# **Primary Initial Teacher Education: Strand Plan**

# **Strand: Classroom Practice Undergraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**Curriculum Vision:**

Through our Initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary teacher trainees will:

Know how to plan and structure lessons to ensure all learners are supported and challenged to fulfil their learning potential.

Through a combination of evidence informed instruction, directed and independent reading, observation and implementation of ideas in schools, trainees will gain an increasing understanding of:

* The purposes of planning and structuring learning activities
* The principles of consolidating, practising and applying new knowledge
* The importance of varied, high-quality, relevant resources
* The key role of questioning

They will use this growing understanding to inform their planning and their own behaviours in the classroom.

| **Phase 1** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Planning sequences of lessons is essential for core and curriculum subjects. (4.2) | To utilise adaptive teaching to meet the learning requirements of all pupils. | | | It is necessary to implement and model scaffolded tasks to support learning, at individual, group and whole class level (4.4, 4.9, 4.10) | | With support from experienced professionals, to plan a sequence of learning activities that promote progression. | | Intent |
| Targeted questioning can be used to ascertain pupils’ understanding of the learning objective. (4.6) | To plan activities that address key learning objectives. | | | Modelling new content effectively, using a blend of discussion, questioning and examples to develop understanding is key to effective teaching. (4.3) | | Use relevant resources to support pupils’ learning. | |
| There are clear benefits of metacognitive strategies and learn how these can be taught. (4.5) | To identify learning progression in activities. | | | There is a distinction between intrinsic and extrinsic motivation. (4.1) | | How to receive clear, consistent mentoring to consolidate classroom practice skills. | |
| Using planning templates, teacher modelling, worked examples and multi-step activities can help to reduce cognitive overload. (4.5) |  | | | High quality teaching consists of an amalgamation of strategies, including questioning, pupil talk and providing opportunity for practice, through observation of mentor/subject leads during school based training or through observation of live/recorded lessons. (4.2, 4.7, 4.8) | |  | |
| Classes can be organised into specific groups of pupils to facilitate adaptive teaching. (4.9) |  | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | |  |
|  | | | | Reflection on PP phase 1 | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * How to plan a sequence of learning activities that promote progression | | | * The need for adaptive teaching to maximise learning potential for all pupils | | * Utilise relevant resources that scaffold, support and enhance pupils’ learning | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | | |
| \*Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>    Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage. | | | | | | | | |

| **Phase 2** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Lessons should be structured to enable purposeful practice of what has been taught. (4.8) | Make clear links to prior learning and build on these. | | | Additional support, such as modelling, scaffolds and adult support needs reducing when appropriate to promote independent learning. (4.4, 4.3) | | To give clear explanations, using key vocabulary that is specific to the task/subject. | | Intent |
| Hinge questions can be used to moderate individual and collective learning in the classroom. (4.6) | To use their teacher voice to establish and maintain a positive classroom environment. | | | It is necessary to use spaced/distributive practice to ensure that pupils revisit content (4.8) | | To utilise suitable scaffolds to support learning and know when to reduce/remove them. | |
| There are key elements of lesson planning and new knowledge must be built on prior learning. (4.2) |  | | | Homework is designed to revisit and reinforce new learning. (4.11) | | To use their teacher voice to establish and maintain a positive classroom environment. | |
| There are clear benefits of metacognitive practices and different strategies for teaching them. (4.5) |  | | | Talk enables children to share ideas, progress their technical vocabulary and develop conceptual learning (4.7) | | To set homework that revisits and reinforces new learning. | |
| Effective questioning is an essential tool in developing retrieval and recall. (4.6) |  | | | It is important to group pupils effectively to help support their additional needs. (4.9, 4.10) | |  | |
| Pupils’ investment in learning is also driven by prior experiences and perceptions of success and failure (4.1) |  | | |  | |  | |
| There is a metacognitive regulation cycle. (4.5) |  | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
|  | | | | Reflection on PP phase 2 | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * The importance of using technical/subject specific vocabulary to increase pupils’ depth of knowledge and understanding | | | * The importance of sequenced learning and building on prior learning to develop pupils’ knowledge and understanding | | * Use their teacher voice (intonation, tempo, volume etc) to maintain a productive working atmosphere | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | | |
| Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> | | | | | | | | |

| **Phase 3** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Effective reflection is required to adapt future planning to meet the needs of pupils, including building in targeted questioning and cross-curricular opportunities to practice prior learning. (4.1, 4.6, 4.8) | To use effective questioning to elicit meta cognitive development. | | | Consideration of prior knowledge and next steps for learning is essential when planning in all curriculum subjects. (4.2) | | To use narrative thought processes to model what pupils should be asking themselves when they are working. | | Intent |
| Providing different representations of a concept can support understanding, e.g. concrete, pictorial, abstract (4.3) | To develop a range of questioning strategies to extend and challenge learning. | | | It is important to identify the individual needs of all pupils and make necessary adaptations to planning, resources and teaching to overcome barriers. (4.3, 4.4, 4.9) | | To plan sufficient opportunities for pupils to consolidate, practise and apply new learning. | |
| Dramatic techniques can be used to encourage effective pupil talk. (4.7) |  | | | Planning at different levels acts to ensure curriculum coverage and quality of provision. (4.1, 4.2) | | To develop scaffolds for effective pupil talk, encouraging children to share their learning. | |
| Pupils’ investment in learning is also driven by external experiences, including ACEs (4.1) |  | | | Homework should provide opportunity to practice learnt skills and it should be adapted to meet the needs of individuals. (4.8, 4.11) | |  | |
| Interleaving can be used to draw pupils’ attention towards key concepts. (4.1, 4.5) |  | | | Paired/group work and pupil talk can be effective in consolidating understanding, but guidance and support is required to ensure effectiveness. (4.10) | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
|  | | | | Reflection on PP phase 3 | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| * Different strategies for consolidation, practice and application of new learning | | | * The importance of developing thought processes within the child to promote independent learning. | | * Use a range of questioning techniques to encourage in-depth responses from pupils | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | | |
| \*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>  Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | | | | | | | | |