

# Edge Hill University

## **FACULTY OF EDUCATION Department of Primary and Childhood Education**



**Year 1 Primary Education with QTS**

*(full-time programme)*

**Professional Practice Curriculum Handbook 2021-2022**

## **Contents**

## **Page No.**

Welcome	3
Key Contacts	4
Further Contacts	5
The Edge Hill University Curriculum Intent	5
The Edge Hill University Curriculum	7
Weekly Development Summary	9
Professional Practice Teaching Requirements	10
Curriculum Overview	11
ITE Curriculum: Professional Practice Assessment Guidance	13
Subject Knowledge Requirements	28

# **Welcome from the Department of Primary and Childhood Education**

Edge Hill University has been at the forefront of teacher education for over 125 years, and today it enjoys the enviable position of being one of the country's most significant providers of education and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery.

The Primary and Childhood Education Department at the Faculty of Education provides a solid foundation and environment for real impact on the quality of early years education and development for those preparing for employment or currently working in the children's workforce.

Our Primary and Childhood Education team is driven by a commitment to exceptional practice and research, high levels of achievement and providing opportunities for all, and sees its partnership with students and schools as crucial in achieving this ambitious vision.

We strive to provide an outstanding student experience as well as support you in your future employment opportunities or further professional development, tailoring our programmes of study to match the demands of the employers.

We very much look forward to working with you and wish you every success in your studies!

Professor Jonathan Glazzard,  
Head of Primary and Childhood Education Department

## Key Contacts

In the first instance, for queries relating to the organisation of your professional practice please contact the Partnership Development Team on:

[educationpartnership@edgehill.ac.uk](mailto:educationpartnership@edgehill.ac.uk)

For queries regarding Link Tutors, please contact the Primary Professional Support team on:

[Primary@edgehill.ac.uk](mailto:Primary@edgehill.ac.uk)

The team will deal with your inquiry or refer to the relevant member of staff as appropriate.

If you have a concern or query related to professional practice before it begins, please contact your Personal and Academic Tutor (PAT).

If you have a concern or query in relation to your **professional practice**.



If your professional practice has not yet started please contact your **Personal and Academic Tutor (PAT)**

If your professional practice has started then please contact your **Mentor**  
(school based trainer) your **PAT** and your **Link Tutor**



If necessary, your Personal and Academic Tutor, Link Tutor or Mentor will refer your queries or concerns to your **Year Leader/Professional Practice Leader**. **NB: Due to data protection we cannot discuss your training with anyone other than you.**

## Further contacts

Role	Name	Email address
Head of Primary and Childhood Education	Professor Jonathan Glazzard	<a href="mailto:glazzarj@edgehill.ac.uk">glazzarj@edgehill.ac.uk</a>
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Placement Leader	Elizabeth Dunn	<a href="mailto:dunne@edgehill.ac.uk">dunne@edgehill.ac.uk</a>
Partnership Development Team	<a href="mailto:educationpartnership@edgehill.ac.uk">educationpartnership@edgehill.ac.uk</a>	
Primary Professional Support Team	<a href="mailto:Primary@edgehill.ac.uk">Primary@edgehill.ac.uk</a>	

## The Edge Hill University ITE (Initial Teacher Education) Curriculum Intent

It is our intent to provide all trainee teachers with a broad, balanced and challenging curriculum, which is sufficiently flexible to meet personal, local or national priorities and needs.

Your curriculum as a trainee teacher is built on the [Core Curriculum Framework \(CCF\)](#). The CCF defines the minimum entitlement, set out by the DfE, for initial teacher training programmes, however at EHU we provide an ambitious curriculum which goes beyond the CCF to challenge you as a developing academic and professional, preparing you to become a reflective and resilient teacher.

The EHU ITE Primary curriculum encompasses all elements of the CCF, which you will learn about and learn how to do through university sessions and professional practice, although you won't be assessed directly against the CCF. Your curriculum has been developed by expert practitioners and is structured around the 'EHU Pillars' which we believe reflect the values and philosophy of the EHU partnership.

