# ITT Course Curriculum: BA (Hons) Secondary Religious Education with QTS\*

Year 1

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## How to use this ITT curriculum

This ITT curriculum outlines what trainees on this course are expected to know and be able to do for each week they are on their ITT and the method by which trainee progression will be assessed. It is subject specific, informed by pertinent research and underpinned with the Core Content Framework and its associated evidence (as necessary for those seeking to be recommending for QTS at the conclusion of their ITT). It is sequential in its approach, mapped against the various components of the Core Content Framework and shows a purposeful integration of centre-based (university-based) learning into Professional Practice. There is no separate ‘Professional Practice’ curriculum for trainees to follow. Instead, there is one single one single curriculum which encompasses all the learning which should take place throughout the ITT course.

### If you are a trainee:

This is the curriculum you will follow each week throughout your ITT course both when you are at university and when you are on Professional Practice (these weeks are shown in orange). It provides the learning which will be delivered to you in your subject, the knowledge, and skills you will be expected to demonstrate each week and the questions which assist you, your tutor, and your mentor (during Professional Practice) in assessing if you are making progress or if further support is needed. **You need to complete every week of this curriculum to meet the necessary Standards required for QTS recommendation at the end of this course and to ensure you are able to transition into your Early Career Teaching (ECT) phase.**

### If you are a school-based expert colleague (mentor or lead):

This curriculum outlines what trainees in this subject should know and be able to do throughout their ITT. This includes the weeks when they are on Professional Practice being supported by their expert mentor (these weeks are shown in orange). There is no separate ‘Professional Practice’ curriculum, rather one single subject specific curriculum which encompasses every week of ITT allowing you to see the prior learning and what trainees can already do and understand prior to working with you. Throughout their course trainees will continue to have their learning delivered by Edge Hill colleagues (this will be online throughout Professional Practice). We ask our expert-colleagues to provide opportunities for trainees to demonstrate, practise, receive feedback, or get better at the skills which they are expected to be ‘able to do’ each week. We also ask mentors to assess the extent to which the trainee has made progress each week using the ‘key questions’ provided and completing the relevant section (2) on the Weekly Development Summary (WDS) during the weekly mentor meeting in addition to confirming on the form if the trainee is making sufficient progress. Additional support for mentors is available via the weekly communications and the [FoE mentor space.](https://sites.google.com/view/foementorspace/secondary-and-further-education/pp-paperwork)

## Rationale of curriculum coverage and sequence including use of pertinent research

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 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 curriculum across the Programme. Curricula 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.

## Opportunities to revisit key learning

Year 1 trainees routinely revisit key learning regularly throughout the programme and build on the earlier work on the curriculum to consider how pupils learn, both generally and in relation to RE.  They gain knowledge of a range of learning theories by being asked to consider the ways in which teaching and learning of religion and worldviews is influenced by key theorists.  There are strong and coherent links between this work and subject-specific content in the curriculum; for example, trainees are required to practice and apply their knowledge of pedagogical approaches such as phenomenology, critical realism and the interpretive approach (initially considered in week 5) to the content on assessment, adaptive teaching and planning in relation to their understanding of the RE curriculum (in weeks 11-18). Similarly, although there is a strong emphasis on the way in which, for example, Cognitive Load Theory relates to effective RE teachers in week 14, trainees are also encouraged to reconsider this content in how it supports approaches to modelling and scaffolding in week 18.

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 (taught outside of the ITE structure) are chosen from the suite of available Religion Modules to give the best preparation for teaching in High schools. The six major world faiths which are taught in English secondary schools are all covered in Year 1.

