# Curriculum: PGCE Computer Science & Information Technology (11-16) with QTS\*

# AY 21/22



**Rationale of curriculum sequence : PGCE Computer Science and Information Technology**

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This document describes the design and sequencing principles of the Secondary PGCE Computing curriculum. The vision is to integrate pedagogic content knowledge in computing, the ITT Core Content Framework (CCF) and enhancements to meet national priorities in computing in a coherent fashion. This gives our trainees the opportunity to become expert practitioners, secure in their pedagogic content subject knowledge and with the ability to make research informed choices about their future teaching practice.

The overarching organising principle is the Faculty’s ITE Pillar model encompassing personal and professional attitudes, values and beliefs; subject and curriculum knowledge; and the craft of teaching and pedagogy.  In organising and sequencing the course the following guiding principles have been applied:-

Sequencing of computing pedagogic subject knowledge is based upon contemporary research. For example trainees learning to teach programming (arguably the most challenging aspect of the subject) use and critically evaluate the Predict, Run, Investigate, Modify, Make (PRIMM) sequence of learning.

Trainees encounter key foundational concepts early on in the course, revisiting them multiple times using a spiral curriculum model across the three pillars. This deepens their understanding, contextualises concepts in the classroom, causes them to critically reflect on their practice within an academic framework and allows them to see clear links between the three ITE pillars. For example trainees first encounter the PRIMM programming pedagogy model (Sentence, Waite and Kallia, 2019) in the first few weeks of teaching as a method to improve their own programming subject knowledge (subject and curriculum knowledge pillar). Later in the course they will make pedagogical choices about the use of PRIMM in their own practice teaching and reflect on its pedagogical value (craft of teaching and pedagogy pillar). Conversely trainees learn foundational knowledge about theories of learning early in the course (through the craft of teaching and pedagogy pillar) and then later situate them in the context of computing pedagogic content knowledge (subject and curriculum knowledge pillar) (Sentence, Waite and Kallia, 2019; Luxton-Reilly, 2016; Schulte et.al.,2010; Schulte, 2008; Lister et al., 2004). This demonstrates how knowledge and skills acquisition are integrated across the pillars.

Teaching is tiered across the three pillars. Trainees receive the majority of their subject and curriculum knowledge in the first third of the year (providing secure pedagogic content knowledge in preparation for placement). Professional attitudes, values and beliefs is spread across the first two thirds of the course so that trainees begin to engage with foundational concepts regarding the profession prior to placement and implementing them within the professional role of the teacher as they engage with placements one and two. The craft of teaching and pedagogy is a constant throughout the course, acting as a bridge for course tutors and school based computing mentors to deliver the curriculum in partnership and for trainees to make links between theoretical concepts and classroom practice.

Formative assessment opportunities allow trainees to close learning gaps and improve their practice. For example early in the course trainees use a lesson planning model to prepare and deliver an initial lesson to peers. The feedback from this informs their practice as they work with their school mentors. This process iterates through both school placements with expert input from their mentor and link tutor, informed by ongoing curriculum teaching. Throughout the course trainees complete formatively and summatively assessed tasks which are sequenced to allow them to accumulate the skills and knowledge of an effective teacher of computing.

The Core Content Framework is integrated throughout the course as a minimum entitlement and this is verified through mapping onto the course Schemes of Learning (SOLs). The CCF is sequenced to build on foundational principles in a spiral fashion. For example in the subject of adaptive teaching (AT) students explore early on in the course a rationale and definition for AT, and methods of AT that may be effective in a general sense. Subsequently they examine how AT might be applied given an analysis of pupil data and characteristics. They are then led to apply their AT knowledge within a computing context, to construct learning objectives and activities which have been adapted to meet the needs of a particular class of pupils. Finally they have repeated opportunities to reflect on AT they observe and apply in their school placement and to reflect on this via weekly formative feedback.

