**Primary Initial Teacher Education: Curriculum Plan**

**Planning: Undergraduate Programmes**

**Note: blue indicates school-based training**

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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** | **Trainees will know:** | **Trainees will be able to:** |
| * The three levels of planning; short, medium and long term. | * To recognise each of the three levels of planning and explain their purpose. |
| * The key principles of lesson planning including the teaching and learning cycle | * Identify the elements of a good lesson plan with tutor and peer support |
| * The key elements of an effective lesson plan e.g. regard to prior learning LH4.2 | * To understand how a plan translates to a lesson by observing an experienced teacher LH4.1 |
| * That schools plan in different ways (including annotation and adaptation of existing planning) but that the principles remain the same. | * To apply their understanding of planning through core subjects and a range of foundation subjects |
| * A range of research informed teaching, learning, assessment strategies e.g: hinge questions, flipped learning, retrieval, modelling, scaffolding and worked examples. | * To plan an effective lesson in collaboration with tutor and peers |
| * The importance of planning for adaptive teaching, including high expectations for SEN/D and stretch and challenge. | * To plan an effective lesson in collaboration with peers and mentor (progression - group to whole class). |
| * The importance of subject and curriculum knowledge for effective planning LH3.2 | * To evaluate the effectiveness of a lesson they have planned |
| * The purpose of learning objectives and how to write them effectively | * To begin to consider how to plan for additional adults |
| **Trainees will understand:** |
| * The purpose of lesson planning |
| * High behavioural expectations begin in the planning stage |
| * The importance of equitable access to learning outcomes and how planning for adaptive teaching ensures this is possible. |
|  | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * The principles of planning     *By the end of this phase trainees will* ***understand:***   * The purpose of planning     *By the end of this phase trainees will* ***be able to:***  To write an effective plan for a lesson | **Assessment pertaining to phase 1:**  Trainees will be able to plan on PP for a whole class lesson and include all of the features of an effective plan. |
| **Research, literature**  **and resources**  **supporting the**  **curriculum at phase 1** | * Research Review Series: Science (Ofsted, 2021) * Rosenshine’s 10 Principles | |
| **Phase 2** | **Trainees will know:** | **Trainees will be able to:** |
| * The importance of effective communication between additional adults working with children | * Plan for and collaborate with support staff |
| * Interventions need to be structured and planned in collaboration with support staff | * Use assessment to inform planning with the support of peers and tutors   LT 4.6 |
| * That questioning is an essential tool for teachers and key questions should be identified at the planning stage   LT 4.5, LH 4.15, LH 4.16 | * To plan for the use of effective questions   LT 4.6, LH 4.15, LH 4.16 |
| * The role of assessment in the planning cycle and how to use this to inform planning (and to link this with learning objectives) | * Identify the elements of a good lesson plan through observing expert colleagues   LH 4.1 |
| * That plans need to be adapted on the basis of pupil progress in the preceding lesson.   LT4.6 | * Plan for creative teaching approaches in sequences   LT 4.2, LH 4.3 |
| * How to plan a sequence of learning to ensure progression (within and across lessons) * LT 4.2 | * Design effective learning objectives and utilise success criteria   LH 4.5 |
| * A range of different lesson structures e.g. planning to avoid cognitive overload and regular purposeful practise of what has been taught. | * To plan a sequence of effective lessons for at least one subject in school (medium-term planning) |
| * A range of different lesson structures e.g. planning to avoid cognitive overload and regular purposeful practise of what has been taught. | * To plan for the effective deployment of additional adults with the support of the class teacher. |
|  | * To evaluate the effectiveness of lessons they have planned to inform future planning. |
| **Trainees will understand:** |
| * When planning, that effective use of support staff can impact on pupil progress   LT 4.4, LH 4.4 |
| * The planning principles: predicted difficulties and additional support; learning experiences; assessment and key vocabulary. |
| * The context for workload issues for primary teachers and recognise ways in which these can be reduced |
| **Research, literature**  **and resources**  **supporting the**  **curriculum at phase 2** | * Research Review Series: Science (Ofsted, 2021) * Rosenshine’s 10 Principles | |
|  | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * The elements of an effective lesson plan   *By the end of this phase trainees will* ***understand:***   * that planning for support staff and interventions should be carried out collaboratively for positive impact on pupil learning   *By the end of this phase trainees will* ***be able to:***   * To write effective plans for a sequence of lessons that supports children’s next steps in learning | **Assessment pertaining to phase 2:**  Trainees will plan on PP to include all elements of an effective lesson plan. They will show that they can plan for support staff including the use of interventions and they will show that they can plan for a sequences of lessons. |
| **Research, literature**  **and resources**  **supporting the**  **curriculum at phase 3** | * Research Review Series: Science (Ofsted, 2021) * Rosenshine’s 10 Principles | |
| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * How important it is to ensure planning is effective and efficient for any additional adults to develop productive professional relationships | * Critically evaluate and analyse planning, progress and performance |
| * Plan to reflect subject specific pedagogy   LH 4.6 |
| * Reflect the progress of their class within planning documentation to cultivate inclusive learning |
| * That plans need to be adapted based on the progress of learners within the lesson LT 5.3 | * To plan a sequence of effective lessons for a range of subjects in school considering pupil progress and next steps in learning. LT 4.2 |
| * How to plan effectively to integrate subject specific pedagogy   LH 4.3, LH 4.6 | * To evaluate the effectiveness of lessons they have planned to inform future planning considering pupil progress |
| **Trainees will understand:** |
| * How effective plans can dictate the impact of additional staff within the classroom |
| * The purpose and value of planning documentation on their own practice and workload |

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|  | **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. | **Assessment pertaining to phase 3**  Trainees will plan on PP including sequences of learning. These will include planning for additional adults, will be informed by assessment and will show a consideration of the needs of pupils in their class. |