# Curriculum: PGCE English (11-16) with QTS\*



**Rationale of curriculum sequence**

**Course: Secondary English**

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Teaching begins with a focus on trainees being given the opportunity to consider the type of English teacher they will become – exploring the importance and relevance of the subject for development of pupils as successful global citizens, in addition to developing subject specific skills. There is a strong focus on the importance of developing and modelling good literacy skills. Having established what helps to form their teacher-persona, we then begin to look at the reading material that is engaging young readers (Carnegie and Costa book awards, shortlists selected by young people). Using this knowledge, the trainees then read a text suitable for a KS3 audience, referred to as the class reader, around which they produce a video book review in which they discuss aspects of plot, themes, issues and give examples of teaching approaches with resources (Ofsted, 2013). A peer-review task then takes place where trainees reflect on the information given about the text and the speaker’s presentational features. There is a dual purpose with this task: to create a useful resource bank for KS3 text selection and opportunities to create online resources. With this foundation in place, the trainees then have sufficient content knowledge to begin exploring approaches towards creating learning episodes within the English lesson that are linked to class reader lessons: engager tasks, starter activities and plenaries. This offers opportunity to apply and try knowledge developed from the earlier sessions in this module: knowledge retrieval and creation of original material (Hattie, 2019). The focus then moves onto specific focus areas in the English classroom: differentiation, questioning with challenge and Shakespeare Day. Teaching activity on this module offers trainees scope for their professional development beyond the ITE phase, as we explore roles and responsibilities within an English department.

Then knowledge is further-developed by deepening understanding of professional identity and its alignment with educational philosophies so that trainees can deepen their understanding about the importance and value of the teacher in society. The focus on the History of Education enables contextual understanding, particularly in relation to National Curriculum drivers to be applied, as trainees have an understanding of the English teacher’s role and responsibilities and flows into the subsequent topic examining teaching as an ethical and value-laden profession. With this knowledge base secure, and drawing upon learning across the other module, the focus then moves into child protection, safeguarding and professional conduct. In particular through the taught sessions during placement, trainees will combine their practical experience with the theoretical perspective, demonstrating professional capabilities that stretch beyond the Early Career phase.

Building upon these foundations, we move to focus on components of teaching and the lesson itself. Beginning with an initial introduction to lesson planning, from which the subsequent sessions on cognitive load, Rosenshine’s Principles of Instruction and cognitive science in the classroom are pinned. There is a strong emphasis on the importance of creating teaching materials that help rather than hinder pupils, and learning sequences include activities where trainees work in groups to create and evaluate resources to support specific types of learners and situations. These are presented to the rest of the cohort, from which springboards further discussion on creativity and suitability of the resources, drawing upon the learning across all modules. With this understanding in place, specific focus is then given to achievement and the impact of influence from home, whole-school and the English classroom itself (Ofsted 2021).

During professional practice, trainees will build upon their knowledge and be given opportunities, through individual, group and whole-cohort sessions, to recognise how this looks in their own English classroom and that of expert colleagues in the placement settings, with the purpose then of reflecting and thus enhancing their own practice. Weekly communication with mentors ensures alignment with Core Content Framework on the weekly question and discussion prompts. This information feeds into the Weekly Development Summary in which mentors indicate whether or not their trainee is making expected progress at this point in their training, or is in need of additional support. A range of metacognitive strategies are employed to support trainee progression, knowledge retrieval occurs in many formats with interleaving of topics helping to develop an environment of desirable difficulty in which trainees’ achievement and competence are able to flourish.