Our ITE Primary Curriculum has been designed to support trainee development in five core areas:

- High expectations and behaviour management
- How pupils learn, classroom practice and adaptive teaching
- Subject knowledge and curriculum
- Assessment
- Professional behaviours

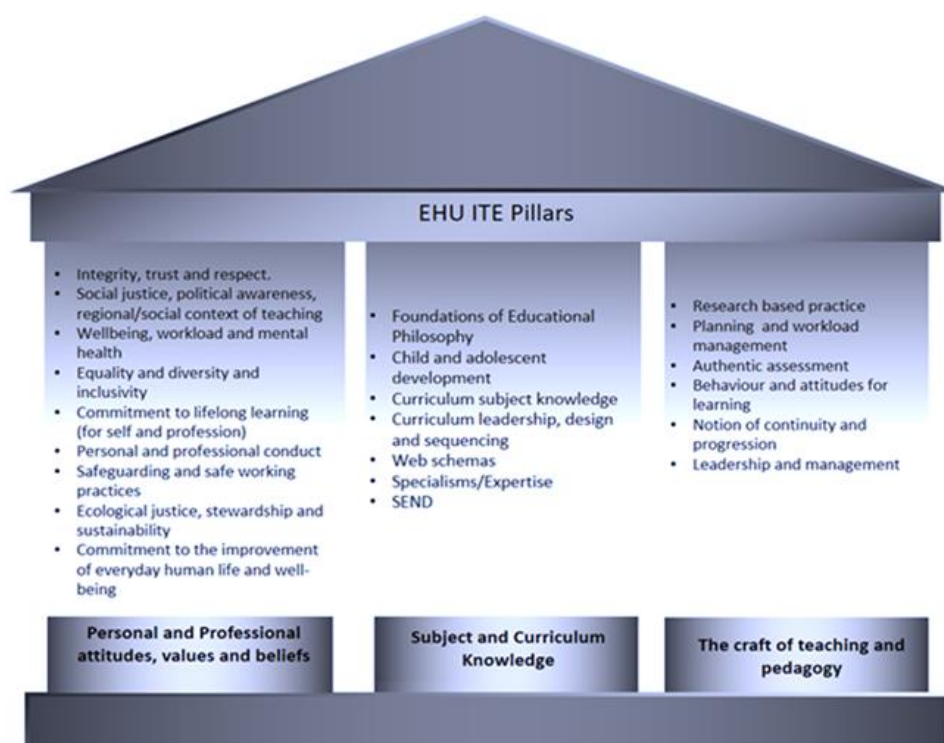
To provide guidance in terms of trainee progression, a summarised overview of the knowledge and understanding which trainees should have at each stage of placements has been provided. This demonstrates the levels of detail and complexity commensurate with the stage of the programme. There is an explicit focus on trainees being able to demonstrate evidence that they '*know more*' and can '*remember more*' of their ITE curriculum and that they can put this into practice, rather than working towards a set of competencies, such as the Teachers' Standards.

In addition, **trainees should be fully aware of the principles underpinning the CCF and be familiar with the language adopted, rather than being encouraged to refer to competencies such as the Teachers' Standards.**

The CCF progresses into the Early Career Framework (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching. A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research and is a useful resource for school-based mentors. Trainees are required to engage with these materials both whilst at school and at centre-based university training via the teaching which is delivered in each of the taught modules.

## What are the EHU ITE Pillars?

All Initial Teacher Education (ITE) at Edge Hill University is underpinned by three pillars. Each pillar represents a different aspect of effective teaching and representing the collective philosophy and vision for ITE at Edge Hill University.



# The Edge Hill University ITE Curriculum

Centre based training includes Present in Person (PiP) and synchronous / asynchronous online approaches supported by personal tutorials and guided independent study. Expert colleagues from within the school partnership support the design and delivery of the curriculum. Such partnership not only allows for greater collaboration between university-based and school-based expert colleagues but also ensures that trainees are adequately supported in 'practising key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom' (DfE, 2019, p.5).