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>
* 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.

| Week (starting 3.10.22) | For the subject they are training in trainees should know that:  *(max 3 bullet points)* | For the subject they are training in trainees should be able to:  *(max 3 bullet points)* | Key questions  *(2-3 as indicators of progress)* | CCF | Method of Assessment |
| --- | --- | --- | --- | --- | --- |
| 1 | * RE Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. * A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils. * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | * Communicate their passion for and commitment to an education in religion and worldviews to pupils * Communicate a belief in the academic potential of all pupils. * Begin to evaluate what a ‘good’ learning experience looks like in the RE classroom. | *Reflect on the role and purpose of education: what does a good RE classroom look like?* | HE 2, 5  MB2 | WDS |
| CCF evidence base | \*PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: https://doi.org/10.1787/22260919. | | | | |
| 2 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment within the RE classroom and throughout the school. * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of RE teaching. * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in RE. | * Have the capacity to understand different pupil needs in the RE classroom. * Have the capacity to create a positive, predictable and safe environment for pupils both in the RE classroom and throughout the school. | *Is equity or equality more important in education?*  *How much freedom should students have to learn independently?*  *What role should an RE teacher have in creating a successful learning experience for all pupils?* | MB1  AT2  AT3 | WDS |
| CCF evidence base | \*Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf. | | | | |
| 3 | * Learning involves a lasting change in pupils’ capabilities or understanding. * A school’s 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. * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | * Discuss the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s RE curriculum materials inform lesson preparation. * Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. * Engage critically with research and using evidence to critique practice and be aware of the current debates and national foci around mathematics as a subject. | *What is a curriculum?*  *Why do we need a curriculum?*  *What are the difficulties to overcome in becoming a reflective students and practitioner and RE expert why is it important to do so?* | HPL1  SC1  PB2 | WDS |
| CCF evidence base | Fordham / Counsell curriculum as progress model. Narrative. Not in CCF EB | | | | |
| 4 | * Secure subject knowledge helps teachers to motivate pupils and teach effective RE. * RE is a statutory part of the basic curriculum in all maintained schools for all pupils. | * Identify gaps in their own subject knowledge across the six major world faiths and non-religious worldviews and plan to rectify these. * Use the library to develop wider reading strategies to develop their knowledge of religion, religions and worldviews. * Evaluate strengths and weaknesses of different agreed syllabi. | *How can you ensure that your reading is purposeful and effective?*  *What is the place of R.E within the school curriculum?*  *What are locally agreed syllabuses?* | SC2 | WDS |
| CCF evidence base | Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? *Journal of Teacher Education,* 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf. | | | | |
| 5 | * Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed in RE. * Explicitly teaching pupils the knowledge and skills they need to succeed within RE is beneficial. * Outstanding subject knowledge and awareness of the different pedagogical approaches are essential to teaching RE. | * Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of RE. * Begin to develop their own academic writing style so that they can communicate clearly . | *What are foundational concepts in RE?*  *What is the key to successful learning in RE?* | SC3  SC5 | WDS |
| CCF evidence base | \*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: http://bit.ly/2OvmvKO | | | | |
| 6  Academic Achievement Week | * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. * 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. * 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. | * Observe how experienced RE teachers balance exposition, repetition, practice of critical skills and knowledge in RE lessons. * Observe how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and how to deconstruct this approach. * 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. | *What have you learnt about teachers’ professionalism and how pupils learn from your visit to a high school?* | HPL3  SC7  PB3 | WDS |
| CCF evidence base | \*Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: https://tdtrust.org/about/dgt. [accessed 18 October 2018]. | | | | |
| 7 | * Prior knowledge plays an important role in how pupils learn; committing some key facts about religions to their long term memory is likely to help pupils learn more complex ideas. * 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. | * Use and personalise systems and routines to support efficient time and task management * Draw explicit links between new content and the core concepts and principles in RE. * Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing. | *Why is it important as R.E teachers to know and understand how learning takes place?*  *How do you understand wellbeing and self-care in education?* | HPL2  Sc6  PB | WDS |
| CCF evidence base | \*Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x. | | | | |
