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

Year 3

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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.

The BA (Hons) Secondary Religious Education with QTS\* course is designed to be both academic and vocational and to meet all statutory, national requirements for Initial Teacher Training. Our ambitious curriculum goes above and beyond the content of the CCF and is built upon the EHU ITE Pillars. We aim to train outstanding quality secondary teachers who are passionate and knowledgeable RE specialists. In order to do this half of the degree is about teaching and half about Religion.

* **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**

The spine of the curriculum is focused on ‘how to teach RE’. In year 3 the curriculum concentrates on how to assess pupil progress, knowing more and remembering more of the taught RE curriculum in the school. A spiral curriculum model ensures that knowledge is developed and built upon, so for example formative and summative assessment is introduced in year 1, build on in year 2 and developed in year 3. Over time students know and remember more about how children learn, planning; teaching and learning; classroom management; inclusion and adaptive teaching; monitoring; assessment using the curriculum as the progression model (Fordham 2020) and target setting. Year 3 prepares students for employment. Again, this knowledge builds upon prior learning and is added to and learning checked and reinforced during placements in each year.

In year 2 students developed research informed knowledge by learning about educational research methods. They build on this this in year 3 when they do a small scale school improvement study in RE gathering data during their professional practice. This is one way that we ensure that our students understand the importance of evidence informed teaching.

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 .

*NB This curriculum has been designed to account for and mitigate the impact of COVID-19 on this cohort’s ITE experience*