We recognise the expertise of our school-based colleagues to assist in the delivery of our curriculum, enabling trainees to demonstrate progress throughout the placement. Key expectations for each placement are provided to support formative feedback. The placement should provide opportunities for trainees to observe, practise, receive feedback and improve in line with the 'Learn how to' statements as set out in the CCF and to engage with all aspects of the Primary Undergraduate curriculum.

## Undergraduate Primary programme structure 2021/22

Full mapping to the CCF can be accessed here: <https://www.edgehill.ac.uk/education/ite-partnership/phases/primary-ite-professional-practice/>

## Formative and summative assessment of the ITE Curriculum

***There is no requirement for trainees to be formatively assessed or demonstrate progress against a set of competencies (such as the Teachers' Standards).***

At the end of the programme a trainees' academic profile will be calculated in relation to the [University regulations](#) and an electronic portfolio and viva relating to the [Teachers' Standards](#) will complete the initial stage of their professional qualifications before progressing to the ECF.

Throughout the programme formative feedback will be given in a variety of ways including feedback on written assignments, presentations, through tutorials and professional dialogue with mentors during professional practice.

**Formative and Summative Assessment:** Mentors assess the progress of the trainees **formatively** throughout the introductory and developmental phases and at the start of the consolidation phase. Mentors refer to the key official documents when judging if the trainee is making appropriate progress, such as; the ITT Core Content Framework, The trainee teacher behavioural toolkit: a summary, our ITE curriculum communication documents, subject curriculum plans and phase expectations. As set out below, they use a variety of sources to assess.

- ✓ Observation of group or class teaching
- ✓ Observation of learners' progress and the work they produced

- ✓ Discussions with the trainer/class teacher, Link Tutor and PAT
- ✓ Discussions with other adults and professionals
- ✓ Discussion with the trainee and the learners
- ✓ Trainee's planning and assessment records
- ✓ Blue Book feedback (trainee's reflection)
- ✓ Observations of interaction with parents
- ✓ Observations of engagement with wider professional responsibilities
- ✓ Observation of professional conduct



## The Weekly Development Summary (WDS)

The Weekly Development Summary is a record of the Weekly Development Meeting (WDM) between trainee and mentor which captures the development that has taken place that week.

The WDS draws on a variety of evidence sources, including, but not limited to:

- Discussion with Mentor / Teacher/ Link Tutor
- Discussion with trainee
- Discussion with learners
- Discussion with TA / other professionals
- Learners' responses within the lesson and in their books/work
- Observation of teaching and learning
- The trainees' assessment and planning records in their files
- Informal notes and reflections (blue book)

There should be discussion about the trainees' centre-based learning that has taken place prior to the placement and the discussion between the mentor and trainee should acknowledge this and support the trainee in developing further whilst on Professional Practice.

In the WDM, the Mentor should:

- Question the student about what they know and remember of the ITE curriculum (this is detailed in this handbook and suggestions for specific areas of focus will be sent in a weekly email to mentors)
- Have conversations about reading that has taken place, theory that is relevant and use of the core content evidence base
- Provide subject specific feedback – not just general feedback about pedagogy

Dialogue in the WDM and the summary provided in the WDS should focus in depth on one focus area (key discussion focuses for the week). A weekly email to mentors will provide suggestions for this focus, however the trainee's current stage of development should be taken into consideration. Further focus can be summarised in the section – Feedback/Summary of evidence. Not all expectations have to be covered each week but all areas should be reviewed over the course of the placement – the Areas of focus tick boxes are a checking mechanism to make sure that over the course of the placement, all areas have been addressed.

During the WDM, the current targets will be reviewed and future targets agreed for the following week. These will include some subject specific targets.

The WDS will identify whether additional support is needed. If the trainee is making progress as expected then additional support beyond the usual support that a trainee teacher would need is not required. If progress against the curriculum is not being made as expected, the WDS will identify that the trainee needs additional support. The link tutor should be made aware to ensure appropriate interventions are in place. Where there is a repeated need for additional support, the Cause for Concern procedure may be implemented.

