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

# Year 2

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AY 22/23



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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 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

In year 2 trainees build on the knowledge gained in year 1, developing what they know and remember about values (looking particularly at the history of those values) and teaching RE. Having considered how to ensure pupils learn with retrieval practices in year 1, they develop their knowledge in Year 2 by considering how and when it is best to do this, in week 26 (for example) and then again during placement (week 31). They look at research informed knowledge by developing and awareness of how to do research. They will develop this in year 3 when they do a small-scale project researching the possibilities for secondary education.

The Religion Modules are intended to provide a solid subject knowledge enabling trainees to develop expertise in those subjects most likely to feature in a secondary school curriculum. 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>
* 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 that they are training in trainees should know that: | For the subject they are training in trainees should be able to:  | Key questions(2-3 as indicators of progress) | CCF | Method of assessment |
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| 1*What does research suggest may be features of High Quality RE?* | * the curriculum is the Progression model; getting better at RE means pupils remembering more of the RE curriculum they have been taught.
* Explicitly teaching pupils the knowledge and skills they need to succeed within RE is beneficial
* Research informs good practice in Teaching RE
 | * Use literature to inform their RE teaching.
* Understand how to revisit the big ideas within the RE curriculum over time and teach key concepts through a range of examples.
 | *What does the literature state about getting better at RE? How do teachers ensure this happens?* | SC5 | WDS |
| CCF evidence base | 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). |
| 2 | * Learning involves a lasting change of pupils’ knowledge or capabilities
* The three domains of Knowledge in RE are substantive, disciplinary and personal
* Research informs good practice in Teaching RE
 | * Promote inclusion and diversity in their RE teaching
* Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within RE.
 | *What do you understand about different types of knowledge in RE? How might a teacher make this explicit?* | SC3 | WDS |
| CCF evidence base | \*Coe, R. (2013) Improving Education: A triumph of hope over experience. Centre for Evaluation and Monitoring. [Essay version [Download below](https://img1.wsimg.com/blobby/go/ede177f2-5088-4fee-a850-d64ccdf72d47/downloads/Improving%20Education%20Coe%20Inaugural%20June%202013.pdf?ver=1621348419849)]Video at <https://vimeo.com/70471076> |
| 3*What does pedagogy mean in RE?* | * High quality RE can be taught in a variety of ways.
* RE must be objective, critical and pluralistic and inclusive.
* Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned
 | * Include appropriate learning activities in an RE lesson
* Enable critical thinking by first teaching the necessary foundational content knowledge.
 | *Why must RE be objective, critical and pluralistic?* | CP2 | WDS |
| CCF evidence base | Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002> |
| 4 | * The way of teaching RE (pedagogy) is contingent on the curricular aims of the subject and may be different in different schools
* 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.
 | * Ensure pupils’ thinking is focused on key ideas in RE
* Continually reflect on their teaching and pupils’ progress to improve their own teaching abilities
 | *What pedagogy of RE was used on your introductory (Year 1) placement?*  | SC7 | WDS |
| CCF evidence base | Sweller, J., van Merrienboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251–296.https://doi.org/10.1023/A:1022193728205 |
| 5*How do we plan for progression in RE?* | * Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in RE.
* Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed in RE.
 | * Connect learning to pupils’ prior RE knowledge.
* Sequence RE lessons so that pupils secure foundational knowledge before encountering more complex content.
 | *How important is prior learning? What are the particular difficulties of taking this into account in RE?* | HE3SC3 | WDS |
| CCF evidence base | Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>. |
| 6Academic Achievement Week | * 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.
 | * Build upon prior knowledge (including from KS2) when planning RE lessons.
 | *What have you learnt about progression from visiting a Primary School? How does the primary phase prepare secondary RE pupils?* | HE6 | WDS |
| CCF evidence base | Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002. |
| 7 | * Prior knowledge plays an important role in how pupils learn; committing some key facts to their long term memory is likely to help pupils learn more complex ideas.
* A spiral curriculum is important in helping pupils build cumulatively enough knowledge of religions and worldviews.
 | * Plan sequences of RE learning that build upon prior knowledge.
* Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of RE.
 | *Do you agree that you can teach any concept to pupils at any age?**What would a spiral RE curriculum look like?* | HPL2 | WDS |
| CCF evidence base | Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5>. |
| 8*How do RE teachers Create a Secure and engaging Learning Environment where all are progress?* | * Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in RE.
* Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
 | * Plan and adapt RE lessons based on formative assessment.
