p>                                                                                                                                                                         |                  |                      |
| Key reading                                          | <p>Adesope, O. O., Trevisan, D. A., &amp; Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. <a href="https://doi.org/10.3102/0034654316689306">https://doi.org/10.3102/0034654316689306</a>.</p> <p><a href="#">Cox, D. (2021) Supporting your GCSE students: how to make the most of the time left - (oup.com)</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                            |                                                                                                                                                                                                                                                                |                  |                      |
| 13<br>How do we get the job and manage our workload? | <ul style="list-style-type: none"> <li>It is important to identify efficient approaches to assessment, particularly in RE where staff may teach large numbers of pupils; assessment can become onerous and have a disproportionate impact on workload.</li> <li>Marking and assessment are not synonymous: high-quality feedback can be written or verbal.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Identify efficient approaches to marking and alternative approaches to providing feedback.</li> <li>Reduce the opportunity cost of marking.</li> <li>Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes.</li> <li>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.</li> </ul> | <p>Lead Lecture on Teaching Interviews from the EHU Careers Service.</p> <p>Subject Specific Seminars.</p> | <p><i>1 How did experienced RE teachers in your placement school last year manage their workload?</i></p> <p><i>2 What strategies have you tried or will you try to reduce workload?</i></p> <p><i>3. How would you answer common interview questions?</i></p> | A5,<br>A7<br>AT4 | Progress Tutorial    |
| Key reading                                          | <p>Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from:</p>                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                            |                                                                                                                                                                                                                                                                |                  |                      |