| 8 | * Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context (For example failing to connect the Jewish idea of purity in the story of the Good Samaritan). * Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned in RE. * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | * Provide tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with key vocabulary). * Give manageable, specific and sequential instructions. * Check pupils’ understanding of instructions before a task begins. * Avoid overloading working memory, by taking into account pupils’ prior knowledge when planning how much new information to introduce. | *How can intrinsic and extrinsic rewards be used to support behaviour management in R.E?*  *What is the difference between a constructivist R.E learning environment and a knowledge-centred R.E learning environment?* | SC8  HPL7  MB6 | WDS |
| CCF evidence base | Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge. | | | | |
| 9 | * Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. * 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. | * Engage critically with research (for example questioning why some teachers talk of learning styles). * Use intentional and consistent language that promotes challenge and aspiration. * Create a positive environment that promotes a ‘can do’ attitude to learning in RE needing effort and perseverance and where making mistakes and learning from them and the are part of the daily routine. | *Are Learning Styles simply a myth?*  *What is educational research for?* | HE3  AT6 | WDS |
| CCF evidence base | Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, *9* (3).  Willingham, D. T. (2010) The Myth of Learning Styles, *Change*, 42(5), 32–35. | | | | |
| 10 | * Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. * Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. * A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils. | * set tasks that stretch pupils, but which are achievable, within a challenging curriculum. * create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). * sequence RE lessons so that pupils secure foundational knowledge before encountering more complex content. | *What are the key R.E skills that support learning and how can they be developed?*  *What are considered high expectations at the different key stages?* | CP2  CP5  HE5 | WDS |
| CCF evidence base | Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ | | | | |
| 11 | * Effective RE teaching can transform pupils’ knowledge, capabilities and beliefs about learning. * Practice is an integral part of effective RE teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. | * Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. * 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). | *What constitutes outstanding teaching in R.E and how can this be achieved?* | CP1  CP8 | WDS |
| CCF evidence base | Willingham, D. T. (2009) Why don’t students like school? San Francisco, CA: JosseyBass. | | | | |
| 12-13 Christmas break | | | | | |
| 14 | * Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases * Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as reincarnation, concrete and accessible. | * Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. * Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. * Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. * Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. | *How can critical thinking be developed within R.E?*  *How could you model critical thinking to pupils in RE?* | CP3  CP4 | WDS |
| CCF evidence base | Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In International Journal of Computer-Supported Collaborative Learning, 13(2), 213-233. | | | | |
| 15-16  Assessment Weeks | | | | | |
| 17  Start of Semester 2 | * Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning. * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. * Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. | * Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). * Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps) | *How can questioning be used as a form of formative assessment to assess progress in RE?*  *What is the difference between formative and summative assessment?*  *Why are both important?* | CP1  A1  A2 | WDS |
| CCF evidence base | \*Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962 | | | | |
| 18 | * Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. * To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. * High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. | * Use assessments to check for prior knowledge and pre-existing misconceptions. * Monitor pupil work during lessons, including checking for misconceptions * Focus on specific actions for pupils and providing time for pupils to respond to feedback | *What constitutes good assessment in RE?*  *How might you use data and information from assessment to inform your planning and adapt your teaching?* | A3  A4  A5 | WDS |
| CCF evidence base | Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt. | | | | |
| 19 | * To access the 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. * Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | * Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. * Model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). * promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). | *Are we all literacy teachers?*  *How could you introduce unfamiliar vocabulary in a new mathematics topic?*  *How can we approach promoting reading and understanding for problem solving?* | SC9  SC10  HE6 | WDS |
| CCF evidence base | Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. https://doi.org/10.1257/pol.20160514. | | | | |
| 20 | * 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. * Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. * In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. | * identify essential concepts, knowledge, skills and principles within substantive, disciplinary and personal knowledge in RE. * Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within RE. * sequence lessons so that pupils secure foundational knowledge before encountering more complex content. | *What is religious literacy?*  *How would you sequence your RE curriculum?* | HP2  HP6  SC7 | WDS |
| CCF evidence base | Young, M. F. D. (1998) *The curriculum of the future : from the "new sociology of education" to a critical theory of learning*. London: Falmer Press | | | | |