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

| 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  *Introduction and SK Audit*  *How do we inspire pupils to succeed?* | * 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. * A culture of mutual trust and respect supports effective relationships. * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | * articulate their personal vision for RE and help pupils to see how these are related to their success in school and after. * support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. * Strengthen their pedagogical and subject knowledge by participating in wider networks. | *1 What is your ‘vision’ for RE?*  *2 What do we mean by ‘to succeed’ in RE?*  *3 How do we support pupils in setting/managing aspirational goals?* | HE5,6 | WDS |
| CCF evidence base | Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press. | | | | |
| 2  *AfL theories and strategies* | * 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. * Effective assessment is critical to RE teaching because it provides teachers with information about pupils’ understanding and needs. * Over time, feedback should support pupils to monitor and regulate their own learning in RE. | * Provide appropriate wait time between question and response where more developed responses are required. * Reframe questions to provide greater scaffolding or greater stretch. * Discuss and analyse how pupils’ responses to feedback can vary depending on a range of social factors, including their perception of the value of RE. | *1 What does research tell us is beneficial about AfL?*  *2 Why is questioning ‘an essential tool’?*  *3 What AfL strategies have you used / observed when on placement last year?* | CP6  A1,6 | WDS |
| CCF evidence base | \*Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\_Marking\_Review\_April\_2016.pdf. | | | | |
| 3  *Equality and opportunity in approaches to assessment* | * Good assessment helps RE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. * Working with colleagues to identify efficient approaches to assessment in RE is important; assessment can become onerous and have a disproportionate impact on workload * 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. | * balance input of new content so that pupils master important concepts. * Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. * Build in additional practice or remove unnecessary expositions | *1 Consider assessment in RE. Does it favour some pupils over others? Which skills are valued over others? Why?*  *2 How can we support pupils to learn more and remember more in RE?* | CP4  A2  A7 | WDS |
| CCF evidence base | Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. Review of Research in Education, 34, pp. 254-284. | | | | |
| 4  *Collaborative learning and assessment* | * Effective teaching can transform pupils’ knowledge, capabilities and beliefs about RE. * 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. | * Choose and use appropriate strategies for collaborative learning in RE lessons (for example a map-from memory exercise to teach the cycle of Samsara) * ensure that support provided by teaching assistants in RE lessons is additional to, rather than a replacement for, support from the teacher * Prepare teaching assistants for RE lessons under supervision of expert colleagues. | *1 What is the relationship between direct instruction and enquiry learning?*  *2 How should we as teachers and our TAs support pupils during group tasks in RE lessons?* | CP1  PB5 | WDS |
| CCF evidence base | Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order MetaAnalyses. Review of Educational Research (Vol. 86). https://doi.org/10.3102/0034654316675417. | | | | |
| 5  *Assessing non-written work: S+L* | * Learning involves a lasting change in pupils’ capabilities or understanding in RE. * Regular purposeful practice of what has previously been taught in RE can help consolidate material and help pupils remember what they have learned. * Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. | * use concrete representation of abstract ideas (for example, making use of analogies, metaphors, examples and non-examples to teach about the Trinity) * accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. | *1 What examples of non-written assessments have you used / observed in RE lessons on placement?*  *2 How was formal non-written assessment undertaken in RE during your placement last year?*  *2 Was it different for KS3 and KS4?* | HPL1,7,9 | WDS |
| CCF evidence base | Allen JP, Pianta RC, Gregory A, Mikami AY, Lun J (2011) An interaction-based approach to enhancing secondary school instruction and student achievement. Science 333(6045):1034-1037 https://doi.org/10.1126/science.1207998. | | | | |
| 6  Academic Achievement Week | * Secure subject knowledge helps RE teachers to motivate pupils and teach effectively. * Before using assessments, RE teachers should be clear about the decision it will be used to support and be able to justify its use. | * Plan and deliver suitable sequences of learning for KS5 students in both core RE and A-level RS. * Enthuse and manage more mature pupils. | *What have you learned about the transition to KS5 from your visit to a Post-16 setting?* | SC2  A3 | WDS |
| CCF evidence base | Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283. | | | | |
| 7  *Teaching and assessing GCSE RS* | * 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. * 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. * Every RE teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual nits of work. | * choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. * design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. * Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). * support younger pupils to become fluent readers and to write fluently and legibly. | *1 How can we best prepare pupils for terminal examinations? Alongside their RE knowledge, what other skills do pupils need to develop?*  *2 What techniques might you use to help pupils learn key vocabulary for their GCSE RS?* | SC 6,9, 10 | WDS |
| CCF evidence base | Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>. | | | | |
| 8  *Teaching A Level RS* | * Secure subject knowledge helps RE teachers to motivate pupils and teach effectively. * Before using assessments, RE teachers should be clear about the decision it will be used to support and be able to justify its use. | * Collaborate with colleagues to share the load of planning and preparation and making use of shared resources. | *1 How does planning and delivering RS lessons differ with Post-16 learners?*  *2 Consider your subject knowledge audit – how confident are you in delivering the different A Level units and syllabi?* | SC2  A3 | WDS |
| CCF evidence base | Hanushek, E. (1992) The Trade-off between Child Quantity and Quality. Journal of Political Economy, 100(4), 859–887. | | | | |
| 9  *Using Data Effectively* | * Effective assessment is critical to teaching RE because it provides teachers with information about pupils’ understanding and needs. * 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. | * Draw conclusions about what RE knowledge pupils have learned by looking at patterns of performance over a number of assessments * record data only when it is useful for improving pupil outcomes | *1 How do you use data gathered from RE assessment?*  *2 How is assessment data used by the RE Department and the wider school?* | A1,4 | WDS |
| CCF evidence base | Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, https://doi.org/10.1111/j.1468-0084.2011.00666.x. | | | | |
| 10  *Reporting to parents and other stakeholders* | * 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. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success in RE and across the school. | * communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling * Seek opportunities to engage parents and carers in the religious education of their children * liaise with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations in RE. * Engage parents, carers and colleagues in informal and formal settings. | *1 How was achievement and progress in RE communicated to parents in your placement school last year?*  *2 How can RE teachers build effective relationships with parents and carers?* | A4  MB5  PB4 | WDS |
| CCF evidence base | Sadler, D. (1989) Formative assessment and the design of instructional systems. Instructional Science, 18(2), pp.119-144. | | | | |
| 11  *Managing marking workload* | * 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. * Marking and assessment are not synonymous: high-quality feedback can be written or verbal | * Identify efficient approaches to marking and alternative approaches to providing feedback * Reduce the opportunity cost of marking. * Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes. | *1 How did experienced RE teachers in your placement school last year manage their marking workload?*  *2 What strategies have you tried to reduce marking workload?* | A5,  A7 | WDS |
| CCF evidence base | Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485075/DFE-RR456A\_- \_Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf. | | | | |
| 12-13  Christmas break | | | | | |
| 14  *Assignment Workshop* | * DSLs and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. | * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report | *1 What are you looking forward to on placement?*  *2 What are your priorities for your own development as an RE teacher?* | PB6 |  |
| CCF evidence base | Jussim, L. & Harber, K., (2005) Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies, Personality and Social Psychology Review 2005, Vol. 9, No. 2, 131–1557 | | | | |
| 15  Assessment Week | | | | | |
| 16  Start of Consolidation Placement 1 | * Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. * In RE, as in other subjects, pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | 1. Model courteous and aspirational behaviour.  2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable.  3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.  4. 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? | HE1  MB6 | WDS |
| CCF evidence base | Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. https://doi.org/10.3102/0034654318759268. | | | | |
| 17  Consolidation Placement2 | 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.  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. | 1. Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals  2. Check pupils’ understanding of a task before it begins and address any misconceptions  3. Reinforce established school and classroom routines which maximise time for learning  4. Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils) | What knowledge and understanding of the issues related to High Expectations and Managing Behaviour have you gained through your academic reading? How does this relate to your current practice?  How have your expectations of pupils’ learning and progress developed and/or changed in light of your previous placement experience?  How can you ensure pupils are motivated? | HE3  MB4 | WDS |
| CCF evidence base | Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539. | | | | |
| 18  Consolidation Placement3 | Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | 1. Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions)  2. Motivate pupils via the use of challenging content which builds towards pupils’ long-term goals and aspirations  3. Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically | How does the behaviour policy in your school operate?  How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why?  Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management?  What are your areas of development with regards setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? | HE2  MB3 | WDS |
| CCF evidence base | Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. <https://doi.org/10.1016/j.edurev.2018.10.001>. | | | | |  |  |
| 19  Consolidation Placement4 | 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.  Ensuring pupils master foundational concepts and knowledge in RE before moving on is likely to build pupils’ confidence and help them succeed.  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 curriculum to facilitate this process is important. | 1. Plan and deliver a carefully sequenced RE curriculum which encompasses the school’s vision for its knowledge, skills and values.  2. Support pupils in building increasingly complex mental schemas over a period of time  3. Draw explicit links between new content and the core knowledge in the subject area  4. Revisit the big ideas of the subject and teach key concepts through a range of examples | How does the curriculum in your subject area promote the wider vision, values and skills of the school?  What is the rationale behind the curriculum sequence and design in your subject area? You may find it useful to liaise with the HOD about this.  Critically review your subject knowledge for this setting and suggest ways you could develop this. | SC1  SC3  SC7 | WDS |
| CCF evidence base | Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage. | | | | |
| 20  Half Term | | | | | |
| 21  Consolidation Placement 5 | Explicitly teaching pupils the substantive, disciplinary and personal knowledge they need to succeed within RE is beneficial.  Pupils are likely to struggle to transfer what has been learnt in other subjects to RE.  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. | 1. Use retrieval and spaced practice to build recall of key knowledge over time  2. Provide tasks that support pupils to learn key ideas securely (such as low-level retrieval tasks) and are focussed on the intended learning outcomes.  3. Interleave concrete and abstract examples via the use of examples, analogies, or metaphors.  4. Balance exposition of new content, repetition, practice of new skills and knowledge | 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. | SC5  SC8  HPL8 | WDS |
| CCF evidence base | 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. https://doi.org/10.1016/j.tics.2010.09.003. | | | | |
| 22  Consolidation Placement 6 | Regular purposeful practice of what has previously been taught in RE can help consolidate material and help pupils remember what they have learned.  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding in RE and extend their vocabulary.  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. | 1. support collaborative/ paired/ group work so that engagement and motivation are not negatively affected.  2. Discuss how the placement school changes groups regularly and ensures any groups based upon attainment are subject specific.  3. Plan, regularly review and practice key concepts over time (for example, through the use of effective discussions and/or structured talk activities)  4. Design practice and retrieval tasks that provide the right level of support so that pupils experience a high success rate when attempting challenging work | How effectively do all pupils learn in your lessons? How do you know this? What promotes the learning? What hinders?  Critically reflect on how well you have adapted your teaching this week.  Why is it important to talk about *adaptive* teaching rather than *differentiated* teaching? | HPL7  CP7  AT 5 | WDS |
| CCF evidence base | Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They’re Not Magic. Review of Educational Research, 81(2), 267–301. https://doi.org/10.3102/0034654311405999. | | | | |
| 23  Consolidation Placement 7 | * 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. * 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 expectations for particular pupils. * Guides, scaffolds and worked examples, such as guided reading or writing frames, can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. | 1. Under the supervision of expert colleagues, make effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL)  2. Plan for the use of TAs in RE lessons, recognising this is in addition to, rather than replacement of, support from the teacher.  3. Decide whether intervention work with small groups within a lesson is more effective than planning different lessons for different groups of pupils.  4. Reframe questions to provide greater scaffolding or greater challenge. | How successful are you at making use of specialist support (such as TA’s) in your lessons? How could this be developed?  Critically reflect on your use of modelling and scaffolding.  What knowledge and understanding of teaching pupils for whom English is an additional language  have you gained through your academic reading? How does this relate to your current practice and/or setting? | PB5  AT4  CP4 | WDS |
| CCF evidence base | Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge. | | | | |
| 24  Consolidation Placement 8 | * 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. * Marking and assessment are not synonymous: high-quality feedback can be written or verbal | 1. Record data only when it is useful for the purpose of improving pupil outcomes  2. Utilise cost marking strategies (e.g. using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback.  3. Where possible, use high quality verbal feedback during lessons and written feedback after lessons.  4. Identify effective approaches to marking and alternative approaches to providing feedback | How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous?  Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have?  Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes? | A4  A5 | WDS |
| CCF evidence base | Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9. | | | | |
| 25  Consolidation Placement 9 | 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.  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. | 1. Prioritise the marking of errors relating to misunderstandings/misconceptions rather than careless mistakes made whilst working.  2. 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)  3. Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements) | How effective is your written feedback to pupils? To what extent to you focus on correct misconceptions rather than careless mistakes?  How has your understanding of summative assessment practice developed? Think specifically about those which prepare pupils for GCSE and/or A level outcomes.  Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and prepared pupils for the next step? | SC4  A5 | WDS |
| CCF evidence base | Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322. | | | | |
| 26  Consolidation Placement 10 | * Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * Engaging in high-quality professional development can help RE teachers improve. | 1. Engage parents/carers in the education of their children (including effective use of parents’ evenings)  2. Critically engage with research and use evidence to critique practice  3. Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes  4. Build effective working relationships by working with colleagues as part of a team | How effective is your communication to parents/carers in relation to pupil’s achievements and well-being?  Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)?  How has your understanding of ‘professionalism’ developed since the start of your ITT programme? What insights have you made? | PB1  PB4  PB7 | WDS |
| CCF evidence base | Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9. | | | | |
| 27-28 Easter Break |  | | | | |
| End of Year 3 | | | | | |