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

# **High Expectations Undergraduate 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** | | | | **Practical Based Learning** | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | **Learn How** | |
| **Component Knowledge** | Knows the key elements of knowledge, skills and understanding, and how these relate to pupils’ cognitive development **(LT1.3)**  Knows how to foster a sense of self-belief and self-worth in pupils **(LT1.2/4)**  Knows the characteristics and benefits of active listening **(LT1.2)**  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)** | 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)** | | Knows effective pedagogical approaches to improve outcomes for pupils; for example, effective questioning, use of formative assessment, reviewing prior learning, practising and embedding skills, and scaffolding **(LT1.3)**  Knows that effort and persistence lead to the mastery of content and achievement **(LT1.1)**  Knows that a calm, consistent and firm response is needed when encountering challenging situations **(LT1.2/4)**  Knows that pupils need to get ‘stuck’ and make mistakes to learn **(LH1.3)**  Knows the importance of parents’ involvement in a successful home-school partnership **(LH1.4)** | | To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**  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 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 |
|  | 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 ‘intelligence’ is not fixed **(LH1.1)** |  | | Knows that social background and family circumstances affect pupils’ life chances **(LT1.6)**  Knows the eligibility criteria for Pupil Premium funding and the purpose of the funding **(LT1.6)** | | To create a supportive and inclusive environment **(LH1.1/2/3/5)** |  |
| **Assessment** | **Assessment** | | | | | |  |
| * Students complete a survey-style quiz on high expectations, disadvantaged pupils and EDI content towards the end of Year 1 * Aspects included in PED1020 strand lectures/seminars are assessed formatively by tutors * Components are linked to assignments PED1020 and PED1021: reflective journal focusing on two themes and application of learning during professional practice * Elements link to Year 1 inclusion conference where students are asked to provide feedback on their professional learning linked to the strand * 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 | | | | | |  |
| **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 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 | |
| **Search** | **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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| **University Based Learning** | | | | **Practical Based Learning** | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | **Learn How** | |
| **Component Knowledge** | Knows that positive teacher-pupil relationships can support factors including mental health, wellbeing and sense of belonging **(LT1.1)**  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 effective learning is built on a progression sequence in knowledge, skills and understanding (**LT1.3)**  Knows how to identify and review professional strengths and weaknesses **(LT1.2)**  Knows that teaching includes a  range of professional relationships with stakeholder: parents/carers and the wider community **(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 the evidence which indicates that disadvantaged pupils face additional challenges in reaching their potential in school **(LT1.6)**  Knows that there is a link between ‘cultural capital’ and social mobility, wellbeing and life outcomes **(LT1.6)** | 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)** | | Knows that pupils are entitled to quality first teaching as a minimum **(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)**  Knows the factors which lead to parents’ expectations and levels of engagement **(LH1.4)** | | To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**  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)**  To create a supportive and inclusive environment **(LH1.1/2/3/5)** | Intent |
|  | Knows that social background is not a choice and does not define a pupil/family **(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)** |  | |  | |  |  |
| **Assessment** | **Assessment** | | | | | | Impact |
| * Students complete a survey-style quiz on high expectations, disadvantaged pupils and EDI content towards the end of Year 2 * Aspects included in PED2025 strand lectures/seminars are assessed formatively by tutors * Components link to PED2025 assignment: critical reflection, target setting and action plan for students’ CPD in relation to inclusion, equality and diversity * Elements link to Year 2 inclusion conference where students are asked to provide feedback on their professional learning linked to the strand * 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 | | | | | |
| **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 | |
| **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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| **University Based Learning** | | | | **Practical Based Learning** | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | **Learn How** | |
| **Component Knowledge** | 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)**  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 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 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 that ‘intelligence’ is not fixed **(LH1.1)** | 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 consider pupils who are operating at different stages of cognitive development: flexible groupings, dealing with misconceptions, appropriate levels of challenge and pace of learning **(LT1.3)**  To instil belief and promote the academic potential of all pupils including disadvantaged learners **(LH1.1)**  To discuss and analyse with expert colleagues, effective strategies for liaising with parents/carers and colleagues to better understand pupils’ individual circumstances **(LH1.4)** | | Knows that pupils are entitled to quality first teaching as a minimum **(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 duty of school in compensating for disadvantage **(LT1.6)**  Knows that pupils’ investment in learning is driven by their prior experiences and perceptions of success and failure **(LH1.3)**  To provide opportunities for pupils to learn that effort, concentration and perseverance will pay off **(LH1.3)**  Knows the investment needed to maximise engagement and find ways to engage beyond face-to-face contact  **(LH1.4)** | | 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)** | Intent |
| **Assessment** | **Assessment** | | | | | | Impact |
| * Students complete a survey-style quiz on high expectations, disadvantaged pupils and EDI content towards the end of Year 3 * Aspects included in PED3010 strand lectures/seminars are assessed formatively by tutors * Components link to PED3010 assignment: critical reflection of own personal and professional strengths/areas for development in relation to current issue in education, and understanding of the wider role of the teacher * Elements link to Year 3 inclusion conference where students explore techniques for advancing EDI and the importance of a whole school approach * 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 | | | | | |
| **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 | |
| **Research** | **KEY RESEARCH****that trainees will know relating to equality, diversity and inclusion** | | | | | | |
| CHOUDRY, S. 2021. *Equitable Education: what everyone working in education should know about closing the attainment gap for all pupils*. St Albans: Critical Publishing  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]  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] | | | | | | |