| 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 ( <i>indicators of progress</i> )                                                                                                                           | CCF          | Method of Assessment |
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|                                                                   | <a href="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">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</a> .                                                                                         |                                                                                                                                                                                                                                                              |                                                                                                                                                             |                                                                                                                                                                           |              |                      |
| 14<br>How do we use data effectively?                             | <ul style="list-style-type: none"> <li>Effective assessment is critical to teaching RE because it provides teachers with information about pupils' understanding and needs.</li> <li>To be of value, teachers use information from assessments in RE to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>Progress 8 is a measure used to rank schools' effectiveness in 'adding value' to pupils.</li> </ul>                                              | <ul style="list-style-type: none"> <li>Draw conclusions about what RE knowledge pupils have learned by looking at patterns of performance over a number of assessments.</li> <li>Record data only when it is useful for improving pupil outcomes.</li> </ul> | <p>Lead lecture on data – including how data can be used creatively in the future.</p> <p>Subject specific seminars.</p>                                    | <p><i>1 How do you use data gathered from RE assessment?</i></p> <p><i>2 How was assessment data used by the RE Department wider school in your year 2 placement?</i></p> | A1, 4        | Progress Tutorial    |
| 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, <a href="https://doi.org/10.1111/j.1468-0084.2011.00666.x">https://doi.org/10.1111/j.1468-0084.2011.00666.x</a><br>Deborah Weston <a href="#">GCSE RS 2020 Local Authority Data -final.pdf (natre.org.uk)</a> and this <a href="#">Reducing the attainment gap between disadvantaged pupils and their peers at A level draft for exec.pdf</a> |                                                                                                                                                                                                                                                              |                                                                                                                                                             |                                                                                                                                                                           |              |                      |
| 15<br>How do we work with Ofsted, Parents and other Stakeholders? | <ul style="list-style-type: none"> <li>Ofsted inspect schools using a 'Deep Dive' methodology to ensure they are safe and effective.</li> <li>To be of value, teachers use information from</li> </ul>                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>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.</li> </ul>                           | <p>Lead lecture on Ofsted's role in schools – including a discussion of how schools might be inspected in the future.</p> <p>Subject specific seminars.</p> | <p><i>1 How was achievement and progress in RE communicated to parents in your placement school last year?</i></p> <p><i>2 How can RE teachers build effective</i></p>    | 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 ( <i>indicators of progress</i> )                                                            | CCF          | Method of Assessment |
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|                                       | <p>assessments in RE to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p> <ul style="list-style-type: none"> <li>Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>Effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success in RE and across the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Seek opportunities to engage parents and carers in the religious education of their children.</li> <li>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 RE.</li> <li>Engage parents, carers and colleagues in informal and formal settings.</li> </ul> |                                                                                                               | <p><i>relationships with parents and carers?</i></p> <p><i>3. How can a school prepare for Ofsted?</i></p> |              |                      |
| Key reading                           | <p>EEF (2019) <a href="https://www.educationendowmentfoundation.org.uk">Parental How Can Schools Support Parents' Engagement - in their Children's Learning? Evidence from Research and Practice.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Amanda Spielman, (2018), sets out vision for (new) Education Inspection Framework <a href="https://www.gov.uk/government/news/chief-inspector-sets-out-vision-for-new-education-inspection-framework">https://www.gov.uk/government/news/chief-inspector-sets-out-vision-for-new-education-inspection-framework</a></p> <p>Ofsted (2022) Education inspection framework (EIF) <a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                               |                                                                                                            |              |                      |
| 16<br>How do we support EAL learners? | <ul style="list-style-type: none"> <li>There are various approaches within RE that support all children with context embedded and cognitively demanding work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Use the BEL stages for assessment.</li> <li>Celebrate culture, languages and difference in RE classes and throughout a school.</li> <li>Be sympathetic to the needs of RE pupils with EAL and those who are refugees.</li> </ul>                                                                                                                                                           | <p>Lead lecture on EAL – including the future of multilingual learning.</p> <p>Subject specific seminars.</p> | <p><i>How would you adapt your teaching and working if you have EAL learners in your class?</i></p>        | 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 ( <i>indicators of progress</i> )                                                                                        | CCF        | Method of Assessment |
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|                                    | <ul style="list-style-type: none"> <li>It is important to manage children's behaviour by building effective routines and relationships and recognising whether the behaviour is related to feelings of isolation and/or language barriers.</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Address ways of supporting families who have EAL.</li> </ul>                                                                                                                                                                                                                   |                                                                                 |                                                                                                                                        |            |                      |
| Key reading                        | 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.<br>Daborn, S., Zacarias, S., and Crichton, H., 2020. Subject Literacy in Culturally Diverse Secondary Schools: Supporting EAL learners. London: Bloomsbury Academic<br>Pim, C. (2012) <i>100 ideas for supporting learners with eal</i> . London: Continuum |                                                                                                                                                                                                                                                                                                                       |                                                                                 |                                                                                                                                        |            |                      |
| 17                                 | <b>Christmas vacation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                       |                                                                                 |                                                                                                                                        |            |                      |
| 18                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                       |                                                                                 |                                                                                                                                        |            |                      |
| 19 How do we prepare for placement | <ul style="list-style-type: none"> <li>Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</li> <li>Consciously engaging with the placement experience will help improve teachers.</li> <li>DSLs and other specialist colleagues have valuable</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Develop as a teacher on placement, by taking opportunities to practise, receive feedback and improve.</li> <li>Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.</li> </ul> | Lead lecture on safeguarding (Monday of Week 20).<br>Subject specific seminars. | 1 <i>What are you looking forward to on placement?</i><br>2 <i>What are your priorities for your own development as an RE teacher?</i> | PBI<br>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<br>( <i>indicators of progress</i> )                                                                                                                                                                                                                                   | CCF        | Method of Assessment |
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|                                                                           | <p>expertise and can ensure that appropriate support is in place for pupils.</p> <ul style="list-style-type: none"><li>• 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.</li></ul>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |            |                      |
| 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)<br>DfE Keeping Children Safe in Education 2022. Accessible from:<br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |            |                      |
| 20                                                                        | Assessment Week (Although Safeguarding Lecture is on Monday 8 <sup>th</sup> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |            |                      |
| 21                                                                        | ASSESSMENT WEEK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |            |                      |