Priority is given to those elements of the curriculum that are national priorities, informed by areas which subject associations, teachers and accountable bodies report as being problematic within the Computing curriculum (Brown et al. 2014; THE ROYAL SOCIETY, 2012, 2017). These include gender imbalance in computing (Kemp and Berry, 2019); difficuties with the teaching of algorithms and programming; difficulties in recruiting pupils to GCSE computing; and the need to upskill the workforce in terms of NCCE priorities.  Trainees therefore encounter these concepts at high frequency, in significant depth and sometimes with external expert input. For example in considering low uptake at GCSE trainees have expert input from the chief examiner of a national examination body to examine data and strategies to improve uptake.

Wherever possible trainees are offered enhancements to the programme alongside the main ITE computing curriculum. For example trainees are encouraged to augment their subject knowledge by attending additional NCCE programmes leading to additional Computer Science Accelerator (CSA) certification.

Throughout, the curriculum is sequenced to enable trainees to receive expert academic teaching for the duration of their course. This is delivered in an integrated fashion through the partnership of their school based computing mentors and university course tutors.

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|  |  | Trainees should… | Prior to PP | End of Introductory PP | End of Developmental PP | Interim on Consolidation PP | End of Consolidation /Course |
| --- | --- | --- | --- | --- | --- | --- | --- |
| PILLAR 1  | Personal & Professional values, attitudes and beliefs | *Learn that:* | * Safeguarding is an important legal and professional duty for all teachers. This includes keeping children safe online and protecting them from cyberbullying, an aspect of Digital Literacy where the expertise of computing teachers is invaluable.
* A range of staff support pupil learning including SENCO, pastoral leads, LSAs
* High expectations of behaviour and learning should be planned and reinforced based on pupil data
* Teachers have a legal and professional inclusion duty to ensure all pupils can access the computing curriculum
* Teachers are influenced by their experiences, education culture and evidence, these inform their personal educational philosophy.
 | * Teachers’ expectations of behaviour and learning are highly influential in enabling children to be successful.
* Involvement in school life beyond the classroom for example via computer clubs has a positive impact on school culture, inclusion, relationships with pupils and professional practice.
* Teachers are expected to uphold a set of professional standards
* Teachers have a legal duty to promote Fundamental British Values and have responsibilities related to the Prevent duty, computing teachers may be asked to advise on matters of e-safety in this regard
* Seeking professional support to assist students with learning barriers such as SEND or EAL is important to remove those barriers, computing teachers may be asked to advise on assistive technology
* Their personal educational philosophy should be examined in the light of new experiences and further research.
 | * Planning and teaching is improved through an on-going cycle of professional reflection and feedback from experienced colleagues
* Choices of curriculum design, classroom practice and assessment should where possible be underpinned by evidence and research
* Identifying and undertaking CPD and developing a PLN sustains and improves practice over time, especially subject networks such As Computing At School and the NCCE.
* There are many types of school, career roles and progression pathways through the education system.
 | * Computing teachers have a crucial role in inclusion, social justice and employability. There are specific subject domain issues that impact upon pupils’ lives including gender representation in computing, workforce shortages, digital exclusion, e-safety and cybersecurity
* School subjects compete for resources including curriculum time and qualification availability at KS4. Computing teachers should be able to articulate a convincing rationale for their subject and explain its importance to pupils, the economy and society.
* Establishing professional working relationships within and beyond the computing department improves pupil outcomes in computing.
* Parental involvement is important in securing high aspirations and outcomes for pupils in computing
 | * Identifying continuing opportunities for CPD and development of a PLN improves practice and provides career development opportunities.
* ITE is the starting point for work on the ECF
 |
| *Learn how to:* | * Fulfil their safeguarding responsibilities in school
* Identify staff and their roles within school
* Set high expectations of learning based on baseline pupil data
* Identify non-inclusive practice and suggest adjustments that would enable inclusion of all pupils, for example where poverty creates a potential digital divide.
* Construct an initial personal philosophy of education
 | * Plan computing learning episodes which set appropriately high expectations based on pupils prior knowledge and skills.
* Engage in the wider life of the school including pastoral work and extra-curricular computing activities.
* Manage their workload effectively
* Engage in PD through their mentor and personal reflection
* Articulate and justify their personal philosophy of education
 | * Make regular, systematic use of mentor and computing department feedback to improve planning and teaching.
* Trial new approaches to planning and teaching informed by expert mentors, computing pedagogy research and personal reflection.
* Systematically evaluate their impact on pupil learning and progress in computing.
* Contribute to the wider life of the school e.g. through computer clubs.
 | * Advocate effectively for computing as a subject with colleagues and parents
