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# **The Edge Hill Secondary PGCE with QTS\* Physical Education Teacher Curriculum Plan 2023 – 2024**

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# Curriculum Plan 2023/24

## The Edge Hill ITE vision

Our EHU ambitious curriculum in the Secondary phase exceeds the full entitlement described in the ITT Core Content Framework as a baseline and is designed around the three faculty pillars of:

1. Personal and professional attitudes, values, and beliefs.
2. Subject and curriculum knowledge.
3. The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created, and enhanced further when our partnership and our students are engaged in an ethos of debate, research and educational curiosity based on reflection and professional enquiry. This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

Our ITE vision in the secondary phase is to work creatively with others to enhance life chances for all through a curriculum which enables trainees to develop as subject experts in the subject in which they are training to teach.

## Curriculum Rationale:

### **Rationale of curriculum coverage and sequence including use of pertinent research**

The curriculum for PGCE Physical Education (PE) ensures complete coverage of the ITT Core Content Framework (CCF) and its associated evidence basis (Department for Education, 2019) as appropriate for Secondary ITE. This encapsulates physical, mental, and theoretical approaches noting the 'importance of subject knowledge which trainee teachers need to develop to become effective teachers' (Capel 2021). This assists with addressing misconceptions in the delivery of physical activities. Trainees examine ideologies such as 'Physical Literacy' (Whitehead 2014) to encourage a curious approach to their pedagogy whilst critically analysing relationships of motor competence and motivation in PE (PE Ofsted review 2021) and the impact this has upon self-efficacy in relation to their knowledge. The EHU ITE Pillars underpin this rich and diverse research-based approach evoking a vision for the trainees to explore, capture and examine subject knowledge, skills and values surrounding children's physical and mental development. The PE ITE curriculum explores this through the subject curriculum knowledge which examines and secures PE pedagogical approaches. This provides a competent infrastructure for their professional placement. Trainees have opportunity to examine how this impacts upon their professional

attitudes, values, and beliefs (Pillar 2), upon their identity and to consider how this will allow them to underpin their philosophical approaches to the role and expectations of a teacher of PE. The craft of teaching and pedagogy (Pillar 3) is a continual thread throughout the PE curriculum providing intersections for the trainees to apply their theoretical concepts and classroom-based practice from university to that of their exposure in their school setting.

#### **Delivery of curriculum outcome(s) into composite and component elements**

The sequencing of our ITE PE curriculum exemplifies the importance of prior learning and trainees learn to understand and appreciate the use of declarative and procedural knowledge (Ofsted, 2021). This approach will embed them as autonomous educational professionals who are developing as reflective, critical and research minded experts and educational leaders of the future. The campus and school-based training provide opportunity for all trainees to learn and master essential concepts, knowledge, skills, and principles into how children learn with a focus on cognitive psychology and how to model and scaffold to build on pupils' prior learning. This is explored through the importance of competency to recognise misconceptions surrounding the importance of Fundamental Movement Skills (FMS) and the need for trainees to build upon the foundations of Key Stage 2 PE to the mastery beyond Key Stage 3 in respect of school-based curriculum in sports and activities such as running and football, or locomotion movement in gymnastics. This encourages transferability and the importance of key teaching strategies such as the use of Cognitive Load Theory (Week 3 and 29) to support adaptive PE teaching through modelling and scaffolding (Week 12 and 13) through the STEP model (Space, Task, Equipment, Person). This includes areas such as adaptive teaching to provide an inclusive approach to establishing a diverse PE culture which 'helps students exceed what they think is their potential' (Hattie & Zierer, 2018, p167).

#### **How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject**

The curriculum encourages PE trainees to explore how their own teacher identity and educational philosophy makes for effective relationships and can establish a culture of mutual trust with their learners (Week 2 and 3). This critical lens supports a thread of social justice which is embedded throughout the programme and which can address the decisions made about participation and socialisation both inside and outside of school PE (Ofsted, 2021). These barriers and inequalities can lead to misconceptions which can hinder accessibility for pupils with protected characteristics and present barriers when seeking opportunities across all physical activities (DfE, 2021). Therefore, discussions about these topics (week 6 and 19) assist trainees in identifying strategies to improve representation and ensure the trainees prioritize accessibility through their diverse teaching. This promotes equality.

#### **Opportunities to revisit key learning**

The spiral curriculum provides opportunities to revisit key aspect of trainee learning throughout the course. Essential learning about Cognitive Load Theory (CLT) (taught in week 3) is revisited in weeks 5, 11 and 29. This scaffolded approach allows for the consolidation of learning and encourages trainees to be reflective around how effective the strategies are in reducing cognitive load and the importance of retrieval learning. The sequencing of the ITE PE curriculum exemplifies the importance of prior learning and appreciates that pupils need to replicate this

learning when mastering new ideas (Agoni et al. 2009). This is embedded throughout the course to ensure the concepts in the PE teaching environment are consistent and reflected upon. This is underpinned specifically to meet the needs of SEND pupils in weeks 5, 7, 19 and 20 where trainees have opportunity to consider how they may embed inclusive and accessible approaches throughout every physical activity and opportunity in a PE environment.

## Delivery methods

During their training period, we use several interconnected and sequential mechanisms to support the development of our trainees' knowledge and skills including:

- Centre based training led by Expert Practitioners
- School based training led by expert mentors
- Online learning and guided independent self-study
- Managed workload and well-being
- Differentiated learning support for individuals and groups of trainees.
- Coherence and consistency of the trainee teacher experience
- High quality CPD of mentors and tutors
- University-based assessment and QA mechanisms.

Curriculum coverage across the courses is underpinned and mapped against the ITT Core Content Framework (CCF). However, our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high quality teaching plays in social justice and equality.

The curriculum is the progress model. Learning is sequential, not only ensuring that trainees have opportunity to build up foundational concepts but to also assist with managing trainee workload and well-being throughout the course. Teaching utilises Present in Person (PiP) and synchronous/online methods combined with periods of structured guided independent study and periods of Intensive Training and Practice (ITP). Expert colleagues from within the school-partnership are utilised to both support and deliver elements 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).

# Student Support

A Student Support Plan (SSP) is produced by the University Inclusion Team with trainees who have declared a disability. These plans are shared with the Inclusion Lead or Professional Support Team within each department and any relevant information relating to placements is shared with the Partnership Development Team and Link Tutor. Trainees with SSPs are strongly encouraged to share any relevant information with their mentors at the outset of the placement so they can be supported appropriately.

All trainees are able to seek support from their Link Tutor and/or the university student support team(s) and links are provided for assistance:

<https://www.edgehill.ac.uk/departments/support/studentservices/>

<https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/>

<https://www.edgehill.ac.uk/departments/support/studentservices/inclusive/>

## Assessing trainee progress in Physical Education:

At the Secondary and FET phases, we have put the curriculum at the centre of our understanding of progression. Each distinct course has its own subject specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. This ensures that, contingent on meeting the milestones in the curriculum, they can be recommended for the award of Qualified Teacher Status (QTS) at the end of the course for the subject in which they are training to teach at the Secondary phase. The ITE curriculum is purposefully sequenced on a week-by-week basis over the duration of each course so that Secondary trainees cover all aspects of the ITT Core Content Framework (CCF) and meet the necessary competencies for the award of QTS, however it also goes far beyond this. At the Secondary phase each course curriculum breaks down the required component knowledge and builds to a complex composite understanding which addresses the subject-specific pedagogical content knowledge required within each subject. The curriculum is sequenced across three years for our undergraduate course and one year for our PGCE.

The week-by-week curriculum for each course states what trainees should be able to know and do each week for the subject in which they are training to teach, and ensures the necessary progression is made to enable QTS recommendation via the summative Professional Reflective Viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of 'Weekly Development Summaries' which capture what trainees understand and can do in line with their specific course ITE curriculum.

There is no separate curriculum for school-based experience. Instead, the specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITE curriculum by school-based colleagues who are experts in their subject. The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice (introductory, developmental, and consolidation) and builds in opportunities for trainees to revisit key learning via a spirals approach. During their Professional Practice, trainees continue to be monitored on a week-by-week basis via the 'Weekly Development Summaries'. This approach also enables university-based tutors

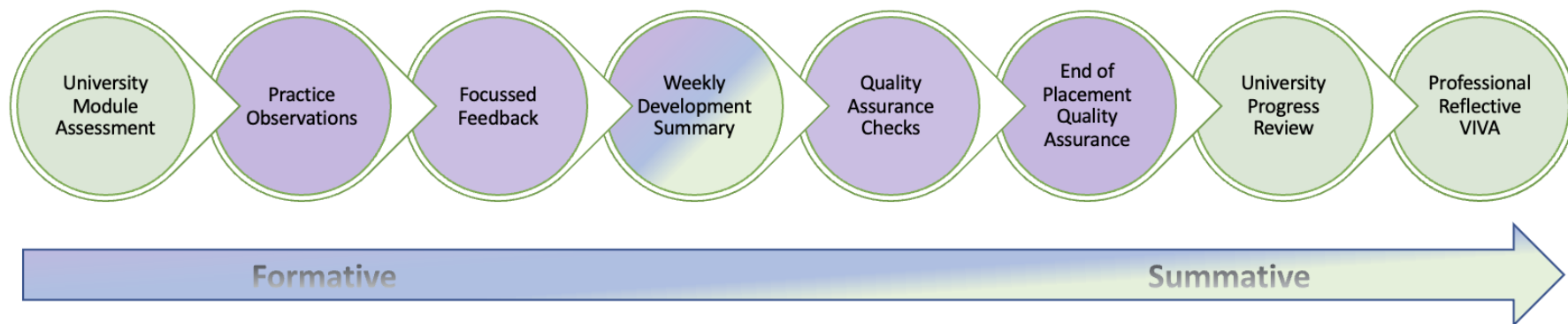
to quality assure the mentoring which is taking place during the placement and to provide support/intervention to trainees or school-based mentors as appropriate.

Trainees who are not making sufficient progress through their curriculum (as evidenced via the WDS process) are supported via a Progress Support Plan, details of which can be found in this handbook.

## **How is evidence of progress gathered?**

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees through the university-based curriculum. This takes place within a variety of contexts:

- Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries and/or Weekly Development Tutorials (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
- Subject Knowledge Audits.
- Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.
- Lesson observations during Professional Practice.
- Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions.
- Key assessment points (e.g., Progress Reports).
- Academic submissions related to the level at which the trainee is studying (L4-L7).
- Additional support for trainees who require targeted intervention to make progress.



## Progress Support Plans

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support and intervention being put in place. Such interventions may include (but are not limited to):

- Signposting to additional material or specific content addressed in taught sessions.
- Additional tutorials and/or sessions with a relevant colleague.
- Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whilst on Professional Practice).
- Referral to the Student Support Team and the requirement that the trainee engage with their support.
- Department Progress Meetings (DPM).

The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PSP can lead to one of three outcomes for the trainee; sufficient progress has been made and the trainee returns to being monitored via the WDS, partial progress has been made but the trainee requires an additional week to make sufficient progress, or the trainee has not made sufficient progress and is referred to the Associate Head of Department for consideration of next steps. These next steps can include:

- A delay to the trainee undertaking their placement until such a time as progress has been made.



- A request that the trainee undertakes their placement at a second attempt (if the PSP relates to progression through the curriculum whilst on Professional Practice).
- The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary) or which makes them ineligible for QTLS (FET).

For a comprehensive guide to the PSP process, please see the appendix.

## Key Texts and Debates:

- Agodini, R., Harris, B., Atkins-Burnett, S., Heaviside, S., Novak, T. and Murphy, R., 2009. Achievement Effects of Four Early Elementary School Math Curricula: Findings from First Graders in 39 Schools. NCEE 2009-4052. *National Center for Education Evaluation and Regional Assistance*.
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- Clark, Jane 2005. From the Beginning: A Developmental Perspective on Movement and Mobility. *Quest*. P.37-45
- Department for Education (DfE) 2019. ITT Core Content Framework
- Department for Education (DfE). 2023. Keeping Children safe in Education. Crown copyright 2023
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- Dudley, D., Okely, A., Pearson, P. and Cotton, W., 2011. A systematic review of the effectiveness of physical education and school sport interventions targeting physical activity, movement skills and enjoyment of physical activity. *European Physical Education Review*, 17(3), pp.353-378.
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- Holden, B. (2022) *Wanna teach PE? : the A-Z guide for people that 'wanna teach PE' : written for the next generation of aspiring teachers*. Chippenham, Wiltshire: Scholarly.
- Hutzler, Y., Meier, S., Reuker, S. and Zitomer, M., 2019. Attitudes and self-efficacy of physical education teachers toward inclusion of children with disabilities: a narrative review of international literature. *Physical Education and Sport Pedagogy*, 24(3), pp.249-266
- López-Pastor Víctor Manuel *et al.* (2013) "Alternative Assessment in Physical Education: A Review of International Literature," *Sport, Education and Society*, 18(1), pp. 57–76.
- Jones, K., 2021. *Retrieval practice 2: Implementing, embedding & reflecting*. John Catt Educational.
- Maher, A., Rossum, T. and Morley, D. (2023) "Assessing the Learning of Pupils with Special Educational Needs and Disabilities in Mainstream School Physical Education," *British Educational Research Journal*, 49(1), pp. 110–125. doi: 10.1002/berj.3832.
- O'Sullivan, M. and MacPhail, A. eds., 2010. *Young people's voices in physical education and youth sport*. Routledge.
- Pollard, A. and Daly, C. (2023) *Reflective teaching in secondary schools*. Sixth edn. London: Bloomsbury Academic (Reflective teaching).
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- Sullivan,L. (2021). *Is PE in Crisis? Leading meaningful change in Physical Education*. Scholarly.
- Vickerman, P. and Maher, A., 2018. *Teaching physical education to children with special educational needs and disabilities*. Routledge.
- Youth Sport Trust. 2023. *PE and school sport: The Annual Report*. Loughborough University.