| Start of consolidation Professional Practice (Year 3 placement) (week 22) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |            |                      |
| 22<br>Consolidation Placement 1                                           | <ul style="list-style-type: none"><li>• Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</li><li>• 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.</li></ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• 1. Model courteous and aspirational behaviour.</li><li>• 2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable.</li><li>• 3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.</li></ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Observe how expert colleagues establish a supportive and inclusive environment.</p> <p>2 Become familiar with the school’s safeguarding policy, the DSO and safeguarding team and know your role in this.</p> <p>3 Model positive, inspirational language and</p> | <p><i>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</i></p> | HE1<br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                                                       | CCF     | Method of Assessment |
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|                              | <ul style="list-style-type: none"> <li>In RE, as in other subjects, pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>4. Identify and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           | behavior in the classroom reflecting high expectations of pupils.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>practice during your observations this week? What was it? Why did it work/not work?</i>                                                                                                                                                                                                                                                                                            |         |                      |
| 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. <a href="https://doi.org/10.3102/0034654318759268">https://doi.org/10.3102/0034654318759268</a> .                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                       |         |                      |
| 23 Consolidation Placement 2 | <ul style="list-style-type: none"> <li>RE Teachers' expectations can affect pupil outcomes; setting goals that challenge and stretch pupils to know and remember more of the RE curriculum is essential.</li> <li>RE Teachers can influence pupils' resilience and beliefs about their ability to succeed in RE, by ensuring all pupils have the opportunity to experience meaningful success.</li> </ul> | <ul style="list-style-type: none"> <li>Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals.</li> <li>Check pupils' understanding of a task before it begins and address any misconceptions.</li> <li>Reinforce established school and classroom routines which maximise time for learning.</li> <li>Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils).</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>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.</p> <p>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 maintains high expectations.</p> <p>3 Discuss pupils' individual needs with expert colleagues and/or parents/carers.</p> | <i>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?</i> | 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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | CCF        | Method of Assessment |
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| Key reading                        | Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539.                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                      |
| 24<br>Consolidation<br>Placement 3 | <ul style="list-style-type: none"> <li>Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.</li> <li>The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</li> </ul>        | <ul style="list-style-type: none"> <li>Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions).</li> <li>Motivate pupils via the use of challenging content which builds towards pupils' long-term goals and aspirations.</li> <li>Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Practise a variety of behaviour management techniques including non-verbal signals.</p> <p>2 Review lesson planning with your mentor to ensure all pupils are challenged with high expectations and content delivery is stimulating.</p> <p>3 Practise using praise (verbal and rewards) to motivate pupils and encourage them to take responsibility for their learning.</p> | <p><i>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?</i></p> <p><i>Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management?</i></p> <p><i>What are your areas of development with regards setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom?</i></p> | HE2<br>MB3 | WDS submitted        |
| 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. <a href="https://doi.org/10.1016/j.edurev.2018.10.001">https://doi.org/10.1016/j.edurev.2018.10.001</a> |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                      |
| 25<br>Consolidation<br>Placement   | Half Term                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                      |
| Key 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<br>(indicators of progress)                                                                                                                                                                                                                                                                                                  | CCF               | Method of Assessment |
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| 26<br>Consolidation<br>Placement 4 | <ul style="list-style-type: none"> <li>An RE 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 (such as the Agreed Syllabus, or MAT curriculum) within a coherent wider vision for successful learning in RE.</li> <li>Ensuring pupils master foundational concepts and knowledge in RE before moving on is likely to build pupils' confidence and help them succeed.</li> <li>In RE, 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 RE</li> </ul> | <ul style="list-style-type: none"> <li>Plan and deliver a carefully sequenced RE curriculum which encompasses the school's vision for its knowledge, skills and values.</li> <li>Support pupils in building increasingly complex mental schemas over a period of time.</li> <li>Draw explicit links between new content and the core knowledge in RE.</li> <li>Revisit the big ideas of RE and teach key concepts through a range of examples.</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Review lessons so far with your mentor – is content broken into manageable chunks? Are activities well sequenced to support learning?</p> <p>2 Discuss with your mentor how the ethos and values of the school are embedded in the RE curriculum.</p> <p>3 Talk to your HoD about their rationale for curriculum design and how they support pupils in transitioning through the key stages.</p> | <p><i>How does the curriculum in your subject area promote the wider vision, values and skills of the school?</i></p> <p><i>What is the rationale behind the curriculum sequence and design in your subject area?</i></p> <p><i>Critically review your subject knowledge for this setting and suggest ways you could develop this.</i></p> | SC!<br>SC3<br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                                                                   | CCF                     | Method of Assessment |
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|                                    | curriculum to facilitate this process is important.                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |                         |                      |
| Key reading                        | Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |                         |                      |
| 27<br>Consolidation<br>Placement 5 | <ul style="list-style-type: none"> <li>Explicitly teaching pupils the substantive, disciplinary and personal knowledge they need to succeed within RE is beneficial.</li> <li>Pupils are likely to struggle to transfer what has been learnt in other subjects to RE.</li> <li>Requiring pupils to retrieve knowledge previously learnt in RE from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</li> </ul> | <ul style="list-style-type: none"> <li>Use retrieval and spaced practice to build recall of key knowledge over time.</li> <li>Provide tasks that support pupils to learn key ideas securely (such as low-level retrieval tasks) and are focussed on the intended learning outcomes.</li> <li>Interleave concrete and abstract examples via the use of examples, analogies, or metaphors.</li> <li>Balance exposition of new content, repetition, practice of new skills and knowledge.</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <ol style="list-style-type: none"> <li>1 Practise using spaced retrieval practice during delivery of RE lessons.</li> <li>2 Review your planning to ensure there are opportunities for pupils to practise new knowledge and skills.</li> <li>3 Discuss with you mentor your use of modelling and worked examples to scaffold learning. How could you develop this?</li> </ol> | <p><i>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 contributed to your knowledge and understanding about a particular topic? Critically reflect on your progression so far against the EHU ITE pillars.</i></p> | SC5<br>SC8<br>HPL8      | WDS submitted        |
| Key reading                        | Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27. <a href="https://doi.org/10.1016/j.tics.2010.09.003">https://doi.org/10.1016/j.tics.2010.09.003</a> .                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |                         |                      |
| 28<br>Consolidation<br>Placement 6 | <ul style="list-style-type: none"> <li>Regular purposeful practice of what has previously been taught in RE can help consolidate material and help pupils remember what they have learned.</li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Support collaborative/ paired/ group work so that engagement and motivation are not negatively affected.</li> <li>Discuss how the placement school changes groups regularly and ensures any groups based upon attainment are subject specific.</li> </ul>                                                                                                                                                                                                  | <p>Professional Practice in school offers opportunities to:</p> <ol style="list-style-type: none"> <li>1 Discuss with your mentor how pupils are grouped in school – what is the rationale for grouping pupils this way? What data is used</li> </ol>                                                                                                                                                                                         | <p><i>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.</i></p>                                                                                                                                                                                       | HPL7<br>CP7<br><br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                 | CCF               | Method of Assessment |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|