| 21 | * Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. * 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. | * adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations * decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. * Apply high expectations to all groups, and ensuring all pupils have access to a rich curriculum. | *What differences are there between adaptive teaching and differentiation?*  *How can we assure that learning in RE is inclusive?* | AT1  AT3  AT4 | WDS |
| CCF evidence base | Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge. | | | | |
| 22  Advance Achievement Week | * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. * Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | * support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. * work with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. * Discuss with expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. | *What have you learnt from your visit to a Special school?*  *How were experienced teachers using TAs to support students?* | AT2  PB6  MB2 | WDS |
| CCF evidence base | Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf>. | | | | |
| 23 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | * Establish routines at the beginning of the school year, both in the RE classroom and around the school. * Develop as a professional RE teacher by upholding the duties outlines in Part 2 of the Teachers’ Standards. * respond quickly to any behaviour or bullying that threatens emotional safety. | *How important are routines, relationships and response to managing behaviour in the RE classroom?*  *How might you create a positive learning environment in your RE classroom?* | MB1  MB4  MB5 | WDS |
| CCF evidence base | \*Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom. Accessible from https://ies.ed.gov/ncee/wwc/PracticeGuide/4. | | | | |
| 24 | * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | * Establish a supportive and inclusive environment with a predictable system of reward and sanction in the RE classroom. * Give manageable, specific and sequential instructions. * Use consistent language and non-verbal signals for common classroom directions. * Use early and least-intrusive interventions as an initial response to low level disruption. | *What are the particular difficulties in motivating RE pupils and how might the teacher overcome them?*  *How might we challenge negative perceptions about RE?* | MB6  MB7 | WDS |
| CCF evidence base | Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/ | | | | |
| 25 | * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. * Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. * Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | * How to take into account pupils’ prior knowledge when planning how much new information to introduce. * How to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). | *What is the difference between working memory and long-term memory?*  *What is spaced retrieval practice?* | HPL4  HPL5  HPL8 | WDS |
| CCF evidence base | \*OECD (2015) Pisa 2015 Result: Policies and Practices for Successful Schools. Accessible from: https://doi.org/10.1787/9789264267510-en. | | | | |
| 26 | * High-quality PSHE teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. * Explicitly teaching pupils the knowledge and skills they need to succeed within PSHE is beneficial | * Use resources and materials aligned with the school PSHE curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content) * Be aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts | *What does a good PSHE curriculum look like?*  *How can we relate learning in the mathematics classroom to the PSHE curriculum?* | HE6  SC5 | WDS |
| CCF evidence base | Darling-Hammond, L. (2009) Professional Learning in the Learning Profession. | | | | |
| 27-28 Easter Break |  | | | | |
| 29 | * DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report | *What are the legal responsibilities of schools and teachers?*  *How do these differ from contractual responsibilities?* | PB6 | WDS |
| CCF evidence base | **DfE (2021) ‘Keeping children safe in education 2021: Statutory guidance for schools and colleges’ (**[**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1021914/KCSIE\_2021\_September\_guidance.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf) **)** | | | | |
| 30 | * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. | Engage critically with research and using evidence to critique practice.  work as part of a professional team in an RE or humanities department  Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). | *How has your knowledge how teaching and learning developed so far?*  *Beyond teaching RE, how might you contribute to the wider school culture?* | PB2  PB3 | WDS |
| CCF evidence base | Basma, B. & Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Metaanalysis. Education Psychology Review. 30: 457 <https://doi.org/10.1007/s1> | | | | |
| 31  Introductory Placement 1 | * Setting clear expectations can help communicate shared values that improve classroom and school culture. * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. * They have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. | * Model courteous and aspirational behaviour. * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. * Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine * Identify and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead | * What have you learnt about the importance of having high expectations? * How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? * Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work? | HE4  MB1 | WDS |
| CCF evidence base | Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, *25*(1), 95–114. | | | | |