* Explain how computing improves children’s life chances
* Work effectively with a range of professionals and parents
 | * Set targets for future development including engagement with the ECF
* Positively contribute to the computing department leaving a positive legacy e.g. through contributing to departmental resources
* Use and contribute to a PLN
 |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | * Learn that:
 | * Theories of learning are useful frameworks for teachers to make informed choices about their practice.
* Learning objectives provide a focus and scaffold for planning learning activities and assessment in computing.
* Adopting a sequenced, scaffolded approach to planning is more likely to lead to learning success – this is especially important in the teaching of programming
* Cognitive science offers useful insights into encoding and retrieval of memories – teachers can use this to inform their planning and teaching.
* Identifying and explicitly teaching subject specific vocabulary and concepts is a critical skill for teachers
* Complex and abstract concepts can be explained using pedagogical techniques such as decomposition, analogy, contextualisation, graphic organisers and visual cues
* Computational thinking offers a model for understanding the competencies CS practitioners regularly use to problem solve.
 | * Pupils have a wide range of prior computing knowledge, especially in Y7, establishing their baseline knowledge informs lesson planning
* Rates of progress in computing vary between cohorts, teaching can be adapted using a range of techniques to suit the needs of all learners
* There are a range of emerging evidence based pedagogies for teaching programming
* Computing misconceptions can be both a barrier to learning and a useful teaching tool to explore key concepts – categorising misconceptions in programming can be a useful diagnostic tool when planning teaching interventions.
 | * Spaced practice and retrieval are useful techniques to help consolidate long term learning
* Decomposing and scaffolding complex concepts enables learning gaps to be closed
* Metacognitive strategies such as explicit modelling of problem solving is an essential skill in IT and CS
* Subject content knowledge and pedagogic knowledge in computing need to be thoughtfully synthesised to plan effective learning episodes.
 | * Explicitly designing and sharing success criteria in computing tasks benefits all pupils, but particularly those with lower prior attainment.
* Schools employ a hierarchy of planning activity for learning, encompassing long term, medium term and lesson planning.
* Effective transitions between KS2-3-4 build pupils subject confidence, prevent them from repeating work unnecessarily and help teachers set work which is appropriately challenging. This is a particular issue in computing where primary experience varies widely.
 | * Our ongoing task is to enable students to become independent learners in computing. This requires us to influence their intrinsic motivation and perceptions of self-efficacy in the subject.
 |
| *Learn how to:* | * Explore teaching practice by applying theories of learning to lesson observations and resources.
* Use curriculum documents (NC and examination specifications) to help them define computing learning objectives which are appropriately challenging for a given key stage
* Design and sequence a short learning activity
 | * Establish prior experience and baseline competencies through questioning and assessment activities
* Plan effective computing lessons based on clear learning objectives.
* Begin to adapt lessons to meet a cohort’s need e.g. via support, creation of graduated tasks and flexible grouping.
* Use the CLT model to reduce unnecessary load and improve skills acquisition and knowledge recall.
* Identify and categorise common computing misconceptions in programming.
 | * Begin to plan for retrieval and spaced practice across a series of lessons.
* Make a complex concept or task accessible and achievable by decomposing into simpler elements e.g. using sub-goal labelling.
* Model problem solving
* Plan lessons which articulate subject concept explanations and justified pedagogy choices.
* Apply programming pedagogies such as PRIMM, Parson’s problems, Block model
 | * Design and share success criteria with pupils e.g. by using a WAGOLL exemplar such as code with comments.
* Interpret a long term plan to design and teach a portion of a medium term plan.
* Plan lessons based on learning objectives from a MTP.
* Undertake a transition activity e.g. Y6 open event, Y9/11 options briefing.
* Use transition data to set appropriate learning goals and targets.
 | * Use sources such as observation, pupil assessment data, questioning and information from colleagues to inform your judgement about pupils’ levels of intrinsic motivation and sense of self efficacy in computing.
* Where motivation and self-efficacy are lower than expected use the information above to suggest interventions that might help improve the situation.
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| Curriculum & subject knowledge | *Learn that:* | * The NC specifies a minimum entitlement for pupils and is influenced by evidence from the RS “Shut Down or Restart” report
* The curriculum is divided into three key areas – DL, IT and CS
* The most prevalent subject deficits in schools are in the area of CS
* The pedagogy of programming at school level is a developing research area.
* Progression and transition in Computing from K2-4
* Peer instruction, teacher modelled CT, paired programming
 | * Computing can support the development of literacy and numeracy
* Schools organise the computing curriculum using many different models all of which must meet the NC entitlement
* There are common classifications of misconceptions in computing – particularly related to coding
* Identifying and explicitly teaching foundational computing concepts is essential when sequencing and structuring learning episodes.

