**Primary Initial Teacher Education: Curriculum Plan**

**STRAND: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases. School-based content is written in blue.***

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| **Curriculum Intent:**  Trainees arrive on our programmes with a range of experiences in school, including some with very little or none at all. Those who have had experience in school may have seen a range of practice. It would not be unusual for trainees to have no experience of lesson planning.  With this in mind, our intention is that every Edge Hill University graduate teacher will:   * know that planning must be deeply considered, is constantly evolving and must reflect the progress of their class. * understand the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload. * be able to develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class.   Permeating this will be a commitment to ensuring equitable access to learning outcomes for all children and how adaptive teaching ensures this is possible. | | |
| **Phase** | **Learn that…** | **Learn how to…** |
| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * The 3 levels of planning; short, medium and long-term the value and importance of these. | * Recognise each of the 3 levels of planning and explain their purpose |
| * The key principles of lesson planning including the teaching and learning cycle | * Begin to apply their understanding of planning through core and a range of foundation subjects |
| * The key elements of an effective plan, e.g. regard to prior learning LH 4.2 | * Write an effective plan with support from tutor and peers |
| * That learning is sequenced to progressively build subject specific knowledge and skills | * Identify the elements of a good lesson plan with tutor and peer support |
| * That schools plan in different ways (including annotation and adaptation of existing plans) but that the principles remain the same |
| * The importance of subject and curriculum knowledge for effective planning LH 3.2 |
| * The purpose of learning objectives and how to write them effectively |
| * The importance of planning for adaptive teaching including high expectations for SEND and stretch and challenge |
| **Trainees will understand:** |
| * The purpose of planning |
| * That high behavioural expectations begin in the planning stage |
|  | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * *The purpose of planning, that planning happens at different scales and the importance of the planning cycle*   *By the end of this phase trainees will* ***understand:***   * *That planning needs to be carefully considered and incorporate a range of factors in order to ensure a lesson is effective and that learners make progress*   *By the end of this phase trainees will* ***be able to:***    Plan effective lessons that would support children to make progress in their learning with tutor and peer support. | **Assessment pertaining to phase 1**  Q&A and discussion with PS tutors in seminar. |
| **Research, literature**  **and resources**  **supporting the**  **curriculum at phase 1** | * Research Review Series: Science (Ofsted, 2021) * Rosenshine’s 10 Principles | |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * [Applying phase 1 knowledge] | * See how an effective plan translates to a lesson by observing an experienced teacher LH 4.1 |
|  | * Plan a number of lessons in school across a range of both core and foundation subjects (scaffolded to progress from group to whole with support initially) |
| * Apply their knowledge from phase one to a specific school-based context |
| * Evaluate lessons they have taught |
| **Trainees will understand:** |
| * [Applying from phase 1] |
|  | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * *How to apply their knowledge from phase one to a specific school context*   *By the end of this phase trainees will* ***understand:***     * *That planning is specific to the context and cohort with which you are working*   *By the end of this phase trainees will be* ***able to:***   * Trainees will be able to write effective lesson plans which draw upon the appropriate level of subject knowledge and encompass assessment and adaptive teaching. | **Assessment pertaining to phase 2**  Evidence: planning on PP. (mentor & LT) |
| **Research, literature**  **and resources**  **supporting the**  **curriculum at phase 1** | * Research Review Series: Science (Ofsted, 2021) * Rosenshine’s 10 Principles | |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That learning over time is sequenced to progressively build subject specific knowledge and skills towards a composite outcome LT 4.2 | * Plan for sequence of lessons to ensure progression (within and across lessons) by identifying components of knowledge and composite outcomes |
| **Trainees will understand:** |
| * The importance of carefully sequencing components of knowledge in order to build to a composite outcome over time LT 4.2 |
|  | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * *That learning is sequenced over time to progressively build subject specific knowledge and skills*   *By the end of this phase trainees will* ***understand:***   * *The importance of carefully sequencing component knowledge to reach composite outcomes over a sequence of lessons.*   *By the end of this phase trainees will be* ***able to:***  Plan a sequence of learning to ensure progression (within and across lessons) with peer/ tutor support. | **Assessment pertaining to phase 3:**  Planning in seminar with tutor/peer support and with a specific focus on sequencing learning to ensure progression. |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That plans need to be adapted on the basis of pupil progress in the preceding lesson LT 4.6 | * Plan a sequence of learning to ensure progression (within and across lessons) |
| * Plan to reflect subject-specific pedagogy LH 4.6, LT 4.2 |
|  | * Reflect the progress of their class within planning documentation to cultivate inclusive learning |
| * Plan for and collaborate with support staff |
| * Plan a sequence of effective lessons in school (MTP), LT 4.2 |
| * Evaluate the effectiveness of lessons they have planned to inform future planning, considering pupil progress |
| **Trainees will understand:** |  |
| * When planning, effective use of support staff can impact on pupil progress LT 4.4, LH 4.4 |
| * The context for workload issues for primary teachers and recognise ways in which these can be reduced |
| * The purpose and value of planning documentation. |
| * The importance of being mindful of workload |
|  | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * That planning must be deeply considered, are constantly evolving and must reflect the progress of their class.   *By the end of this phase trainees will* ***understand:***  The purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.  *By the end of this phase trainees will* ***be able to:***   * Develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class. LT 4.2 | **Assessment pertaining to phase 4**  Planning on PP to include planning for other adults and sequences of learning across sessions (MTP). |
| **Research, literature**  **and resources**  **supporting the**  **curriculum at phase 1** | * Research Review Series: Science (Ofsted, 2021) * Rosenshine’s 10 Principles | |
| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| **At this stage the planning strand leaders will design bespoke intervention to fit the needs to students who have not yet met the expectations of placement and will be restarting.** |  |
| **Trainees will understand:** | **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:*** |
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