|                              | <ul style="list-style-type: none"> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding in RE and extend their vocabulary.</li> <li>Flexibly grouping pupils within the RE 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.</li> </ul>   | <ul style="list-style-type: none"> <li>Plan, regularly review and practice key concepts over time (for example, through the use of effective discussions and/or structured talk activities).</li> <li>Design practice and retrieval tasks that provide the right level of support so that pupils experience a high success rate when attempting challenging work.</li> </ul>                                                                      | <p>in order to group pupils?</p> <p>2 Practise using talk for learning in the classroom.</p> <p>3 Review practice and retrieval tasks used this week with your mentor – how well did they help pupils succeed when faced with challenging work?</p>                                                                  | <p><i>Why is it important to talk about adaptive teaching rather than differentiated teaching?</i></p>                                                                                                                                                                                                                                          |                   |                      |
| 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. <a href="https://doi.org/10.3102/0034654311405999">https://doi.org/10.3102/0034654311405999</a> .                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                 |                   |                      |
| 29 Consolidation Placement 7 | <ul style="list-style-type: none"> <li>Teaching assistants (TAs) can support pupils more effectively in RE when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.</li> <li>Adapting teaching in RE 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</li> </ul> | <ul style="list-style-type: none"> <li>Under the supervision of expert colleagues, make effective use of TAs, additional support staff and specialist support (e.g., SENCO, DSL)</li> <li>Plan for the use of TAs in RE lessons, recognising this is in addition to, rather than replacement of, support from the teacher.</li> <li>Decide whether intervention work with small groups within a lesson is more effective than planning</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Discuss with your mentor and/ TA how best to prepare and deploy TAs in your classroom.</p> <p>2 Review your adaptive teaching techniques with your mentor – how successful have they been in scaffolding learning?</p> <p>3 Talk to the EAL</p> | <p><i>How successful are you at making use of specialist support (such as TAs) in your lessons? How could this be developed? Critically reflect on your use of modelling and scaffolding. What knowledge and understanding of teaching pupils for whom English is an additional language have you gained through your academic reading?</i></p> | PB5<br>AT4<br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                                                                                                                      | CCF      | Method of Assessment |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------|
|                              | <p>expectations for particular pupils.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>                                                       | <p>different lessons for different groups of pupils.</p> <ul style="list-style-type: none"> <li>Reframe questions to provide greater scaffolding or greater challenge.</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <p>Coordinator (or SENDCO) about the school's approach to providing for pupils with EAL (e.g., Is CPD provided for staff?).</p>                                                                                                                                                                                                                                                                    | <p><i>How does this relate to your current practice and/or setting?</i></p>                                                                                                                                                                                                                                                                                                                                                                          |          |                      |
| Key reading                  | Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge.                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                      |
| 30 Consolidation Placement 8 | <ul style="list-style-type: none"> <li>To be of value, teachers use information from assessments in RE to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>Marking and assessment are not synonymous: high-quality feedback can be written or verbal.</li> </ul> | <ul style="list-style-type: none"> <li>Record data only when it is useful for the purpose of improving pupil outcomes.</li> <li>Utilise cost marking strategies (e.g., using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback.</li> <li>Where possible, use high quality verbal feedback during lessons and written feedback after lessons.</li> <li>Identify effective approaches to marking and alternative approaches to providing feedback.</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Discuss with your mentor the department's method of collecting and recording attainment data – how is pupil progress monitored?</p> <p>2 Practise giving high quality, specific verbal feedback in lessons.</p> <p>3 Moderate marking and feedback with your mentor (this could be exercise books, exam. responses etc.).</p> | <p><i>How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous? Have you (either in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have? Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes?</i></p> | A4<br>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 ( <i>indicators of progress</i> )                                                                                                                                                                                                                                                                                                                                                                                                                            | CCF               | Method of Assessment |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------|
|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                      |
| 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. <i>Social Psychology of Education</i> , 20(1), 15–37. <a href="https://doi.org/10.1007/s11218-016-9363-9">https://doi.org/10.1007/s11218-016-9363-9</a> .                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                      |
| 31<br>Consolidation<br>Placement 9  | <ul style="list-style-type: none"> <li>Anticipating common misconceptions in RE 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.</li> <li>It is important to identify efficient approaches to assessment, particularly in RE where staff may teach large numbers of pupils; assessment can become onerous and have a disproportionate impact on workload.</li> </ul> | <ul style="list-style-type: none"> <li>Prioritise the marking of errors relating to misunderstandings/ misconceptions rather than careless mistakes made whilst working.</li> <li>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).</li> <li>Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements).</li> </ul> | <p>Professional Practice in school offers opportunities to:</p> <p>1 Assess pupil work against relevant GCSE or A Level assessment criteria and moderate with your mentor.</p> <p>2 Use data from above to plan a lesson supporting pupils to improve and develop responses.</p> <p>3 Discuss the written feedback you have given to pupils with your mentor – is it appropriate (for age, ability etc.)?</p> | <p><i>How effective is your written feedback to pupils? To what extent do 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 prepared pupils for the next step?</i></p> | SC\$<br>A5        | WDS<br>submitted     |
| 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. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> , 43(3), 492-501. <a href="http://dx.doi.org/10.1037/xlm0000322">http://dx.doi.org/10.1037/xlm0000322</a> .                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                      |
| 32                                  | <b>EASTER VACATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                      |
| 33                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |                      |
| 34<br>Consolidation<br>Placement 10 | <ul style="list-style-type: none"> <li>Building effective relationships with</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Engage parents/carers in the education of their children</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             | Professional Practice in school offers opportunities to:                                                                                                                                                                                                                                                                                                                                                      | <i>How effective is your communication to</i>                                                                                                                                                                                                                                                                                                                                                                                                                              | PB1<br>PB4<br>PB7 | WDS<br>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<br>(indicators of progress)                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CCF | Method of Assessment |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------|
|                                                                         | <p>parents, carers and families can improve pupils' motivation, behaviour and academic success.</p> <ul style="list-style-type: none"><li>Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</li><li>Engaging in high-quality professional development can help RE teachers improve.</li></ul> | <p>(including effective use of parents' evenings)</p> <ul style="list-style-type: none"><li>Critically engage with research and use evidence to critique practice.</li><li>Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes.</li><li>Build effective working relationships by working with colleagues as part of a team.</li></ul> | <p>1 Discuss communication with parents/carers with your mentor – what methods does the school use for this?</p> <p>2 Reflect upon how your engagement with research and CPD you have attended have informed and developed your practice.</p> <p>3 With your mentor, identify opportunities you would like in your ECT phase to develop your practice further.</p> | <p><i>parents/carers in relation to pupil's achievements and well-being?</i></p> <p><i>Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like?</i></p> <p><i>What CPD may you find it useful to engage with in the future (during your ECT phase for example)?</i></p> <p><i>How has your understanding of 'professionalism' developed since the start of your ITT programme?</i></p> <p><i>What insights have you made?</i></p> |     |                      |
| Key reading                                                             | 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. <a href="https://doi.org/10.1007/s11218-018-9439-9">https://doi.org/10.1007/s11218-018-9439-9</a> .                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                      |
| 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                                                             |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                      |

