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

# **High Expectations Postgraduate Programme**

**Curriculum Vision:**

Through our programmes, it is our intention that students acquire a secure understanding of the importance of having *high expectations* of all pupils and of themselves as practitioners. It is our intention that trainees will recognise the positive impact that their beliefs and values can have on the achievement of pupils. They will learn that disadvantaged pupils face additional challenges in reaching their potential in school but that these pupils can achieve well if their teachers believe that they can. Trainees will learn that that schools have a duty to compensate for disadvantage and that some pupils need additional resources, teaching methods and interventions. They will develop a secure understanding of the way schools draw on evidence of effective practice to make the best use of Pupil Premium funding. Trainees will develop their understanding of the high standards of professional behaviour expected of them and how this contributes positively to the wellbeing and motivation of pupils, and the partnership with parents and carers.

| **Phase 1** |
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| **University Based Learning** |
| **Learn That** | **Learn How** |
| **Component Knowledge** | Knows how to foster a sense of self-belief and self-worth in pupils **(LT1.2/4)**Knows that all pupils can achieve well if taught effectively and if staff have high expectations **(LT1.3/6)**Knows what is expected of a teacher in terms of professional ‘persona’ including use/choice of language, dress, setting boundaries, good attendance, organisation, ownership, providing safety and appropriate use of social media **(LT1.2)**Knows that teaching includes a range of professional relationships with stakeholders: pupils and parents/ carers **(LT1.5)**Knows that pupils are entitled to quality first teaching as a minimum **(LT1.6)**Knows that all pupils can achieve well if taught effectively and if staff have high expectations **(LT1.3/6)**Knows that disadvantaged pupils often do not perform as well as other pupils in school **(LT1.6)**Knows the eligibility criteria for Pupil Premium funding and the purpose of the funding **(LT1.6)**Knows that social background and family circumstances affect pupils’ life chances **(LT1.6)**Knows that social background is not a choice and does not define a pupil/family **(LT1.6)** | To develop a positive learning environment in which pupils are expected to give their best, learn from their mistakes and develop their ‘stickability’ **(LH1.3)**To establish positive relationships with parents/carers and be proactive in engaging them in their children’s learning **(LH1.4)**To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**To be an effective and positive role model: consistency, use of positive reinforcement, modelling appropriate behaviours, and setting clear and challenging expectations **(LT1.2/LH1.3/5/6)** | Intent |
| **Assessment** | **Assessment** |  |
| * Students complete a survey-style quiz on high expectations, disadvantaged pupils and EDI content within phase 1
* Aspects included in PGP4110 strand lectures/seminars are assessed formatively by tutors
* Components are linked to assignments PGP4110 (Contemporary Issues in Primary Education) and PGP4111 (Leading Development and Change in the Primary School)
 | Impact |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** |  |
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| *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:*** |
| * that teacher expectations can positively impact the progress, learning and wellbeing of all pupils
 | * their professional responsibilities in relation to high expectations and disadvantaged pupils
 | * develop a positive learning environment which promotes the academic potential of all pupils
 |
| **Research** | **KEY RESEARCH****that trainees will know relating to high expectations and disadvantage** |
| EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf> [Accessed 26 July 2022]EDUCATION ENDOWMENT FOUNDATION, 2018. *Working with parents to support children’s learning* [online]. Available from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> [Accessed 26 July 2022] KNOWLES, G., ed., 2018. *Supporting Inclusive Practice and Ensuring Opportunity is Equal for All* [e-book]. London: Taylor and Francis. Available from: <https://edgehill.on.worldcat.org/oclc/993762731>[Accessed 21 July 2022] PISA, 2015. *PISA in focus: do teacher-student relations affect students’ well-being at school?* Available from: <https://doi.org/10.1787/5js391zxjjf1-en> [Accessed 9 August 2022]  |

| **Phase 2** |
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| **School Based Learning – Introduction/Developmental** | **University Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | Knows that pupils are entitled to quality first teaching as a minimum **(LT1.6)**Knows there are a wide range of needs that need to be met in order for pupils to function as learners (**LT1.3)**Knows that a calm, consistent and firm response is needed when encountering challenging situations **(LT1.2/4)**Knows the factors which lead to parents’ expectations and levels of engagement **(LH1.4)**Knows that social background and family circumstances affect pupils’ life chances **(LT1.6)**Knows how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice (**LT1.3/6)**Knows the evidence which indicates that disadvantaged pupils face additional challenges in reaching their potential in school **(LT1.6)**Knows that pupils’ investment in learning is driven by their prior experiences **(LH1.3)** | To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**To be an effective and positive role model: consistency, use of positive reinforcement, modelling appropriate behaviours, and setting clear and challenging expectations **(LT1.2/LH1.3/5/6)**To create a supportive and inclusive environment **(LH1.1/2/3/5)**To provide pupils with the support they need to identify and manage their emotions **(LT1.1)**To collaborate with colleagues to create inspirational and challenging lessons that help pupils to be extrinsically motivated**(LH1.1/2/8)**To build positive relationships with parents/carers and be proactive in engaging them in their children’s learning **(LH1.4)** | Knows that positive teacher-pupil relationships can support factors including mental health, wellbeing and sense of belonging **(LT1.1)**Knows that teaching includes a range of professional relationships with stakeholder: parents/carers and the wider community **(LT1.5)**Knows the evidence which indicates that disadvantaged pupils face additional challenges in reaching their potential in school **(LT1.6)**Knows how school staff assess their pupils’ needs and use Pupil Premium funding to improve attainment by drawing on evidence of effective practice **(LT1.3/6)** | To provide pupils with the support they need to identify and manage their emotions **(LT1.1)**To establish a commitment to own professional learning and development, and personal wellbeing; knowing that these can impact pupils both positively and negatively **(LT1.2/4)**To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**To encourage resilience and perseverance in pupils and normalise the making of mistakes **(LH1.3)** | Intent |

