

**Faculty of Education**

**Department of Primary and Childhood Education**



Year 3 Primary Education with QTS

**Professional Practice Curriculum Handbook 2021-2022**

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**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 professsional 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**

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| --- |
| 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 Department of Early Years Education Professional Support team on:  [Primary@edgehill.ac.uk](mailto:Primary@edgehill.ac.uk)  The team should be able to deal with your enquiry; if they are unable to do so, they will refer your enquiry to the relevant members of staff: |

If you have a concern or query related to professional practice before it begins then 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 AcademicTutor, 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 | [glazzarj@edgehill.ac.uk](mailto:glazzarj@edgehill.ac.uk) |
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| **Primary Ug Programme Leader** | Frith Murphy | [murphyf@edgehill.ac.uk](mailto:murphyf@edgehill.ac.uk) |
| **Year 3 Placement Leader** | Louise Hawxwell | [hawxwell@edgehill.ac.uk](mailto:hawxwell@edgehill.ac.uk) |
| **Partnership Development Team** | [educationpartnership@edgehill.ac.uk](mailto:educationpartnership@edgehill.ac.uk) | |
| **Primary Support Team** | [Primary@edgehill.ac.uk](mailto:Primary@edgehill.ac.uk) | |

**The Edge Hill University ITE 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf). 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 and will challenge you as a developing academic and professional and prepare 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, demonstrating 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 collectively, they represented the collective philosophy and vision for ITE at Edge Hill Universtity.

The EHU ITE Pillars.
Personal and Professional attitudes, values and beliefs.
Subject and Curriculum Knowledge

**The Edge Hill 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, therefore, trainees should be able to demonstrate progress throughout the placement and 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](https://www.edgehill.ac.uk/registry/results-publishing-dates/) and an electronic professional portfolio and viva relating to the [Teachers' Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf) 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. They 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 Summart is a record of the weekly 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 links between centre based teaching that has taken place at universtiy prior to the placement and the discussion between the Mentor and Trainee should supporting the student with suggestions of follow up activities that the student can do 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 of focus can be summarised in the section – Feedback/ Summary of evidence. Not all expectations have to be covered each week but all aread should be reviewed over the course of the placement – the Areas of focus tick boxes are a check 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 no additional support is needed. If progress is not being made as expected, the WDS will identify that the trainee needs additional support to make progess. 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**

**Consolidation Professional Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Key Requirements and suggested progression: Year 3 undergraduate** | **Whole Class Teaching** | **Group Work, Training Tasks, Team Teaching and Observations** | **Planning, Preparation and Assessment** |
| **Year 3 undergraduate** | **To build up to teaching and planning for 80% of the class timetable.**  To be based in **one class**, with opportunities to visit other classes in other Key Stages for specific purposes. Solo professional practice. | |  |  |
| **Week 1** | 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. | | **80%** | **20%** |
| **Weeks 2-3** | To begin to plan for groups of learners and whole class inputs. | **30%** | **50%** | **20%** |
| **Weeks 4-5** | To teach and plan for 50% of the class timetable. | **50%** | **40%** | **10%** |
| **Weeks 6-10** | To teach and plan for 80% of the class timetable. | **80%** |  | **20%** |

**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 on p27-35 for trainees to undertake that will support them in meeting Professional Practice expectations.

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  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 | | 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, 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/DEVELOPMENTAL** PROFESSIONAL PRACTICE | ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE | |
| **Following expert input and mentoring via**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn:** | **Following expert input and mentoring via**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn:** | |
| To attend all staff meetings  How to seek advice from experienced practitioners, e.g. SENCo, subject leaders, to develop curriculum knowledge and support planning  How to seek feedback from experienced colleagues and respond professionally to it as well as adapting practice accordingly  How to identify children in need of help or protection  That there are key indicators of abuse and neglect  That communication with additional adults is key to ensuring pupils are well-supported | 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  How to respond to a pupil’s disclosure  That accurate record keeping is important and how to share it safely and efficiently  How to deploy additional adults most effectively to maximise pupil progress | |