  | * Extra curricular computing opportunities can provide stretch and challenge and improve inclusion.
* Real world contextualisation of the subject is important to secure pupils motivation, engagement and love of the subject.
* Exam boards specify subject content, approaches to computing knowledge and skills e.g. use of pseudocode and specific examination vocabulary to indicate the type of answers required to be successful.
* There are a range of CS question banks and tracking systems which can be used for retrieval practice
 | * MTPs and LTP’s should be written to support spaced practice using a spiral model of curriculum design
* Subject associations, examination boards and organisations which advocate for computing are an excellent resource for maintaining up to date subject knowledge including the NCCE, Computing At School, STEM Learning and Raspberry Pi
 | * Teachers can take an active role in the generation of new educational approaches to computing e.g. by contributing to subject associations, responding to curriculum and assessment reviews, collaborative creation of resources and sharing good practice via their PLN.
 |
| *Learn how to:* | * Deconstruct and interpret the computing NC
* Use the TLA cycle to plan learning objectives, construct purposeful learning activities and consider how these can be assessed formatively
 | * Plan to integrate literacy and numeracy opportunities into their lessons
* Critically evaluate the advantages and disadvantages of their school’s delivery plan for KS3 computing
* Identify, collect and reflect upon subject misconceptions and plan to use the explanatory power of these in lessons
* Sequence learning so that pupils learn foundational concepts first
 | * Plan for extra curricular computing opportunities.
* Identify, curate and use real world computing contexts that ignite pupils’ interest and aspiration in the subject
* Use exam board specifications and support material to plan lessons
* Use CS question banks and tracking systems to plan revision/retrieval activities.
 | * Identify opportunities for revisiting key concepts using a spiral model within a LTP.
* Plan a MTP which includes opportunities for spaced practice and retrieval.
* Use exam board specifications and support material to devise revision questions and explicitly teach exam technique in CS
 | * Take an active role in subject associations such as CAS.
* Take advantage of CPD opportunities in the subject such as the NCCE CS Accelerator.
* Reflect on the extent to which subject concept knowledge is integrated and complete based on their subject audit and action plan to close any gaps.
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| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Learn that:* | * Assessment is part of the TLA cycle
* Formative and summative are different activities, serving different purposes.
* Formative assessment has a significant impact on learner progress and disproportionately helps learners with low prior achievement.
* Baseline data and ongoing assessment informs adaptive teaching
 | * Formative assessment strategies include planned questioning, sharing assessment criteria, teacher feedback and self/peer assessment.
* Computing assessments typically need to assess both knowledge and practical CS/IT/DL skills.
* Pupils require planned time to respond to and learn from feedback.
* Summative assessment typically includes end of unit tests, project work feedback and aggregate grading.
 | * Explicitly planning content and structure in questioning leads to effective learning
* Regular testing of key concepts (retrieval practice) can improve knowledge of facts over time
* Summative assessment is usually peer moderated and benchmarked
 | * Planning and sharing assessment criteria which are closely aligned with learning objectives improves pupils’ performance
* Teacher feedback which focuses on closing learning gaps is more effective than generic or ego-centred feedback.
* Peer assessment is a gateway skill to self-assessment
* Data tracking systems used effectively can help identify trends and inform teacher interventions
* Teaching specific approaches to CS examinations improves pupils’ performance
 | * Automated or semi-automated assessment tools such as self-marking quiz questions enable pupils to receive instant feedback, reduce teacher workload and provide useful data for future interventions.
* Moderation of summative assessments ensures consistency and fairness
 |
| *Learn how to:* | * Integrate assessment opportunities into learning activities which indicate whether pupils have fulfilled learning objectives.
* Interpret the evidence base for formative assessment practices
* Interpret and use baseline assessment data for planning
 | * Plan formative questioning content and structure.
* Assess pupil work and provide formative feedback when provided with assessment criteria.
* Summatively assess work with mentor support
 | * Plan the content and structure of questions to match the needs of groups and individuals.
* Use techniques such as code commenting, sabotage and Parson’s problems to formatively assess pupils’ acquisition of skills and knowledge
* Provide effective verbal and written assessment feedback
* Create a variety of assessments including knowledge quizzes and short practical tasks.
 | * Design and publish assessment criteria for all substantial learning activities.
* Provide feedback which focuses on closing the learning gap and plan time for pupils to respond.
* Plan for peer and self assessment
* Use tracking systems as a feedback mechanism within a PTLA cycle
* Reflect upon and expand their questioning repertoire
 | * Assess the value and limitations of self-marking assessments.
* Assess using exam board criteria – moderate work with peers
* Independently design formative and summative assessments
 |
| Adaptive Teaching | *Learn that:* | * Plans for learning episodes can be adapted to meet the needs of cohorts of learners and to remove specific barriers for pupils with additional needs
* Adaptive teaching techniques for cohorts include graduated tasks, addition or removal of scaffolding, levels of support, choice of resource content, flexible grouping and varying pace
* Adaptations should be informed by evidence, typically teacher reflection and pupil data.
 | * Expert practitioners such as SENCOs will guide adaptive teaching practices for pupils with additional needs.
* Some pupils are more able and talented in computing and will require stretch and challenge through a combination of acceleration, enrichment and enhancement
* Labelling pupils can have negative impacts (including whether the label refers to additional needs or more able and talented).
 | * Some categories of SEND (e.g. SpLD, ADHD, VI, HI, EBD) are more prevalent in mainstream classrooms. Teachers should know common barriers these pupils face and interventions which can ameliorate these barriers.