# Professional Practice teaching requirements

## Introductory Professional Practice

	Key Requirements and suggested progression	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
	<b>To build up to teaching and planning for <u>80%</u> of the class timetable.</b>  To be based mainly in <b>one class</b> , with opportunities to visit other classes in other Key Stages for specific purposes. Solo professional practice.			
<b>Week 1 &amp; 2</b>	To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.		<b>80%</b>	<b>20%</b>
<b>Week 3</b>	To begin to <b>jointly</b> plan for groups of learners and whole class inputs with support from the mentor.	<b>20%</b>	<b>60%</b>	<b>20%</b>
<b>Weeks 4-5</b>	To teach and plan for 20% of the class timetable.	<b>20%</b>	<b>60%</b>	<b>20%</b>
<b>Week 6</b>	To teach and plan for 25-30% of the class timetable.	<b>25-30%</b>	<b>45-50%</b>	<b>20%</b>

# Curriculum Overview 2021/22

## Academic and Professional Development

Level	Content
4	Theories of learning, teaching and learning cycle, behaviour for learning, social and cognitive aspects of learning, LOtC, meeting the needs of pupils, school contexts, FBV, race and racism, EAL, health and wellbeing, child development, EYFS,

## Core Curriculum

Level	English (inc SSP)	Mathematics	Science
4	The teaching sequence, exploring children's quality literature, talk, early reading, phonics, the writing process.	Curriculum, theories of learning, numbers system, early counting, mental calculations, statistics, 4 operations.	Materials, rocks & fossils, animals, plants, earth & space, electricity, sound. Planning, risk assessment, LOtC, types of enquiry, planning boards.

## Foundation Curriculum

Level	Art	Languages	History	Geography	DT
4	<p>The subject identity and values of Art and Design</p> <p>Introduction to the role of the sketchbook</p> <p>Introduction to the four areas of Art Education</p> <p>Understanding how artists use <i>visual elements</i> and <i>design principles</i> to communicate visually</p>	<p>Rationale for Primary languages.</p> <p>The main messages of the NC.</p> <p>Assessing your own languages' starting point and setting a SMART target for school practice.</p> <p>Planning a learning activity. Best practice discussion.</p>	<p>Aspects of History</p> <p>Key Principles of History.</p> <p>Skills, Concepts and Attitudes and Values</p>	<p>What are humanities?</p> <p>Geography's identity</p> <p>Learning through enquiry</p> <p>Geography fieldwork in the local area – Ormskirk.</p> <p>Cross-curricular approaches in humanities</p> <p>4 dimensions of subject content</p> <p>A Sense of Place</p>	<p>5 stage iterative process of design and technology.</p> <p>Planning using a storyboard. Simple mechanisms.</p> <p>Make a story book sequel including a page with a moveable part.</p> <p>Key skills: measuring, drawing, cutting, joining, folding.</p> <p>Lesson planning</p>
Level	Music	Computing	PE	PSHE	RE
4	<p>Efficient Song Teaching – music and cognitive science.</p> <p>Musical knowledge and pillars of progression.</p> <p>Component knowledge for composing.</p> <p>Purposeful listening and musical cultural capital.</p> <p>Gesture &amp; symbolic notation.</p> <p>Planning from published resources.</p>	<p>Computational thinking and algorithms, computing pedagogy and learning to program, trainee project, lesson planning.</p>	<p>The benefits of PE, PA and school sport.</p> <p>Introduction to Stability/Object Control and locomotor categories of movement.</p> <p>What does a physically literate pupil look like?</p>		<p>The core RE curriculum as a vital strand of cumulative knowledge focused on the end goal of Religious Literacy</p> <p>The interplay of Substantive knowledge, Ways of knowing and Personal knowledge in the study of religion</p> <p>With support, plan high-quality RE learning experiences</p>

## **ITE Curriculum: Professional Practice Assessment Guidance**

Typically, a trainee on Professional Practice will demonstrate the following expectations – these expectations should not be used as a checklist but will provide the basis of the weekly development summary and related discussion. These expectations are based on our Primary ITE curriculum, which incorporates both centre-based learning and learning when on Professional Practice. In addition to their classroom teaching, we have outlined weekly curriculum focuses for trainees to undertake that will support them in meeting Professional Practice expectations. These focuses will be emailed to mentors on a weekly basis and are also available in our mentor training space:

<https://sites.google.com/view/foementorspace/primary-and-early-years-education/weekly-curriculum-focuses?authuser=0>

Our curriculum has been designed as a progressive model, which means there are additional expectations of trainees during the later phases of their training as can be seen below.

## PROFESSIONAL BEHAVIOURS

### EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via:

- Observation
- Practise
- Receiving feedback

Trainees should learn:

**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess trainees' progress against the Primary ITE Curriculum.**

**Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**

How to professionally and demonstrate excellent attendance and punctuality

How to follow school Safeguarding procedures

How to interact in a professional manner with school colleagues, e.g. keeping webcams switched on at all times

How to adhere to all deadlines, e.g. completing tasks, submitting planning

How to keep children safe by completing Prevent training, Edge Hill Keeping Children Safe training and reading the Keeping Children Safe in Education document before Professional Practice begins.

How to seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report

How are you using the 'Blue book' to reflect on your practice? What have you learned about reflection as a result?

What professional relationships have you developed? How are you collaborating with other expert colleagues in your school?

How effective is your understanding of the school's safeguarding policy?

How are you contributing positively to the wider school culture?

How effective is your communication to parents/carers in relation to pupil's achievements and well-being?

Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not,

## PROFESSIONAL BEHAVIOURS

That all schools have a Safeguarding policy and a Safeguarding lead but that keeping children safe is the responsibility of everyone

That there are key indicators of abuse and neglect

That it is essential to engage with relevant research to support self-reflection and professional development

what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)?

How has your understanding of 'professionalism' developed since the start of your ITT programme? What insights do you have?

### ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE

### ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE

### ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE

Following expert input and mentoring via

- Observation
- Practise
- Receiving feedback
- Improving

**Trainees should learn:**

To attend all staff meetings

How to reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement.

That they have personal strengths and areas for development in relation to their own practice.

How to seek advice from experienced practitioners, e.g. SENCo, subject leaders, to develop curriculum knowledge and support planning

Following expert input and mentoring via

- Observation
- Practise
- Receiving feedback
- Improving

**Trainees should learn:**

To attend all staff meetings

How to seek feedback from experienced colleagues and respond professionally to it as well as adapting practice accordingly

That communication with additional adults is key to ensuring pupils are well-supported

How they can build effective relationships with support staff.

Following expert input and mentoring via

- Observation
- Practise
- Receiving feedback
- Improving

**Trainees should learn:**

How to contribute appropriately to staff meetings

How to develop processes that enable ongoing dialogue with parents/carers about pupils' progress

How to use colleagues' observations and educational research to support self-reflections

## PROFESSIONAL BEHAVIOURS

How to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.	That Teaching Assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.	How to expertly deploy additional adults so that they benefit the emotional, social and academic progress of the pupils  To know how to respond to a child's disclosure without asking leading questions
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Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- Engagement with professional networks is import to support self-reflection and professional development
- Their understanding of the importance of accurate record keeping and knowledge of how to share it safely and efficiently



## HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

### EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via

- Observation
- Practise
- Receiving feedback
- Improving

Trainees should learn:

**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.**

**Discussion should draw upon lesson observations, examples from the trainee's teaching and practice, centre based training and academic reading.**

How to create a supportive and inclusive environment with a predictable system of reward and sanction in the classroom

How to use voice, posture and non-verbal strategies to address low-level behaviour issues

How to praise the efforts of pupils and the progress that they have made

That there are a range of factors that affect pupils' behaviour

That a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs

That building effective relationships is easier when pupils believe that their feelings will be considered and understood

How does the behaviour policy in your school operate? How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why?

What have you learnt about the importance of having high expectations? How can you ensure pupils are motivated sufficiently to meet them?