* Increase challenge in RE lessons with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).
 | *Give some examples of good formative assessment you saw on placement which improved pupils progress.* | HE2MB4 | WDS |
| CCF evidence base | Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>. |
| 9 | * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
* Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure
 | * Ensure activities chosen clearly link to the intended learning outcomes of each RE lesson, and build towards the ambitious end goal of the sequence
 | *How did the best teachers encourage you to work hard in school? How did teachers encourage pupils on your introductory (Year 1) placement to work hard?* | MB2MB7 | WDS |
| CCF evidence base | Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007) The Scientific Base Linking Social and Emotional Learning to School Success. Journal of Educational and Psychological Consultation, 17(2–3), 191–210. https://doi.org/10.1080/10474410701413145 |
| 10*How do children learn in RE?* | * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
* Lessons need clear learning objectives – a key question for each lesson is useful in focussing learning
 | * Explicitly teach pupils the knowledge and skills they need to succeed in RE
* address some simple misconceptions in pupils’ understanding of religions and worldviews.
 | *What are the most important skills for a good RE pupil?* | HPL3 | WDS |
| CCF evidence base | Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002. |
| 11 | * Prior knowledge plays an important role in how pupils learn;
* Committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
* A variety of recall and retrieval activities, regularly planned as part of the RE curriculum can be beneficial in helping pupils make progress
 | * Within RE lessons, present information to pupils clearly and in small chunks.
* Successfully use modelling techniques, to aid pupils’ cognitive skills.
* Promote religious literacy, philosophical enquiry and love for the subject in all pupils irrespective of their background or previous experiences in RE.
 | *Describe some good methods of helping pupils learn key facts in RE, such as look/cover/write, retrieval practice, low-stakes testing.* | HPL2HPL8 | WDS |
| CCF evidence base | Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839. |
| 12-13 Christmas break |
| 14*How do we adapt teaching in RE?* | * Teachers can inspire pupils by having high expectations.
* Scaffolds, such as writing frames or sentence starters are useful, but must be temporary and need removing.
* Adaptive teaching should be at the centre of learners-focused activity rather than extensions of different tasks for specific groups
 | * Set challenging objectives for all pupils and support learners by scaffolding tasks – look at layers of scaffolding and consider when these could be removed.
* Adapt their teaching and pedagogical approaches and teaching resources in RE to scaffold and respond to the needs of all pupils.
 | *Explain how adaptive teaching helps pupils learn in RE.* | HE1 | WDS |
| CCF evidence base | Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641. |
| 15-16Assessment Weeks |
| 17Start of Semester 2 | * There are formal SEN designations which some pupils have
* Pupils with special educational needs or disabilities are likely to require additional or adapted support in their Re lessons; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.
* Additional adults and peers can be used to help pupils to learn, when they are used effectively
 | * Accommodate RE pupils with specific difficulties such as dyslexia, dyspraxia, ADHD
* make accurate decisions – with support from colleagues, about the kinds of support that individual pupils need in RE.
 | *What is an EHCP. How might you accommodate a learner with one in your RE teaching?* | AT7PB5 | WDS |
| CCF evidence base | Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342/>. |
| 18*How do we manage behaviour in the RE classroom?* | * Behaviour is built upon Routines, Responses and Relationships.
* A consistent whole school approach to behaviour works.
 | * Have high expectations of pupils’ behaviour in RE lessons and throughout the school.
* use a school’s behaviour system consistently in RE lessons and throughout the school..
 | *What systems and policies have you observed to help teachers manage behaviour? How were these applied by teachers?* | MB1HE4 | WDS |
| CCF evidence base | Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. |
| 19 | * The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives
* non-verbal signals can be useful in quietly managing behaviour in the class.
* Careful lesson planning can minimise potential disruption.
 | * Manage low level misbehaviour behaviour in RE, including the use of praise.
* seek the right level of support when dealing with challenging behaviour
 | *What non-verbal signals might help to manage behaviour in the RE classroom?* | MB3 | WDS |
| CCF evidence base | DuPaul, G. J., Belk, G. D., & Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. Handbook of Evidence-Based Interventions for Children and Adolescents, 167. |
| 20*How do we assess in RE?* | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.