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?  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/DEVELOPMENTAL** PROFESSIONAL PRACTICE | ADDITIONAL EXPECTATIONS FOR **CONSOLIDATION** PROFESSIONAL PRACTICE | |
| **Following expert input and mentoring via:**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn:** | **Following expert input and mentoring via:**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn:** | |
| How to collaborate with colleagues to plan lessons that have high expectations of all learners  How to collaborate with colleagues to create inspirational and challenging lessons that help pupils to be extrinsically motivated  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  How to encourage resilience and perseverance in pupils and normalise the making of mistakes  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)  That pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure | How to independently plan lessons that have high expectations of all learners  How to create inspirational and challenging lessons that help pupils to be extrinsically motivated  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  How to help all pupils to understand that they can succeed, even when faced with challenge  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? |
| ADDITIONAL EXPECTATIONS FOR **INTRODUCTORY** PROFESSIONAL PRACTICE | ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTAL/CONSOLIDATION** PROFESSIONAL PRACTICE | |
| **Following expert input and mentoring via:**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn:** | **Following expert input and mentoring via:**   * **Observation** * **Practise** * **Receiving feedback** * **Improving**   **Trainees should learn:** | |
| How to effectively deploy additional adults to adapt teaching  How to plan lessons that incorporate the EHU Primary Principles of Planning, in collaboration with colleagues  How to model new content effectively, using a blend of discussion, questioning and examples to develop understanding  That explicit and direct instruction are necessary when teaching  How to use spaced/distributive practice and retrieval practice to ensure that pupils revisit content  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  How to group pupils effectively to help support their additional needs | How to incorporate additional adults into planning whilst being mindful of workload  How to plan a sequence of lessons that support children’s next steps in learning  How to provide different representations of a concept to support understanding, e.g. concrete, pictorial, abstract  How to use interleaving to draw pupils’ attention towards key concepts  How to avoid planning tasks that contain unnecessary distractions and thus avoid overloading working memory  How to identify barriers to learning and learn how to implement strategies to overcome them  How to implement tailored support, e.g. interventions, without adversely affect motivation or access to a broader curriculum | |

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 diagnosis 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? |
| ADDITIONAL EXPECTATIONS FOR **INTRODUCTORY** PROFESSIONAL PRACTICE | ADDITIONAL EXPECTATIONS FOR **DEVELOPMENTAL/CONSOLIDATION** PROFESSIONAL PRACTICE | |
| **Following expert input and mentoring via:**   * **Observation** * **Practise** * **Receiving feedback**   **Trainees should learn:** | **Following expert input and mentoring via:**   * **Observation** * **Practise** * **Receiving feedback**   **Trainees should learn:** | |
| How to use their subject-specific understanding of cognitive science to support effective teaching  What cultural capital and is and what subject-specific knowledge pupils will need to know to attain it.  How to predict common misconceptions across the primary curriculum and use them as a discussion point to develop pupils' knowledge  How to plan and deliver a well-sequenced curriculum that is representative of the school's values and ethos  How to focus all pupils' thinking on distinctive knowledge structures, e.g. "big ideas" across different subjects | How to apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory  How to apply knowledge of cultural capital to lesson planning  How to react quickly to emerging misconceptions and take effective remedial action  That curricula differ across schools and to understand the reasons for this  What schemas are and how to help pupils build them to connect areas of understanding together | |

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

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

**Professional Practice Tasks**

Your Professional Practice tasks are in the back of this handbook and will also be emailed to your mentor on a weekly basis.

**Subject Knowledge Requirements**

To ensure that trainees develop their ability to teach across the Primary curriculum we have 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)
* [ITT Core Content Framework Exemplification Resource Materials](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)
* [ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)
* [Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD](https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/)
* [Early Career Framework: Learning about adaptive teaching](https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%E2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/)
* [The Early Career Framework Reforms Overview (ECF)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)
* [The Early Career Framework (ECF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

| Week1: Area of Focus: Professional Behaviours | |
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| Strand Focus: Safeguarding | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must understand:* |
| That teachers may be required to support other agencies and professionals in child protection | That safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. |
| Information sharing is essential for the identification of patterns of behaviour. | The importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. |
| Examples of poor practice from research and serious case reviews that have shown the dangers of failing to take effective action. | The current legislation and policies for safeguarding and child protection including the Prevent Duty. |
| *Trainees will/must be able to:* | |
| Respond to a child’s disclosure without asking leading questions | Record responses, observations and concerns accurately |
| *DSL to work on with the trainee* | |
| * Discuss safe working including how to protect yourself from uncompromising positions that could lead to accusations. | * Discuss the role of outside agencies in protecting children. |
| * Share the Safeguarding Policy, Child Protection Policy and Staff Behaviour Policy (Code of Conduct). | * Share any relevant local Safeguarding issues. |
| * Discuss the importance of accurate record keeping including how to log incidents and concerns. | * Share how the school keep pupils safe from sexual harm. What reporting mechanisms are in place? |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  The role of the Designated Safeguarding Lead.  The school systems that support Safeguarding.  The key points from the school’s Safeguarding policy that will help to keep the children safe. | |