* Pupils with EAL are not a homogenous group
* Graduated tasks, flexible groupings and targeted support are effective strategies for adapting teaching, providing appropriate expectation and challenge, whilst managing teacher workload
 | * Resources can be checked and adapted using a variety of tools including reading age indicators.
* Students with reading deficits will have specialist interventions including reading recovery programmes based on SSP
* Where cohorts have literacy deficits it is important to provide additional structured opportunities to read and write rather than to design text free resources.
* Supporting LSAs to understand learning concepts is likely to lead to more targeted support for the pupils they support.
 | * The effects of adaptive teaching can be evaluated by tracking pupil progress over time and adjusting adaptations accordingly.
* A range of paraprofessionals support learners with greatest need (typically those with an EHCP)
* Teachers are expected to direct and manage LSAs in their classroom.
* EAL pupils frequently require a focus on subject specific language acquisition in order to accelerate their subject learning progress
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| *Learn how to:* | * Interpret baseline data and suggest adaptations that may be effective in sustaining learner progress
* Make informed choices about which adaptations are likely to result in all learners achieving a learning objective.
* Scaffold learning e.g. using key vocabulary and modelled answers
 | * Discuss and implement cohort adaptations with expert input from subject colleagues
* Discuss and implement individual adaptations to address learning barriers with SENCO / EAL coordinator
* Be sensitive when encountering labels and check bias and expectations when planning interventions.
* Given a scenario suggest adaptations for more able pupils based on learning acceleration, enhancement and enrichment.
 | * Identify pupils with specific additional needs and adapt lessons by referring to expert advice available in the school
* Adapt lessons in response to cohort needs using strategies of graduated tasks, flexible groupings and targeted support
 | * Check and adapt reading age of resources where necessary
* Set high expectations for all pupils regarding reading and writing.
* Plan stretch and challenge activities
* Support and Direct LSAs
 | * Use data to plan adaptive teaching as part of the TLA cycle.
* Include LSA’s in planning – provide a brief for their learning focus and co-plan to manage their role in class.
* With support adapt learning for EAL pupils taking into account their specific stage of target language acquisition.
* Seek support when planning for students with complex needs.
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| Behaviour | *Learn that:* | * Teachers have legal and professional powers and duties related to behaviour management, search and confiscation and physical restraint
* Teachers’ approach to positive behaviour management has a significant impact on classroom culture, expectations and learning.
* Deliberate use of language conveys behaviour expectation
* Teachers build professional working relationships with pupils based on mutual respect
* Appropriate vigilance, praise and attention are significant factors in managing behaviour effectively
 | * Teachers operate within a school behaviour policy framework
* The 4 R’s provide a framework for discussing behaviour expectations with pupils.
* Behaviour correction should follow an ascending hierarchy from least to most intrusive.
* Computing teachers must simultaneously manage behaviour in the classroom and the digital domain.
 | * A framework of classroom rules provides pupils with clear expectations
* Establishing routines for common classroom transitions reinforces expectations and reduce opportunity for inappropriate behaviours
* Novice teachers are learning the dual attention skill of “overlapping”
* Motivation has an impact on behaviour – well planned, relevant lessons with good contextualisation can increase pupil motivation to learn
* Teachers have a duty to model standards of behaviour
 | * For persistent inappropriate behaviour it will be necessary to liaise with others including HoD, parents, pastoral leads and possibly the SENCO
* Specific strategies are often required for the most challenging pupils such as report cards, cool off mechanisms and use of “inclusion” units
 | * Our ultimate goal is for all pupils to self-regulate their own behaviour so that they can be successful in society.
* Sustaining positive behaviour requires frequent revisiting/reminding of expectations
* Consistency in approach to behaviour management has greater impact than severity of consequences.
 |
| *Learn how to:* | * Explain behaviour expectations to pupils
* Model positive behaviour
* Choose deliberate language which conveys expectation, praises appropriate behaviour and minimises attention for inappropriate behaviour
* Plan behaviour routines
* Apply a framework for understanding and implementing positive behaviour management
 | * Use a framework of rights, responsibilities, rules and routines to plan and teach a behaviour curriculum
* Work within a school behaviour management policy in a consistent fashion.
* Intervene to correct behaviour when necessary.
* Set behavioural expectations
 | * Plan for positive behaviour, establishing a consistent set of expected routines
* With expert mentor support identify areas for development for aspects of behaviour management that remain most challenging.
 | * With mentor and other expert support develop approaches to motivate pupils with challenging behaviours
* Communicate with parents regarding behaviour management to praise positive behaviour and plan to correct inappropriate behaviour
 | * Take pastoral responsibilities within the school e.g. acting as a form tutor
* Consistently model and support high expectations in behaviour management.
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| PRIORITIES AY 21/22 | English as an Additional Language (EAL) | *Learn that:* | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding
* CALP and BIC skills are important for language acquisition and teachers need to plan for them
* That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL
 | * That it is important to address misconceptions such as learners with EAL have an additional need not special need
* EAL learners are not a homogenous group
* How context embedded and cognitively demanding is simply good teaching and useful for all learners
 | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent
* That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage
* There are stages of progression to language development and relate to Hilary Hester’s BEL stages
* Group work and discussion is essential for language acquisition in all subject disciplines