How has your understanding of managing and having high expectations developed from your academic reading and your Professional Practices?

Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom?

What do you think a positive learning environment looks like in your subject? How would you plan for this?

## HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this?

ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE
<p><b>Following expert input and mentoring via:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Practise</li> <li>• Receiving feedback</li> <li>• Improving</li> </ul> <p><b>Trainees should learn:</b></p>	<p><b>Following expert input and mentoring via:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Practise</li> <li>• Receiving feedback</li> <li>• Improving</li> </ul> <p><b>Trainees should learn:</b></p>	<p><b>Following expert input and mentoring via:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Practise</li> <li>• Receiving feedback</li> <li>• Improving</li> </ul> <p><b>Trainees should learn:</b></p>
<p>How to collaborate with colleagues to plan lessons that have high expectations of all learners</p> <p>How to be an effective role model. The trainee will consistently apply the school behaviour policy fairly, use positive reinforcement, model appropriate behaviours, set clear and challenging expectations</p>	<p>How to encourage resilience and perseverance in pupils and normalise the making of mistakes</p> <p>How to create and explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points)</p> <p>That pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure</p> <p>How to collaborate with colleagues to create inspirational and challenging lessons that help pupils to be extrinsically motivated</p>	<p>How to independently plan lessons that have high expectations of all learners</p> <p>How to create inspirational and challenging lessons that help pupils to be extrinsically motivated</p> <p>How to expertly manage behaviour and motivate children and thus have a positive long-term impact on pupils' attitude and aspirations, thereby supporting EHUs' ethos of social justice</p> <p>How to help all pupils to understand that they can succeed, even when faced with challenge</p>

## HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

How to discuss and analyse, with expert colleagues, effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances

That teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils can to experience meaningful success.

Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- Knowledge that the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives
- Knowledge that resilience is associated with positive health and wellbeing
- Their understanding of how Adverse Childhood Experiences impact emotional regulation and knowledge of how to adapt communication accordingly
- Their understanding of how CAHMS and other agencies support positive mental health in children

## HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING

### EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via

- Observation
- Practise
- Receiving feedback
- Improving

Trainees should learn:

The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.

Discussion should draw upon lesson observations, examples from the trainee's teaching and practice, centre based training and academic reading.

How to adapt teaching effectively to cater for different groups of learners

How to collaborate effectively with additional adults and specialist practitioners, e.g. SENCo, outside agencies, to create inclusive practice, perhaps to support implementation of EHC plans

How to take pupils' prior learning into account to when planning to avoid overloading working memory

To learn that there are strategies and provision that can address inequalities and to implement them when on Professional Practice

That they have professional responsibilities in relation to inclusion, e.g. The Equality Act (2010)

How effectively do all pupils learn in your lessons? How do you know this? What promotes the learning? What hinders?

Critically reflect on how well you have adapted your teaching this week.

Why is it important to talk about *adaptive* teaching rather than *differentiated* teaching?

How successful are you at making use of specialist support (such as TA's) in your lessons? How could this be developed?

Critically reflect on your use of modelling and scaffolding.

What knowledge and understanding of teaching pupils for whom English is an additional language have you gained through your academic reading and classroom experience?

## HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING

ADDITIONAL EXPECTATIONS FOR <b>INTRODUCTORY</b> PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR <b>DEVELOPMENTAL</b> PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR <b>CONSOLIDATION</b> PROFESSIONAL PRACTICE
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<p>How to effectively deploy additional adults to adapt teaching</p> <p>How to plan effective lessons in collaboration with colleagues</p> <p>How to model new content effectively, using a blend of discussion, questioning and examples to develop understanding</p>	<p>How to use spaced/distributive practice and retrieval practice to ensure that pupils revisit content</p> <p>How to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners</p> <p>How to group pupils effectively to help support their additional needs</p> <p>That explicit and direct instruction are necessary when teaching</p>	<p>How to incorporate additional adults into planning whilst being mindful of workload</p> <p>How to plan a sequence of lessons that support children's next steps in learning</p> <p>How to provide different representations of a concept to support understanding, e.g. concrete, pictorial, abstract</p> <p>How to use interleaving to draw pupils' attention towards key concepts</p> <p>How to avoid planning tasks that contain unnecessary distractions and thus avoid overloading working memory</p> <p>How to identify barriers to learning and learn how to implement strategies to overcome them</p>

## HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING

		How to implement tailored support, e.g. interventions, without adversely affect motivation or access to a broader curriculum
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Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- To learn the difference between working memory and long-term memory
- To learn that all children have a right to learn and differences in learning are a valuable part of human diversity
- To learn that there is a potential social and emotional impact of labelling and how to capture the voice and aspirations of children
- To learn where they (trainees) can access sources of support for their own well being
- To recognise activities that are context embedded and cognitively demanding for children with EAL
- To learn that vocabulary depth and breadth is essential for acquiring a second language and this should be addressed at the lesson planning stage
- To know that there are approaches that teachers and schools can take to support families with EAL and that refugee children may need additional support
- To know that it is the legal and moral responsibility of teachers to make reasonable adjustments
- To know that there are four broad areas of need identified in the Code of Practice and the underlying theory that supports it
- To know that pupils have a legal entitlement to a high-quality education, e.g. UN Rights of the Child, Equality Act

## SUBJECT KNOWLEDGE AND CURRICULUM

### EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

**Following expert input and mentoring via:**

- **Observation**
- **Practise**
- **Receiving feedback**

**Trainees should learn:**

**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.**

**Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**

To know a subject's distinctive knowledge structures, e.g. "big ideas" in a subject and how that knowledge informs our understanding of the world

To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons

To know the context of the school's curriculum

To know how to balance the acquisition of new knowledge and the reinforcement of existing knowledge

To know the requisite level of composite knowledge for their phase of training

What are your areas for subject knowledge development? How will you address these?

Have you been able to identify how students are supported in mastering important concepts? What made this effective?

How effective have you been in helping to address pupils' misconceptions? How could you develop this?

How do you feel you are developing in your use of questioning and effective classroom talk?

## SUBJECT KNOWLEDGE AND CURRICULUM

ADDITIONAL EXPECTATIONS FOR <b>INTRODUCTORY</b> PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR <b>DEVELOPMENTAL</b> PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR <b>CONSOLIDATION</b> PROFESSIONAL PRACTICE
<p>Following expert input and mentoring via:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Practise</li> <li>• Receiving feedback</li> </ul> <p>Trainees should learn:</p>	<p>Following expert input and mentoring via:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Practise</li> <li>• Receiving feedback</li> </ul> <p>Trainees should learn:</p>	<p>Following expert input and mentoring via:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Practise</li> <li>• Receiving feedback</li> </ul> <p>Trainees should learn:</p>
<p>What cultural capital and is and what subject-specific knowledge pupils will need to know to attain it.</p> <p>How to predict common misconceptions across the primary curriculum and use them as a discussion point to develop pupils' knowledge</p>	<p>How to use their subject-specific understanding of cognitive science to support effective teaching, e.g. interleaving, dual coding, retrieval.</p> <p>How to plan and deliver a well-sequenced curriculum that is representative of the school's values and ethos</p> <p>How to focus all pupils' thinking on distinctive knowledge structures, e.g. "big ideas" across different subjects</p> <p>How to apply knowledge of cultural capital to lesson planning</p>	<p>How to apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory</p> <p>To use authentic contexts to enhance pupils' cultural capital</p> <p>How to react quickly to emerging misconceptions and take effective remedial action</p> <p>That curricula differ across schools and to understand the reasons for this</p> <p>What schemas are and how to help pupils build them to connect areas of understanding together</p>



## ASSESSMENT

### EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via:

- Observation
- Practise
- Receiving feedback

Trainees should learn:

**The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested following questions that will help mentors to assess a trainees' progress against the Primary ITE Curriculum.**

**Discussion should draw upon lesson observations. examples from the trainee's teaching and practice, centre based training and academic reading.**

How to assess in accordance with the school assessment policy and make formative assessments during a lesson

How to personalise feedback according to the needs of the learner

That feedback must be high-quality and can be in unwritten or verbal form

How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous?

Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have?

Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes?

How effective is your feedback to pupils?

How has your understanding of summative assessment practice developed?

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<p>How to give pupils opportunities to engage with the feedback given to them</p> <p>How to formatively assess against lesson objectives during lessons, using live marking as appropriate</p>	<p>How to adjust planning according to formative assessment information</p> <p>What statutory assessments are undertaken by pupils and how they impact on teachers' planning</p>	<p>That pupils are given opportunities to self-assess and thereby monitor their own learning</p> <p>How to record ongoing assessments of pupils in a time-efficient fashion that has minimal impact on workload</p> <p>How summative assessment data is used to adjust planning</p> <p>How schools use data to set targets and monitor progress and communicate data for accountability to stakeholders</p>

Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- To learn that professional subject knowledge is essential to accurate assessment of children's learning
- To learn how teachers use assessment information to inform the decisions they make and that pupils must be able to act on feedback for it to have an effect
- To learn how to independently analyse, interpret and relate a school's assessment policy to their own teaching practice

# Subject Knowledge Requirements

To ensure that trainees develop their ability to teach across the Primary curriculum we have outlined guidance below that will help trainees to do this.

## English

Research, plan, deliver and reflect upon a well-sequenced series of English lessons

## Maths

Confidently and effectively plan, teach and assess children's mathematics skills and understanding through a series of lessons using a mastery approach. demonstrating the elements of good practice indicated in the EHU 'Lesson Observation Prompts', and adjusting plans in response to assessment.

## Science

Plan and teach an effective sequence of science learning which uses science specific pedagogies to *facilitate progression in subject knowledge and enquiry skills and integrates formative assessment*

## Systematic Synthetic Phonics (SSP)

*(If placed in KS2 for PP)* plan and teach a sustained sequence of intervention lessons for children in KS2 working below age-related expectations for reading **and / or** plan and teach a sustained sequence of spelling lessons building on SSP principles and practice

### OR

*(If placed in KS1 for PP)* trainees **must** plan and teach a sustained sequence of SSP lessons, demonstrating the elements of good practice indicated in the EHU 'Lesson Observation Prompts', and adjusting plans in response to assessment

Opportunities to observe expert teachers in KS1 teaching phonics and to discuss what they observe either with the observed teacher or the school's Phonics / Early Reading Lead with a particular focus on the use of **multisensory approaches** to teaching phonics as high quality teaching for all children (PP1)

Opportunities to observe expert teachers in KS1 teaching phonics and to discuss what they observe either with the observed teacher or the school's Phonics / Early Reading Lead with a particular focus on **how phonics is assessed** during a lesson (PP2).

## Foundation Subjects

Our aim is to provide a broad and balanced curriculum for our trainees and this entails teaching as many of the Foundation subjects and possible and receiving written feedback on them. However, we understand that curricula can be implemented in a variety of ways in schools and that it therefore may not always be possible for a trainee to deliver every subject.

If a trainee is not able to deliver a particular subject, then they should make arrangements to observe the subject lead (if available) teaching their specialist area and discuss the lesson with

them afterwards. They should take notes from the lesson and the following discussion and record them in their Electronic Portfolio.

## Computing

All trainees have been taught how to teach the Computer Science strand of the National Curriculum, including algorithms and computational thinking at Key Stage 1 and how program in Scratch using the PRIMM pedagogical approach at Key Stage 2. Please provide the opportunity for trainees to practice these skills in the classroom through teaching a lesson or sequence of lessons on computational thinking and/ or programming.

Further support and resources

- [ITT Core Content Framework](#)
- [ITT Core Content Framework Exemplification Resource Materials](#)
- [ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary](#)
- [Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD](#)
- [Early Career Framework: Learning about adaptive teaching](#)
- [The Early Career Framework Reforms Overview \(ECF\)](#)
- [The Early Career Framework \(ECF\)](#)