| Week 2: Area of Focus: Professional Behaviours | |
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| Strand Focus: Professionalism, Wider Responsibilities, Relationships and Workload | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must be able to:* |
| SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils. | Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. |
| Their responsibilities related to safeguarding and reporting an issue. | Engage in continuous professional development opportunities. |
| Engaging in high-quality professional development can help teachers improve. | Reflect and analyse why some parents may not be engaged. |
| That parental support links to academic achievement | Devise strategies to engage parents. |
| That some parents may be challenging to engage | Recognise when an external colleague/provider may be required. |
| That outside agencies can support the specific needs that some children present. | Receive clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. |
| *Trainees will/must understand:* |
| Why some parents are challenging to engage. |
| *Mentor to work on with the trainee* | |
| * Discuss the role of parents in a child’s education. Share the various ways that you communicate and involve parents to make sure that all are included. | * Discuss how outside agencies support the needs of specific children. |
| * Invite the trainee to any whole school professional development opportunities and discuss strategies in how to make the most of ongoing support. | * Introduce the trainee to the SENCO and share information about children in the class with SENCO support. |
| * Discuss the roles of other staff within school and how to build effective relationships. | * Discuss which colleagues are available to support children with additional needs |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  How to effectively engage parents  How to effectively communicate with external colleagues | |

| Week 3: Area of Focus: How Pupils Learn, Classroom Practice and Adaptive Teaching | |
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| Strand Focus: Planning | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must be able to:* |
| How important it is to ensure planning is effective and efficient for any additional adults to develop productive professional relationships. | To plan a sequence of effective lessons for a range of subjects in school considering pupil progress and next steps in learning. |
| That plans need to be adapted based on the progress of learners within the lesson. | Plan to reflect subject specific pedagogy and the importance of maintaining effective communication with parents on issues relating to behaviour. |
| How to plan effectively to integrate subject specific pedagogy. | Reflect the progress of their class within planning documentation to cultivate inclusive learning. |
| *Trainees will/must understand:* | Critically evaluate and analyse planning, progress and performance. |
| The purpose and value of planning documentation on their own practice and workload. | To evaluate the effectiveness of lessons they have planned to inform future planning considering pupil progress. |
| How effective plans can dictate the impact of additional staff within the classroom. |
| *Mentor to work on with the trainee* | |
| * Model planning for additional adults within planning and sharing plans to support them. | * Discuss strategies to maintain effectiveness yet to support workload in planning. |
| * Model reflecting and adapting future planning based on the feedback and response from the lesson | * Plan together in a range of subjects considering progression and next steps in learning. |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  That planning must be deeply considered, is constantly evolving and must reflect the progress of their class.  The purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.  How 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. | |

| Week 4: Area of Focus: High Expectations and Managing Behaviour | |
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| Strand Focus: Behaviour | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must understand:* |
| The importance of establishing an ethos to prevent bullying behaviours | Some social and emotional factors affecting pupils’ behaviour |
| The importance of teaching children how to self-regulate | The importance of maintaining effective communication with parents on issues relating to behaviour |
| *Trainees will/must be able to:* | The importance of parental support with regards to behaviour management |
| Implement some strategies to support pupils with attachment issues | The importance of dealing with bullying behaviours |
| Recognise signs of bullying |
| *Behaviour lead (or other experienced teacher) to work on with the trainee* | |
| * Discuss how to create a predictable and secure environment that supports all children. | * Discuss how to identify signs of bullying and how to address it effectively. |
| * Share the roles in which parents are involved in behaviour management including working towards shared goals and involving parents in positive reinforcement. | * Discuss how the behaviour policy has evolved over time to make it more effective. Discuss any adaptations that have been made for individual situations. |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  That a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.  That the ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives  Effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations. | |

| Week 5: Area of Focus: How Pupils Learn, Classroom Practice and Adaptive Teaching | |
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| Strand Focus: Adaptive Teaching | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must understand:* |
| The importance of building effective interprofessional relationships. | Effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion. |
| Their duty to make reasonable adjustments. | The importance of inclusive, learner friendly environments. |
| How to identify systemic barriers to learning. | All children have an equal entitlement to the time of a qualified teacher. |
| Their duty to make reasonable adjustments. | Children may need adaptations beyond the classroom to support their social inclusion. |
| The provisions of the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice with regard to making reasonable adjustments. | That their own social, emotional and mental health is important and needs to be supported. |
| That working with all members of the staff team including support staff and midday supervisors is essential in providing an inclusive and learner friendly environment. | Local Authority reports provide useful data and commentary on the contexts they will work in. |
| Support staff must be deployed effectively |
| *Trainees will/must be able to:* | |
| Effectively deploy support staff ensuring all children have the opportunity to work with a qualified teacher | Identify and access sources of support for their own well-being where appropriate |
| *Mentor to work on with the trainee* | |
| * Discuss the individual needs of the children. Share their barriers to learning and the adaptations necessary in planning, resourcing and teaching. | * Walk the trainee around the class and school environment, identifying inclusive practice. |
| * Discuss ways in which other adults play a role in supporting children’s needs (e.g. Support staff, children with food allergies at lunchtime etc) | * Discuss with the trainee mental health support provided by the school and/or outside agencies. |
| *Mentor to discuss with the trainee (To be continued next week with a focus on SEND)* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  That outside agencies may be involved in supporting children and families and be aware of their roles and responsibilities.  How to effectively deploy support staff to enable adaptations to content, strategies and the environment.  The concept of reasonable adjustment and adaptations within and beyond the classroom and the legal basis for this. | |

| Week 6: Area of Focus: How Pupils Learn, Classroom Practice and Adaptive Teaching | |
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| Strand Focus: SEND | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must understand:* |
| Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans | The roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs |
| The range of outside agencies likely to be involved in supporting children with Education, Health and Care Plans | The importance of working collaboratively and co-operatively with other professionals and agencies |
| The implications of the Salamanca statement for inclusion in schools | The legal and moral obligation of teachers and schools to make reasonable adjustments for children with identified special Educational Needs and Disability |
| That Local Authorities produce reports on SEN/D highlighting key themes within the Local Authority Area |
| *Trainees will/must be able to:* | |
| Identify and implement reasonable adjustments for children with identified Special Educational Needs | Work collaboratively with the SENCo and other professionals |
| Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom. | Discuss with the class teacher, SENCo or mentor ways in which the Local Authority SEN/D reports can inform their focus and practice. |
| *SENCo to work on with the trainee* | |
| * Look at an Educational Health Care Plan (EHCP) together and then see how this works in the classroom. Discuss how outside agencies support this. | * Define with the trainee the role of the class teacher within SEN and the role of the SENCO. |
| * Discuss how reasonable adjustments are made for children with and without an EHCP in line with the SEND Code of Practice (2015) and the Equalities Act (2010). | * Look at other support plans in place for children at a lesser level than an EHCP including Pupil Passports or IEPs. |
|  | * How the local area SEND reports inform the school’s focus. |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  That outside agencies may be involved in supporting children and families and be aware of their roles and responsibilities.  How to effectively deploy support staff to enable adaptations to content, strategies and the environment.  The concept of reasonable adjustment and adaptations within and beyond the classroom and the legal basis for this. | |

| Week 7: Area of Focus: How Pupils Learn, Classroom Practice and Adaptive Teaching | |
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| Strand Focus: Equality, Diversity and Inclusion | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must be able to:* |
| How to lead inclusion within schools: focus, race, gender, LGBTQIA+. | Collaborate in multi-agency working with internal and external colleagues. |
| The importance of policies and procedures and reporting for inclusion and safeguarding. | Read, understand, review and implement Inclusive policies. |
| How to act as a lead teacher for children who are looked after. (CLA). | Follow procedure for safeguarding. |
| How to act as a lead teacher for children with English as an Additional Language (EAL). | Note class demographics and identify key groups of children such as: Children who are Looked After (CLA) and Children for whom English is an Additional Language (EAL). |
| Adopt inclusive practices throughout the curriculum and education setting. |
| *Trainees will/must understand:* | |
| Their duties with regard to the Prevent Strategy and Fundamental British Values (FBV). | How variables such as gender, ‘race’, disability and socio-economic status intersect to increase the disadvantages faced by children. |
| Approaches for the inclusion of children who have English as an additional language | The educational disadvantages faced by children who are looked after. |
| *Mentor/EDI Lead to work on with the trainee* | |
| * Share the school’s policy on equality, diversity and inclusion and discuss ways that the school supports this. | * Discuss Pupil Premium and what the school does to support children receiving this to ensure they have the same opportunities. |
| * Discuss any current or recent issues that have been challenging and how they have been overcome. | * Identify the designated member of staff for Looked After Children. Discuss children who are looked after and share ways in which they are supported in class and school in general. |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees must understand:**  The importance of a whole school approach to inclusion.  The complex intersection of factors that may impact on children’s learning and wellbeing.  How to advance equality of opportunity and outcomes for all pupils | |

| Week 8: Area of Focus: Assessment | |
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| Strand Focus: Assessment | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must be able to:* |
| That on-going high-quality data and assessment is necessary for schools to set targets and monitor progress. | Relate ways in which schools use data to set targets and monitor practice to their own practice. |
| The current developments in assessment in relation to testing, benchmarking and moderation. | Engage with individual schools’ assessment policies and interpret this in relation to tracking, reporting and workload. |
| Ways in which schools are responding to national developments, including: - Tracking - Reporting – Workload. | Demonstrate a deep and developed understanding of formative assessment strategies which are embedded within their own repertoire for adaptive teaching. |
| High-quality data is important for effective accountability to governors and parents. |
| *Trainees will/must understand:* | |
| The ways in which schools track and monitor students both formatively and summatively. | The importance of accurate summative data. |
| How data can inform timely interventions to diminish gaps in learning. | The value of formative assessment in appropriately adapting teaching and to update the necessary stakeholders. |
| Why teachers must keep up to date with developments concerning assessment. |
| *Mentor to work on with the trainee* | |
| * Share how information about children’s progress is communicated to parents and stakeholders outside school. | * Discuss and share how assessment and data directly impacts planning and teaching. How does this feed into target setting? |
| * Look at the assessment policy together. Share the way in which the school tracks children’s progress through the year and at intervals. What data is reported locally and nationally? | * Focus on ways to assess children’s learning formatively including questioning, observing and marking. |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  **By the end of placement trainees should understand:**  The value of tracking and reporting in relation to their practice.  How schools use data to set targets and monitor progress and communicate data for accountability to stakeholders.  How to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. | |

| Week 9: Area of Focus: Subject Knowledge and Curriculum | |
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| Strand Focus: Systematic Synthetic Phonics | |
| **The ITE Curriculum is a joint venture between University based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools** | |
| *Trainees will/must know:* | *Trainees will/must be able to:* |
| That children’s families and wider social groups and communities (including siblings, grandparents, wider family and friends) play an important role in their reading development. | Communicate effectively with children’s parents / carers about their reading development and progress. |
| That teachers should collaborate with families as equal, respected partners in supporting children’s reading development. | Plan a class reading initiative to build collaborative links between children’s school and home communities. |
| A range of approaches to home / school collaboration to develop children’s early reading enjoyment, confidence, fluency and competence. | Plan and teach a sustained sequence of intervention lessons for children working below age-related expectations. |
| That phonic knowledge, understanding and skill support early spelling and writing development but are not enough for children to acquire competency and accuracy with the complex code of English orthography. | (If placed in KS1) 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. |
| Approaches to developing children’s spelling confidence and accuracy. | Plan and teach a sustained sequence of spelling lessons that build on from SSP principles. |
| *Trainees will/must understand:* | |
| The environmental factors that can impact children’s early reading development, including their ability to word read / decode text and to develop fluency and automaticity at the expected rate e.g. the home language environment. | Brain plasticity and the relationship between environmental and biological factors in reading difficulty e.g. environmental factors can change the structure of the brain; biological impairment in brain structure can be alleviated by environmental factors. |
| The role of cultural and linguistic capital in reading development. | The connection between difficulties with early reading and difficulties with spelling. |
| *Mentor/Phonics Lead to work on with the trainee* | |
| * Share the school’s approach to building links between families, school and communities to develop children’s early reading enjoyment, fluency and competence. | * Facilitate the observation of a skilled phonics teacher and discuss the session with a focus on how phonics is assessed during a lesson. |
| * Share the school’s approach to the teaching of spelling beyond phonological spelling. | * Ensure that they have taught a series of phonics lessons or intervention lessons for children working below age-related expectations. |
| *Mentor to discuss with the trainee* | |
| *Composite knowledge/understanding/skills*  ***By the end of placement trainees must understand:***  How to build collaborative relationships with children’s families to support their reading development  The environmental factors that influence children’s reading development  If in KS2: How to plan and teach a sustained sequence of intervention lessons for children working below age-related expectations  If in KS1: How to 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. | |