  | * There are various approaches within all subject disciplines that support all children with context embedded and cognitively demanding work
* It is important to understand how to manage children’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers
 | * Pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family
* It is important to use the BEL stages for assessment but that there are other models
* The importance of avoiding cultural appropriation
 |
| *Learn how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline
* Identify key vocabulary that will be needed in their subject discipline
 | * Ask the teacher questions about their practice.
* To ask questions about the rationale for grouping children with EAL esp. if they observe a pupil with EAL in a lower competency group
* Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition
 | * Use dual language books, flashcards, and visual aids to support reading comprehension
* Evaluate resources and activities related to their discipline that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces
* Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition
 | * Use the BEL stages for assessment
* How to celebrate culture, languages and difference in all classes and throughout a school
* Be sympathetic to the needs of pupils with EAL and those who are refugees
* Address ways of supporting families who have EAL
 | * Assess the stage of language development through assessment stages and consider support strategies
* Evaluate (and if necessary, challenge) any poor EAL practices in school
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| Relationship & Sex Education (RSE) | *Learn that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it
* There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context
* Ground rules in RSE teaching are important.
 | * In the RSE classroom, consciously ensuring pupil safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum
* Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc.
* The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc
 | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms

Lessons should start where students are: find out what they already know, understand, are able to do and are able to say | * Importance of avoiding making any assumptions about pupils, taking a measured, rather than value-laden approach

RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education). | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience.
* Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated
 |
| *Learn how to* | * Reflect what the new guidance means for their own teaching practice
* Appreciate the role, purpose and value of RSE in the curriculum
* Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety
 | * Gently challenge misconceptions and misuse of language which emerge
* Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships)
 | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint

Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships | * Respond to challenges that they might encounter in the RSE classroom
* Avoid pedagogy that may be misleading and contribute to shame and stigma
* Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator.
 | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond
* Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context
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| Safeguarding & digital wellbeing | *Learn that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online.
* All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s)
* Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals.
* Settings have their own Safeguarding Policies which must be followed by all in that setting.
* Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns.
* Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure.
 | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos.
* Pupils are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures
* Peer on Peer abuse and sexual harassment are current priorities for all settings.
* The following are requirements to know and implement as a teacher:
* 1) they are essential part of the safeguarding system for children.
* 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating.
* 3) Providing a safe learning environment for all pupils and young adults.
* 4) Be prepared to identify children / young adults who may benefit from early help
* 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties
 | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting.
* Bullying, including Cyberbulling is wrong and can take many forms.
* Safeguarding involves promoting the welfare of children and colleagues within the school and wider community.
 | * The adverse experiences of pupils can have an affect upon learning and progress
* The wider impact of safeguarding of pupils, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).
* A high quality RSE curriculum can assist n safeguarding pupils by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns.
 | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential.
* Consistent awareness and professional development will ensure the protection and care in a proactive way for all pupils, colleague and themselves.

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| *Learn how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice.
* Engage with further CPD development undertaken through Prevent training (Government link)
* Identify the signs of possible abuse
* Report disclosures to the necessary DSL including the DSL at Edge Hill

Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the pupil during their disclosure. | * Confidently and competently report safeguarding concerns in their setting and at University.
* Conduct themselves in a professional and safe manner in educational Setting.
* Respond to a pupil’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community.

Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL | * Identify how a safe and secure environment is established for pupils.
* Identify the importance and essential approach to ensuring the welfare of pupils both in school and their community.

Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding. | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’

Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education. | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context.
* Identity when to act upon situations and the professional manner this must uphold.

Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE. |