Hattie, J. (2019) Visible learning guide to student achievement

Ofsted (2021) Remote Education Research

Ofsted (2013) Moving English Forward

|  |  | Trainees should… | Prior to PP | End of Introductory PP | End of Developmental PP | Interim on Consolidation PP | End of Consolidation/Course |
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| PILLAR 1 | Personal & Professional values, attitudes and beliefs | *Learn that:* | * Teachers have a legal duty to keep young people safe. * Teachers are role-models and their conduct should be law-abiding and uphold public trust. * Each school has key personnel to support the provision of appropriate support and protection for learners: SENCO, pastoral leaders, other appropriate colleagues including DSO. | * The teaching profession has expectations of behaviour and conduct. * A teacher’s behaviour influences their students, teachers are role-models. * Teachers should be aware of positive work-life balance in order to support their health and wellbeing. | * Teachers are agents of creating educational knowledge for other English teachers to try in their own practice. * Educational research should inform practice. * Professional development will continue throughout a teacher’s career and should support their transition into different roles and responsibilities. | * English teachers should be contributing to the development of the whole-school community. * English teachers should be reading, engaging with and incorporating new and diverse literature into their daily teaching. | * The ECT phase should build upon the knowledge and expertise gained during English ITE. The Chartered College of Teaching has an Early Career Hub to support this. * Ongoing CPD is an integral part of being a successful English teacher, and can be facilitated by organisations such as the National Literacy Trust. |
| *Learn how to:* | * Respond and follow correct procedures in matters relating to safeguarding of young people, both in the English classroom and the wider school community. * Conduct themselves as education professionals in settings and away from school. | * Manage time effectively to deliver successful learning episodes which motivate and challenge students to develop their creativity in a safe and encouraging environment. * Use data and student responses to inform future planning and delivery. | * Seek out new approaches with teaching and learning to trial with classes and inform future teaching. * Recognise trends in student performance nationally using Examiner Reports, and use feedback to plan and deliver motivating and challenging learning experiences. | * Communicate with parents and carers about a student and / their progress in English. * Liaise and work with expert colleagues to support specific groups of learners (SENCO, pastoral teams). | * Make positive contributions to the English department, supporting its key priorities. * Reflect on their own progress, set targets for next stages of career, for example, Literacy Lead, as well as focusing upon ECT progression. |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | *Learn that:* | * How young people retain information is influenced by their learning environment. * How information is presented to a learner can affect their ability to successfully encode information, which is particularly important for comprehension tasks in English. * Knowledge is better encoded when it is broken down into manageable segments. | * Content for retrieval activities such as interleaving and spacing is informed by longer-term planning documents. * Individual classes, and some students within those classes, may require information from the texts taught to be presented differently. | * Teachers need to have a wealth of approaches to draw upon to explain the context and content of literature and be ready to present information about texts quickly in different ways to students. | * Progression is enhanced when students are given ownership of their learning. In English, this involves the encouragement of personal explorations in creative reading and writing. * Responding to feedback and meaningful marking supports progression in expanding interpretations of writers’ viewpoints and perspectives. | * An awareness of the content of English at KS3 and GCSE strengthens daily teaching: teaching and learning activity should include learning from the past, including how reading is taught using synthetic phonics, and some future learning. * Metacognitive strategies are not a feature of learning and that they should be embedded into learning opportunities in a variety of formats. |
| *Learn how to:* | * Use metacognitive strategies to support more successful encoding of learning in the English classroom. * Apply principles of dual coding to teaching resources to support cognitive load for the development of Reading, Writing and Oracy skill. * Incorporate a range of questioning and knowledge retrieval activities for short and long-term knowledge retrieval of the English curriculum, including the prior Key Stage. | * Embed knowledge retrieval activities (interleaving, spacing etc.) into daily English teaching to access prior learning over time. * Create their own style of English Reading, Writing and Oracy resources that consistently support cognitive load. * Use a range of questioning strategies with learners on a daily basis to check for understanding and build opportunities for progression with the English curriculum. | * Use responses to questions to adapt delivery and content within the English lesson. | * Use formative and summative assessment to identify skill gaps and build long-term skill development in English. | * Employ a range of metacognitive strategies to support the progress and motivation of different types of learners and those with specific learning needs in their English lessons. * Use different components of English (Reading, Writing and Oracy) to reshape learning and address misconceptions for different learning needs. |
| Curriculum & subject knowledge | *Learn that:* | * The national curriculum for English informs what is taught in the English lesson. * Lessons are broken down into chunks and separate parts to support the learning process and pupil progression in English. | * The subject of English is taught through the development of Reading, Writing and Oracy skills. These are modelled effectively and consistently by the English teacher. | * GCSE Language and Literature course content can be taught both implicitly and explicitly. * GCSE content and skill development requires regular retrieval opportunities, and using GCSE assessment objectives to build KS3 learning around. | * Stretch and challenge in English lessons can be incorporated into lessons by working with some course content from the next key stage. * The use of higher tier vocabulary and mechanisms such as the Frayer Model are effective tools for ongoing vocabulary development within the English classroom. | * Blending national curriculum core content with topical and appropriately challenging materials helps to motivate and inspire learners. * Having an awareness of current trends in Young Adult Fiction and incorporating some of this into teaching activity promotes continued literacy development. |