| 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<br>( <i>indicators of progress</i> ) | CCF | Method of Assessment         |
|-----------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------|-----|------------------------------|
| 38                    |                                                                          |                                                                            |                                                           |                                                    |     |                              |
| Key reading           |                                                                          |                                                                            |                                                           |                                                    |     |                              |
| 39                    |                                                                          |                                                                            |                                                           |                                                    |     | Professional Reflective Viva |
| Key reading           |                                                                          |                                                                            |                                                           |                                                    |     |                              |
| 40 (school half term) |                                                                          |                                                                            |                                                           |                                                    |     |                              |
| Course end            |                                                                          |                                                                            |                                                           |                                                    |     |                              |

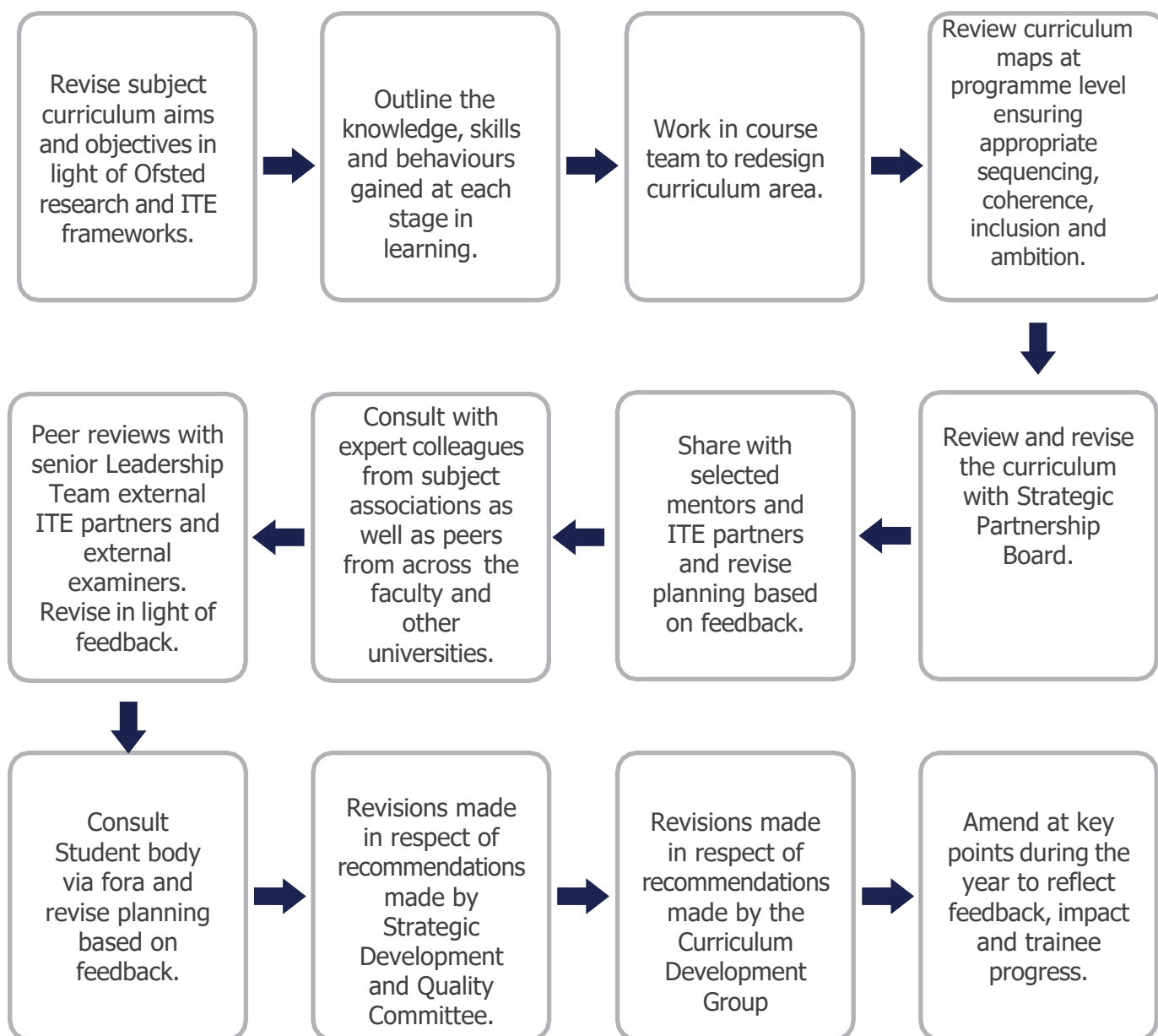
# Intensive Training and Practice (ITP) Curriculum Map 2023/24