| **Assessment** | **Assessment** | Impact |
| --- | --- | --- |
| * Aspects included in PGP4110 strand lectures/seminars are assessed formatively by tutors
* Components are linked to assignments PGP4110 (Contemporary Issues in Primary Education) and PGP4111 (Leading Development and Change in the Primary School)
* Students’ commitment to promoting and implementing inclusive practice will be monitored by school-based mentors and university link tutors; evidence noted in weekly development summaries and interim/final reports
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| **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:*** |
| * that a range of factors, including disadvantage, may impede children’s educational attainment and wellbeing
 | * the various strategies and types of provision that can alleviate the impact of these factors, including the effective use of the Pupil Premium
 | * identify and address various barriers to learning
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| **Research** | **KEY RESEARCH****that trainees will know relating to high expectations and disadvantage** |
| ANDREWS, J., ROBINSON, D AND HUTCHINSON, J. 2017. *Closing the gap? Trends in educational attainment and disadvantage*. London: Education Policy Institute Available from: <https://epi.org.uk/publications-and-research/closing-gap-trends-educational-attainment-disadvantage>[Accessed 9 August 2022]EDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf> [Accessed 26 July 2022]EDUCATION ENDOWMENT FOUNDATION, 2018. *Working with parents to support children’s learning* [online]. Available from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> [Accessed 26 July 2022]GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education*. [e-book] London: Routledge. Available from: <https://edgehill.on.worldcat.org/oclc/841201176>  |

| **Phase 3** |
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| **School Based Learning – Consolidation** |
| **Learn That** | **Learn How** |
| **Component Knowledge** | Knows that pupils are entitled to quality first teaching as a minimum **(LT1.6)**Knows the duty of school in compensating for disadvantage **(LT1.6)**Knows that there is a link between ‘cultural capital’ and social mobility, wellbeing and life outcomes **(LT1.6)**Knows the role of Pupil Premium and the strategies that can be employed to improve outcomes for disadvantaged pupils **(LT1.3/6)**Knows how schools develop, implement and review the impact of a Pupil Premium Strategy **(LT1.3/6)**Knows the investment needed to maximise engagement with parents/carers and find ways to engage beyond face-to-face contact**(LH1.4)**Knows the importance of developing pupils’ interests across the range of subjects **(LT1.1)**Knows that teaching includes a range of professional relationships with stakeholders: the wider community and other agencies **(LT1.5)** | To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**To enable pupils to investigate and collaborate with one another **(LT1.1)**To set goals to challenge and stretch all pupils **(LT1.3)**To establish and maintain an organised, stimulating classroom environment; conducive to learning, celebrates pupils’ efforts and achievements **(LT1.2/4)**To establish with pupils a shared ownership of and responsibility for classroom routines **(LT1.2/4)**To plan inspirational and challenging lessons independently that have high expectations of all learners **(LH1.1/2/8)**To discuss and analyse with expert colleagues, effective strategies for liaising with parents/carers and colleagues to better understand pupils’ individual circumstances **(LH1.4)**To develop teaching techniques, foster pupils’ motivation and inspire pupils as learners **(LT1.3)**To set goals to challenge and stretch all pupils **(LT1.3)**To discuss and analyse with expert colleagues, effective strategies for liaising with parents/carers and colleagues to better understand pupils’ individual circumstances **(LH1.4)** | Intent |
| **Assessment** | **Assessment** | Impact |
| * Aspects included in PGP4110 strand lectures/seminars are assessed formatively by tutors
* Components are linked to assignments PGP4110 (Contemporary Issues in Primary Education) and PGP4111 (Leading Development and Change in the Primary School)
* Students’ commitment to promoting and implementing inclusive practice will be monitored by school-based mentors and university link tutors; evidence noted in weekly development summaries and interim/final reports
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| **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 a whole school approach in in relation to expectations and supporting disadvantaged pupils
 | * the complex intersection of factors that may impact on children’s learning and wellbeing, including poverty and disadvantage
 | * advance equality of opportunity and outcomes for all pupils
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| **Research** | **KEY RESEARCH****that trainees will know relating to high expectations and disadvantage** |
| CHOUDRY, S. 2021. *Equitable Education: what everyone working in education should know about closing the attainment gap for all pupils*. St Albans: Critical PublishingEDUCATION ENDOWMENT FOUNDATION, 2022. *The EEF guide to the pupil premium* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf> [Accessed 26 July 2022]GORARD, S. and SEE, B. 2013. *Overcoming disadvantage in education*. [e-book] London: Routledge. Available from: <https://edgehill.on.worldcat.org/oclc/841201176> MAZZOLI, L. & SMITH, E., 2016. *Poverty proofing the school day: evaluation and development* [online]. Available from: <https://www.nasuwt.org.uk/static/e7dc0e21-39a7-4db9-946d4ae3a8f23279/Poverty-Proofing-he-School-Day-Evaluation-and-Development-Report.pdf> [Accessed 26 July 2022] |