* Formative assessment is ‘in the moment’ and should help pupils to make progress. It happens subtly and consistently
 | * Ask questions that enable pupils to know more and remember more
* use questioning and non-verbal reactions as formative feedback during RE lessons
 | *Explain what formative assessment is, with some examples of good ways to do it in RE.* | A1 | WDS |
| CCF evidence base | Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf> |
| 21 | * Summative Assessment is a tool for judging how much of the RE curriculum a pupil has learnt at a moment in time
* Formative assessment, done well, helps to improve summative assessment results in RE
* Over time, feedback should support pupils to monitor and regulate their own learning.
 | * Include summative and formative assessments as part of planning
* adapt teaching so that all pupils progress through the RE curriculum in order to succeed in summative assessments.
 | *Consider summative and formative assessment. Who benefits from each? Which is more important to:**a) pupils**b) teachers**c) parents / carers* | A6 | WDS |
| CCF evidence base | 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.Kluger, A. N., & DeNisi, A. (1996) The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284. <https://doi.org/10.1037/0033-2909.119.2.254>. |
| 22AAW | * RE Teachers can inspire pupils by having high expectations, even of EAL learners.
* EAL is not an SEN.
* Some pupils need more support than others to progress through the RE curriculum.
* Additional adults and peers can be used to help pupils to learn, when they are used effectively.
 | * Set challenging objectives for all pupils in RE
* Support learners by scaffolding tasks and providing support.
* Accommodate learners with EAL
* make accurate decisions – with support from colleagues, about the kinds of support that individual EAL learners need.
 | *How would you plan to support an EAL learner in RE?* | PB6AT1 | WDS |
| CCF evidence base | Tsiplakides, I. & Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. English Language Teaching, 3(2), P22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081569.pdf>. |
| 23 *How do we use groups RE*? | * Paired and group activities can increase pupil success in RE, but to work together effectively pupils need guidance, support and practice.
* How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
* Flexibly grouping pupils within a 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.
 | * consider the factors that will support effective collaborative or paired work in RE (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
 | *What different types of groupings might be used in the RE classroom? What are the advantages and disadvantages of each?* | CP9CP10AT5 | WDS |
| CCF evidence base | Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. https://doi.org/10.1080/02671522.2018.1452962. |
| 24*What is good RE learning out of school?* | * Homework can improve pupil outcomes in RE, 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.
* Visits to places of worship can be significant in reinforcing pupils knowledge about religious traditions.
 | * Plan home learning that extends or reinforces learning in school.
 | *How does an RE teacher ensure homework is meaningful and purposeful?* | CP11 | WDS |
| CCF evidence base | Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. *Theory Into Practice*, *41*(2), 64–70. <https://www>.jstor.org/stable/1477457?seq=1#page\_scan\_tab\_contents. |
| 25 *How do we deliver High Quality RE?* | * High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary
* Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as reincarnation, concrete and accessible.
 | * 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).
* Provide appropriate wait time between question and response where more developed responses are required.
* Narrate thought processes when modelling to make explicit how RE experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge).
 | *How does an RE teacher use talk to ensure progress is made?* | CP7CP3 | WDS |
| CCF evidence base | Alexander, R. (2017) Towards Dialogic Teaching: rethinking classroom talk. York: Dialogos. |
| 26 | * 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.
 | * take into account pupils’ prior knowledge when planning how much new information to introduce in an RE lesson.
* reduce distractions that take attention away from what is being taught in RE (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).
 | *How could you gauge pupils’ prior knowledge when beginning a new topic?**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?* | HPL4HPL5HPL8 | WDS |
| CCF evidence base | Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017) Benefits from retrieval practice are greater for students with lower working memory capacity. Memory, 25(6), 764–771. https://doi.org/10.1080/09658211.2016.1220579. |
| 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.
* 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.
 | * 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 | \*Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ |
| 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.
* 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.
 | * 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 of teaching and learning in RE developed so far?**Beyond teaching RE, how might you contribute to the wider school culture?* | PB2PB3 | WDS |
| CCF evidence base | Allen, B. and Sims, S. (2018) The Teacher Gap. Abingdon: Routledge. |
| 31Developmental Placement 1 | * RE Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
* High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.
* DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
* 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.
 | * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort in RE.
* Set tasks in RE lessons which stretch pupils, but which are achievable.
* Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.
* 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 in RE?**What do you think a positive learning environment looks like in RE? How would you plan for this?**How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this?* | HE2HE6PB6 | WDS |
| CCF evidence base | Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents’ Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. https://doi.org/10.1080/15427609.2016.1164552. |
| 32Developmental Placement 2 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
* A school’s RE curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. RE pedagogy is contingent on these aims and may be different in different schools. This means high quality RE can be taught in a variety of ways.
* RE must be objective, critical and pluralistic and inclusive. A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils.
 | * Include appropriate learning activities in an RE lesson
* Continually reflect on their teaching and pupils’ progress to improve their own teaching abilities
* teach key concepts through a range of examples
* Apply rules, sanctions, rewards, and praise in line with the school policy.
* Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names)
 | *How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning?**Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work?**Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom?* | MB1MB2SC1 | WDS |
| CCF evidence base | Education Endowment Foundation (2018) Improving behaviour in schools. Accessed from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> |
| 33Developmental Placement 3 | * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
* Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
* Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
 | * 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.
* Ensure sequences of lessons consider possible misconceptions and are not overly 'cluttered', distracting from the key content being taught.
* Ensure sequences of lessons build upon pupils' prior knowledge and regularly reviewing building knowledge, supporting pupils' recall and allowing opportunities for practice.
* Consider strategies for adapting teaching by identifying pupils who may need new content breaking down and liaising with the SENDCO/staff to support individual needs with in lesson interventions.
 | *What have you learned about the importance of carefully sequencing content in RE?**Exemplify how you have identified clear learning objectives / outcomes for each lesson that focus on the key concepts being learned?**What have you learned about the nature of your classes, including any individuals with specific needs?* | HPL4CP2AT2 | WDS |
| CCF evidence base | Education Endowment Foundation (2018) SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLSHigh-quality teaching for pupils with SEND. [Online] Accessible from: EEF\_High\_Quality\_Teaching\_for\_Pupils\_with\_SEND.pdf (educationendowmentfoundation.org.uk ) |
| 34Developmental Placement 4 | * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
* Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
 | * Consider the effectiveness of adaptive teaching. Are the strategies in place supporting individuals to access learning and make progress?
* Contribute to the wider life of the school and its culture to enable a shared responsibility for improving the lives of pupils.
* Personalise systems and routines which promote efficient time and task management.
* Protect time for rest and recovery and how to promote good mental well-being.
 | *What strategies have you used to adapt your teaching? What has worked well / not so well?**What opportunities are you able to take up to become involved in wider school life beyond the RE department?**Why are professional duties / responsibilities important (eg break duty)?**How do experienced teachers manage their workload effectively?* | AT3PB3 | WDS |
| CCF evidence base | Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. <https://doi.org/10.1177/0956797617739704>. |
| 35 Half Term Break |  |
| 36Developmental Placement 5 | * Good assessment helps RE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
* High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve in RE
* 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.
 | * 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 in your RE teaching? How effectively do you utilise your formative feedback to help pupils progress in RE?**How does the RE 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?* | A2A5CP6 | WDS |
| CCF evidence base | Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. |
| 37Developmental Placement 6 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
* A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
* Setting clear expectations can help communicate shared values that improve classroom and school culture.
 | * Manage low level disruption in the RE classroom, particularly through positive reinforcement.
* Use the school's BM policy consistently to manage classrooms.
* Review lesson plans to ensure correct level of challenge / pupil activity to avoid drift.
* Provide the necessary scaffolds for pupils and decide how and when to remove them.
* Check and develop pupils' recall of prior knowledge
 | *How do experienced teachers use non-verbal signals to manage their classroom?**When should sanctions be escalated - according to the school's Behaviour Management policy?**How does careful planning support behaviour management by avoiding or minimising issues?* | MB1MB2HE4 | WDS |
| CCF evidence base | Gutman, L. & Schoon, L. (2013) The impact of non-cognitive skills on the outcomes of young people. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf> |
| 38Developmental Placement 7 | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs
* Over time, feedback should support pupils to monitor and regulate their own learning.
* Working with colleagues to identify efficient approaches to assessment is important;
 | * How to utilise externally validated material (such as past papers) to structure assessment tasks.
* Draw conclusions about pupil learning based on patterns of performance over a period of time
* Scaffold and structure self and peer assessment, making use of model answers which highlight key details.
* Provide specific and helpful feedback which assist pupils in progressing, focussing on specific actions for pupils and giving them time to respond to such feedback (e.g. responding to feedback in their book)
 | *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?**What are some of the misconceptions pupils can have in RE? How do you plan to check for prior knowledge and these pre-existing misconceptions?**How are you managing the workload of assessment? Have you been able to identify any effective practice which would make assessment less onerous?* | A1A6A7 | WDS |
| CCF evidence base | Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> |
| 39Developmental Placement 8 | * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
* Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
* SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
 | * Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement.
* Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment
* Reflect upon their own personal and professional conduct.
* Seek appropriate support when dealing with specific issues (such as dealing with misbehaviour)
 | *How well are you collaborating with other expert colleagues in your department and/or school?**How effective is your understanding of the school’s safeguarding policy? Has this knowledge been put to the test?**Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important?* | PB1PB2PB6 | WDS |
| CCF evidence base | Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. |
| End of Year 2 |