| Pre ITP training                                                                                                                                               |                                                                                                                                                                                                                  | Trainees have completed the year 1 curriculum                                                                                                     |                                                              |                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|
| Date: Week 19                                                                                                                                                  | Week 24                                                                                                                                                                                                          | Week 27 AAW                                                                                                                                       | Week 38 (Dev Placement wk 3)                                 | Week 39 (Dev Placement wk 4)                             |
| INTRODUCE/                                                                                                                                                     | ANALYSE                                                                                                                                                                                                          | PREPARE                                                                                                                                           | ENACT                                                        | ASSESS                                                   |
| Learning about the theory of teaching and learning.                                                                                                            | Using representations to analyse expert teaching.                                                                                                                                                                | Using approximations to practice and get feedback.                                                                                                | Receiving support to apply learning in the classroom.        | Tracking trainees' growing knowledge and skills.         |
| Lecture:<br>Principles of effective questioning<br>(Tuesday 2 <sup>nd</sup> Jan 9-10, 1 hour)                                                                  | Expert Modelling:<br>Questioning<br>(Tuesday 6 <sup>th</sup> Feb, 9-10, 1 hour)                                                                                                                                  | Scenario Planning: Questioning in the Classroom<br>(Tuesday 27 <sup>th</sup> Feb, 2 hours)                                                        | Lesson Observation: Questioning in subject areas<br>(1 hour) | Trainee planning and artefacts<br>(1 hour)               |
| Assigned Readings<br>Lemov, D (2021), <i>Teach Like a Champion 3.0</i> : Chapter 7 (265-322)<br>William, D. (2019) <i>Teacher Magazine Podcast</i><br>(1 hour) | Assigned Readings<br>Gershon, M. and Bloom, B. S. (2018) <i>How to use bloom's taxonomy in the classroom: the complete guide.</i><br>Sayers, J. (2013) <i>Questioning John Sayers Geography Blog</i><br>(1 hour) |                                                                                                                                                   | Co-planning (1 hour)                                         | Lesson observation, feedback and assessment<br>(2 hours) |
| Seminar:<br>Questioning in subject areas<br>(Thurs 4 <sup>th</sup> Jan 1-3, 2 hours)                                                                           | Lesson Observation: Questioning in subject areas<br>(Thurs 8 <sup>th</sup> Feb 1-2, 1 hour)                                                                                                                      |                                                                                                                                                   | Deliberate Practice<br>(1 hour)                              |                                                          |
|                                                                                                                                                                | Lesson Observation: Questioning outside subject areas<br>(Thurs 8 <sup>th</sup> Feb 2-3, 1 hour)                                                                                                                 | Assigned Readings<br>Sherrington, T 2020, <i>Teaching WalkThrus: Five-Step Guides to Instructional Coaching.</i> Chapter 4 (265- 338)<br>(1 hour) | Subject specific expert feedback and Co-planning<br>(1 hour) | Progress tutorial<br>(Thursday 2-3, 1 Hour)              |
| Group Tutorial:<br>Questioning led by subject specialist<br>(Thurs 4 <sup>th</sup> Jan, 3-4, 1 hour)                                                           | Progress check: What do you know about good questioning?<br>(Thurs 8 <sup>th</sup> Feb 3-4, 1 hour)                                                                                                              | Role Plays: Supported Questioning with invited pupils at EHU<br>(Thursday 29 <sup>th</sup> Feb, 2 hours)                                          | Trainee planning and artefacts<br>(1 hour)                   | Mentors complete WDS (1 hour)                            |
| 5 hours                                                                                                                                                        | 5 hours                                                                                                                                                                                                          | 5 hours                                                                                                                                           | 5 hours                                                      | 5 hours                                                  |