| *Learn how to:* | * Plan and teach the development of key skills necessary for GCSE English Language and Literature at KS3. * Break down Reading, Writing and Oracy, to introduce skills and then further enhance, promoting progress within and beyond the English classroom. | * Plan English lessons which contain a variety of Reading, Writing and Oracy skill development within and beyond the English classroom. | * Plan and deliver English lessons which support skill development for GCSE Assessment Objectives in English Language and Literature. | * Use a range of interesting and challenging material in English lessons to inspire and promote progression. | * Create and deliver engaging learning episodes, using relevant and motivating resources; for example, from the British Library. * Reflect and use student-voice to inform future planning. |
| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Learn that:* | * Assessment is both formative and summative, and informs progress in the English lesson. * Appropriate questioning is key to assessing points of learning within the lesson. | * Regular marking of written work is an integral part of planning for progress. * Competencies with Oracy and general presentation skill in English lessons should also be monitored and recorded. | * Moderation is a key activity to ensure consistency of accuracy with KS3 and GCSE marking in the English classroom. | * The use of ipsative assessment to embed the foundations of GCSE skill with KS3 learners. * The use of GCSE Assessment Objectives for Language and Literature for KS3 classes supports long-term encoding and retrieval within the subject of English. | * English teachers should be continually developing their knowledge of assessment strategies by engaging with peer-observation and engaging with CPD in order to build their repertoire of assessment strategies, such as NATE, AQA & Eduqas, NEU, ResearchED and LitDrive. |
| *Learn how to* | * Be able to ask appropriate questions that are based on learning objectives and learners’ responses. * Listen to responses, which are often personal interpretations of literature, and shape questioning to support achieving the learning objectives and lesson focuses. | * Mark students’ work on a regular basis. * Carry out meaningful marking to support progression from ‘simple’ engagement with language and literature, to ‘perceptive’ and ‘detailed’. | * Engage with KS3 and GCSE moderation with their English departments. * Accurately mark some GCSE responses to both the Language and the Literature papers. | * Utilise a range of formative strategies within lessons to guide learning, increasing opportunities for progress to be made. | * Try new strategies and approaches on a regular basis and assess their impact with individual classes and groups of learners. One strategy to try could be ‘Comparative Judgement’ (Wheadon et al., 2019), which has recently come to the fore in research on how to assess writing in English. |
| Adaptive Teaching | *Learn that:* | * Equity of access to learning is key, and there are different strategies teachers use to support different groups of learners to make progress in their learning of the construction of texts, both their own and others. | * Adaptive teaching and supporting specific groups of learners should be woven into the fabric of the English lesson, rather than become ‘event teaching’ episodes. | * Key colleagues such as SENCO can support and help English teachers with their reflections upon the effectiveness of adaptive strategies to promote engagement and progression. | * Ongoing reflection of approaches and continuing research around SEND and adaptive teaching strategies supports English teachers with their planning and delivery of lessons to give all students equity of access to learning. | * Thorough planning and learning routines, covering components of Reading, Writing and Oracy, are consistently woven into daily teaching to implicitly support the needs of all learners in the English classroom. |
| *Learn how to* | * Plan learning episodes which give learners with specific needs equity of access to class learning, enabling them to make individual progress in their English lessons. * Create scaffolded and alternative-route resources to support learners with specific needs which allow them to access and engage with the lesson in line with their peers in their English lessons. | * Make adjustments to key learning resources in order to enable access for all students in their English lesson. | * Create, structure and organise English subject resources from the outset which are accessible to all learners. * Use formative assessment to accurately identify learning gaps and apply questioning to build knowledge on skills and content across the English curriculum. | * Support individual learners with specific skill development through appropriate formative assessment in their English lessons. * Utilise a range of appropriate activities to support the development of Reading, Writing and Oracy to support progress in the English lesson. | * Calmly divert learning trajectory within the lesson to ensure learning is on track to meet the objectives for all students in the English lesson. * Employ a range of questioning and activities supporting the development of Reading, Writing and Oracy skill within the English classroom to address misconception and support deeper encoding. |
| Behaviour | *Learn that:* | * The teacher’s own conduct and expectations set the climate for learning in the English classroom. * All learners should be supported and safe in their classroom environment. | * English teachers should consistently follow the behaviour policy of their school and apply it fairly. * Lesson planning is an integral part of positive behaviour management in the English classroom. | * The teacher must always be ‘the adult in the classroom’ and understand emotional intelligence, particularly when engaging with sensitive texts. | * Observing key colleagues in their application of behaviour strategies is an essential resource. The teaching of drama, either as part of the English curriculum or as a discrete subject, is a valuable exercise. | * An English teacher draws upon a range of non-verbal and verbal strategies to establish and maintain a positive and safe learning environment for all students. |
| *Learn how to:* | * Establish conditions for successful learning in a safe and motivating English classroom environment. * Begin to have an awareness of the importance of learning routines for pupils making progress in their English lessons. * Identify and respond to different types of disruption in the English lesson, including low-level disruption. | * Create routines for the start and end of English lessons which promote positive engagement and mutual respect. * Plan lessons that respond to environmental and behavioural needs, with the purpose of creating a positive climate for learning in all components of English (Reading, Writing and Oracy). | * Diffuse potentially confrontational situations in the English classroom. * Be able to relate issues / situations to wider literature, especially Young Adult Fiction. | * Draw upon a range of strategies to support and encourage all learners, whilst maintaining a safe learning environment in the English classroom. * Support and encourage awareness of behaviour and life experience beyond the English classroom through engagement with wider literature. | * Recognise the behavioural needs of individual learners and utilise appropriate strategies, such as relating to wider literature, supporting the development of oracy to focus on aspects of functional skill and personal hobbies and interests, as methods for re-establishing order and engagement in the English classroom. |
| SFE 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 |
| 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 |
| 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 effect 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.   . |
| *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. |