| 32  Introductory Placement 2 | * RE Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. * RE Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | * Set clear behavioural expectations and routines which establish a consistent and inclusive learning environment. * Apply rules, sanctions, rewards, and praise in line with the school policy. * Respond to any behaviour or bullying which threatens pupil’s emotional safety * Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names) | * Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? * What do you think a positive learning environment looks like in your subject? How would you plan for this? * How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective/ineffective examples of this? * *Choose the pupil that will be the focus of the case study which forms part of the module assessment.* | HE1  MB4  MB5 | WDS |
| CCF evidence base | Kern, L., & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65–75. <https://doi.org/10.1002/pits.20206>. | | | | |
| 33  Introductory Placement 3 | * A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. * Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. | * Identify essential concepts, knowledge and skills within a carefully sequenced and coherent curriculum * Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in that subject * Plan and deliver a carefully sequencing curriculum which encompasses the school’s vision for its knowledge, skills and values. * Ensure that pupils’ thinking is focused on key ideas and principles within RE | * What are your areas for subject knowledge development? How will you address these? * What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department’s approach to T&L? * Have you been able to identify how students are supported in mastering important concepts in your subject? What made this effective? * *Discuss what you have learnt about your case study pupil.* | SC1  SC3 | WDS |
| CCF evidence base | Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. American Educator, 26(4), 31-33. Accessible from: <https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist> | | | | |
| 34  Introductory Placement 4 | * Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. * Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | * Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks) * Ensure that learning is sequenced so that pupils’ master foundational concepts before moving on * Anticipate, plan for and encourage pupils to share common misconceptions to they can be addressed, and pupils have relevant and accurate subject specific knowledge. * Promote/improve pupils’ literacy levels in RE (inc. the use of subject specific language) | * Which aspects of the EHU ITT pillars do you feel you have covered this week? * How effective have you been in helping to address pupils’ misconceptions? How could you develop this? * How do you feel you are developing in your use of questioning and effective classroom talk? * *Check that the draft of the case study is accurate, and includes sufficient detail* | SC4  SC10 | WDS |
| CCF evidence base | Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing\_Literacy\_Guidance\_2018.pdf | | | | |
| 35 Half Term Break |  | | | | |
| 36  Introductory Placement 5 | * Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. * Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. | * Start expositions at the point of pupil understanding. Avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts. * Sequence learning so pupils are secure in foundational knowledge before introducing more complex material * Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when pupils can apply such structures to prior learning * Provide pupils with opportunity to consolidate and practise new knowledge and skills | * How is learning structured in your department? Can you link this to any of your university learning? * How have pupils learnt in your lessons this week? How do you know this? What promotes this? What hinders? * In what ways have aspects of learning been broken down into manageable chunks for the pupils – when have things needed to be broken down and why? * *How do specialist colleagues in school support pupils – particularly your case study pupil?* | HPL2  HPL6 | WDS |
| CCF evidence base | \*Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/resources/the-science-of-learning/. | | | | |
| 37  Introductory Placement 6 | * Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. * Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. | * Identify pupils who need new content further broken down and/or who benefit from additional adaptions * Support pupils with a range of educational needs including how to use guidance in the SEND code of practice. * Ensure that all pupils have the opportunity to meet high expectations, rather than artificially creating distinct tasks for specific classes/pupils * Plan and include questions and discussions to extend and challenge pupils. | * How have you adapted your teaching to meet the needs of SEND pupils? How effective has this been? * What does challenging pupils look like in your lessons? How could you develop this? * Thinking about one of your lessons this week, how did this fit into the broader curriculum picture? * *Ensure that you have taught your case study pupil.* | AT1  AT3  AT4 | WDS |
| CCF evidence base | \*Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit:  Special Educational Needs in Mainstream Schools Accesible from <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | | | | |
| 38  Introductory Placement 7 | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. * Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. * To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | * Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) * Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions * Prompt pupils to elaborate on their responses to check secure understanding * Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task. | * Where have you been able to utilise summative and formative assessment? How effectively do you utilise your formative feedback to help pupils progress? * How does your department assess pupils? How is this reflected in your planning and teaching? * How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice? * *Ensure all elements of portfolio are complete* | A1  A3  A4 | WDS |
| CCF evidence base | Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5-31. | | | | |
| End of Year 1 | | | | | |