# 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                |
|--------------------------|------------------------------------|-----------------------------|
| Dr. Helen Sheehan        | PGCE Humanities Lead / EE          | Sheffield Hallam University |
| Phil Paul                | ITE Lead                           | Byrchall High School        |
| Beth Stewart             | RE mentor                          | Byrchall High School        |
| Karen McConnachie        | Science mentor                     | Byrchall High School        |
| Rob Anderton             | History mentor                     | Byrchall High School        |
| Dawn Cox                 | Head of RE                         | Manningtree High School     |
| Dr Rachael Jackson-Royal | Exams and Higher Education Officer | NATRE Executive             |
| Liam Betney              | Head of RE/ Mentor                 | UpHolland High School       |
| Jane Yates               | NW RE Hubs Lead                    | RE Hubs                     |



# 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 Religious 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);

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

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

| <i>Year 1</i>  | <i>High Expectations</i> | <i>How Pupils Learn</i> | <i>Subject and Curriculum</i> | <i>Classroom Practice</i> | <i>Adaptive Teaching</i> | <i>Assessment</i> | <i>Managing behaviour</i> | <i>Professional Behaviours</i> | <i>Personal and Professional Conduct</i> |
|----------------|--------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|-------------------|---------------------------|--------------------------------|------------------------------------------|
| <i>Week 14</i> |                          | X                       | X                             |                           |                          |                   | X                         |                                |                                          |
| <i>Week 15</i> | X                        |                         |                               | X                         |                          |                   |                           |                                | X                                        |
| <i>Week 16</i> |                          |                         |                               |                           |                          |                   | X                         | X                              | X                                        |
| <i>Week 17</i> |                          |                         |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 18</i> |                          |                         |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 19</i> |                          |                         |                               | X                         |                          |                   |                           |                                |                                          |
| <i>Week 20</i> |                          |                         |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 21</i> |                          |                         |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 22</i> | X                        |                         | X                             | X                         |                          |                   |                           | X                              | X                                        |
| <i>Week 23</i> | X                        |                         |                               | X                         |                          |                   |                           |                                | X                                        |
| <i>Week 24</i> |                          |                         |                               | X                         |                          |                   |                           |                                |                                          |
| <i>Week 25</i> | X                        |                         |                               |                           | X                        |                   |                           |                                |                                          |
| <i>Week 26</i> |                          | X                       | X                             |                           |                          |                   |                           |                                |                                          |
| <i>Week 27</i> |                          |                         |                               |                           | X                        |                   |                           | X                              | X                                        |
| <i>Week 28</i> |                          |                         |                               |                           |                          |                   | X                         |                                |                                          |
| <i>Week 29</i> |                          |                         |                               |                           |                          |                   | X                         |                                |                                          |
| <i>Week 30</i> |                          | X                       |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 31</i> |                          |                         |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 32</i> |                          |                         |                               |                           |                          |                   |                           |                                |                                          |

| <i>Year 1</i>                                       | <i>High Expectations</i> | <i>How Pupils Learn</i> | <i>Subject and Curriculum</i> | <i>Classroom Practice</i> | <i>Adaptive Teaching</i> | <i>Assessment</i> | <i>Managing behaviour</i> | <i>Professional Behaviours</i> | <i>Personal and Professional Conduct</i> |
|-----------------------------------------------------|--------------------------|-------------------------|-------------------------------|---------------------------|--------------------------|-------------------|---------------------------|--------------------------------|------------------------------------------|
| <i>Week 33</i>                                      | X                        |                         | X                             |                           |                          |                   |                           |                                | X                                        |
| <i>Week 34</i>                                      |                          |                         |                               |                           |                          |                   |                           | X                              | X                                        |
| <i>Week 35</i>                                      |                          | X                       |                               | X                         |                          |                   |                           | X                              | X                                        |
| <i>Week 36</i>                                      | X                        |                         |                               |                           |                          |                   | X                         | X                              | X                                        |
| <i>Week 37</i>                                      | X                        |                         |                               |                           |                          |                   | X                         |                                | X                                        |
| <i>Week 38</i>                                      |                          |                         | X                             |                           |                          |                   |                           |                                | X                                        |
| <i>Week 39</i>                                      |                          |                         | X                             |                           |                          |                   |                           |                                | X                                        |
| <i>Week 40</i>                                      |                          |                         |                               |                           |                          |                   |                           |                                |                                          |
| <i>Week 41</i>                                      |                          | X                       |                               |                           |                          |                   |                           |                                | X                                        |
| <i>Week 42</i>                                      |                          |                         |                               |                           | X                        |                   |                           |                                | X                                        |
| <i>Week 43</i>                                      |                          |                         |                               |                           |                          | X                 |                           |                                | X                                        |
| <i>Academic assignments</i>                         | X                        | X                       | X                             | X                         | X                        | X                 | X                         | X                              | X                                        |
| <i>Subject knowledge audits</i>                     |                          |                         | X                             |                           |                          |                   |                           | X                              | X                                        |
| <i>Mentor Progress Meetings</i>                     | X                        | X                       | X                             | X                         | X                        | X                 | X                         | X                              | X                                        |
| <i>Library &amp; Online Resources</i>               | X                        | X                       | X                             | X                         | X                        | X                 | X                         | X                              | X                                        |
| <i>Personal Reading &amp; Reflection</i>            | X                        | X                       | X                             | X                         | X                        | X                 | X                         | X                              | X                                        |
| <i>Placement based training</i>                     | X                        | X                       | X                             | X                         | X                        | X                 | X                         | X                              | X                                        |
| <i>Safeguarding, Feminista and PREVENT training</i> | 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 |                   |                  |                        |                    |                   |            |                    |                         |                                   |

| Year 2  | 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                 |            |                    |                         |                                   |
| Week 25 |                   |                  |                        |                    |                   |            | X                  |                         | X                                 |
| Week 26 |                   |                  |                        |                    |                   | X          |                    |                         |                                   |
| Week 27 |                   |                  |                        | X                  | X                 | X          |                    |                         |                                   |
| Week 28 |                   |                  |                        | X                  |                   |            |                    |                         |                                   |
| Week 29 |                   |                  |                        | X                  |                   |            |                    |                         | X                                 |
| Week 30 |                   |                  |                        | X                  |                   |            |                    |                         |                                   |
| Week 31 |                   |                  |                        |                    |                   |            |                    |                         |                                   |

| Year 2  | 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 |                   | 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                                 |

| Year 2                                       | High Expectations | How Pupils Learn | Subject and Curriculum | Classroom Practice | Adaptive Teaching | Assessment | Managing behaviour | Professional Behaviours | Personal and Professional Conduct |
|----------------------------------------------|-------------------|------------------|------------------------|--------------------|-------------------|------------|--------------------|-------------------------|-----------------------------------|
| 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 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 |                   |                  |                        |                    |                   |            |                    |                         |                                   |

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

| Year 3  | High Expectations | How Pupils Learn | Subject and Curriculum | Classroom Practice | Adaptive Teaching | Assessment | Managing behaviour | Professional Behaviours | Personal and Professional Conduct |
|---------|-------------------|------------------|------------------------|--------------------|-------------------|------------|--------------------|-------------------------|-----------------------------------|
| Week 17 |                   |                  |                        |                    |                   |            |                    |                         |                                   |
| Week 18 |                   |                  |                        |                    |                   |            |                    |                         |                                   |
| 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                                 |

| Year 3                                       | High Expectations | How Pupils Learn | Subject and Curriculum | Classroom Practice | Adaptive Teaching | Assessment | Managing behaviour | Professional Behaviours | Personal and Professional Conduct |
|----------------------------------------------|-------------------|------------------|------------------------|--------------------|-------------------|------------|--------------------|-------------------------|-----------------------------------|
| Week 30                                      |                   |                  |                        |                    |                   | X          |                    |                         | X                                 |
| Week 31                                      |                   |                  | X                      |                    |                   | X          |                    |                         | X                                 |
| 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