# Weekly Curriculum Map 2023/24

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
1	Induction					
Key reading	CCF Reading: Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1)					
2	<ul style="list-style-type: none"> <li>The place of PE in the National Curriculum (2014) and the topics/content covered.</li> <li>PE consists of declarative (knowing what) and procedural (knowing how) knowledge and provides a substantial base when physically educating pupils.</li> <li>The impact subject knowledge has upon the pedagogical approaches across breadth of sports, and physical activities to provide a rich curriculum including Outdoor Adventures Activities (OAA).</li> <li>Understanding the requirements to organise a residential through specific</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyse conceptual, processual, and content demands of the current PE National Curriculum (2014).</li> <li>Understand that teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils could experience meaningful success.</li> <li>Identify 'sticky knowledge' known as factual knowledge concerning movement, rules, tactics, strategies, health, and participation.</li> <li>Understand the importance and inclusive impact of OAA activities to empower critical thinking through problem solving. This knowledge in a PE setting is best put into practice through</li> </ul>	<ul style="list-style-type: none"> <li>Receiving clear, consistent, and effective coaching in how to identify essential concepts, knowledge, skills and principles of the subject utilising subject knowledge audit.</li> <li>Receiving clear, consistent, and effective coaching on the duties of a teacher. Trainees to read EHU Code of Conduct on Blackboard.</li> <li>Completing subject knowledge audit and complete action plan to showcase the importance of taking responsibility for their own professional development.</li> </ul>	<p>Small group tasks:</p> <ol style="list-style-type: none"> <li>Break up into small groups and brainstorm different ideas for activities that could be designed to help students develop their schema and move beyond just memorising facts. Each group could then share their ideas with the larger group and discuss the pros and cons of each approach.</li> <li>Form small groups and discuss the ways in which teachers can influence pupils' resilience and beliefs about their ability to succeed. Practise asking critical questions that enable pupils to reflect on their progress and recognise their strengths and weaknesses. Share your insights and discuss how these strategies can be applied in PE teaching to help students develop their resilience and belief in their own abilities to succeed.</li> </ol> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>Reflecting on the group discussion, can you identify any potential challenges in implementing these strategies in the classroom? How might you address them?</li> </ol>	S&C.1 S&C.2 S&C.4 S&C.3 MB.4 S&C.6	Audit and WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>process / protocol and the impact this can have upon the wider school life of the learner.</p> <ul style="list-style-type: none"> <li>The opportunities to explore personal development and leadership qualities that can impact upon mental health and well-being e.g., teamwork /motivation.</li> <li>What it means to be a professional in terms of standards and expectations (revisited in Week 3).</li> <li>How practice is informed by evidence-based research and engage critically with research using evidence to critique.</li> </ul>	<p>physical demonstration or physical participation, and case studies to develop pupils' schema because PE is not about memorising facts.</p> <ul style="list-style-type: none"> <li>Ask critical questions to enable them and pupils to develop e.g., reflect on progress made, recognising strengths and weaknesses, and identifying next steps for further improvement.</li> </ul>		<p>2. How can teachers influence students' resilience and beliefs about their ability to succeed in PE through wider participation using OAA as an approach?</p>		
Key reading	<p>CCF Reading:            Ball, D. L., Thames, M. H., &amp; Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554            [Online] Accessible from: <a href="https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf">https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf</a>            Department for Education (DfE) 2021. Research Review series: PE <a href="https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#fn:103">https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#fn:103</a> – Inequalities</p>					
3	<ul style="list-style-type: none"> <li>The importance of subject knowledge in motivating pupils, teaching effectively and being able to identify gaps in the conceptual, processual, and content</li> </ul>	<ul style="list-style-type: none"> <li>Identify and address areas of development of subject knowledge in the PE National Curriculum.</li> <li>Exemplify planning lessons by effectively using</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in joint planning in the early stages showing how expert colleagues decide on prior knowledge, objectives and outcomes, break tasks down into constituent</li> </ul>	<p>Small group tasks:</p> <ol style="list-style-type: none"> <li>Divide into small groups, each focused on a particular area of the subject specific National Curriculum/locally agreed syllabus. Identify areas where students may struggle or where further development of subject knowledge is</li> </ol>	<p>S&amp;C.2 S&amp;C.3 S&amp;C.4 S&amp;C.5 S&amp;C.7 AT.1 AT.2</p>	<p>Audit and WDS</p>

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>demands of the current PE National Curriculum, for example hidden and inequalities in physical activity.</p> <ul style="list-style-type: none"> <li>How to recognise learning theory in the classroom environment and the myth of learning styles.</li> <li>Short and long-term memory informs lesson planning and to consider why Bloom's Taxonomy is now being questioned.</li> <li>There are many approaches and phases planning (long term/ medium terms/ lesson planning) such as ALC or further approaches such as Teaching Games for Understanding and the Concept PE Curriculum.</li> <li>What it means to be a professional in terms of standards and expectations (revisited from Week 2) exploring Teacher Identity and professionalism as a PE teacher.</li> </ul>	<p>objectives/ outcomes/ success criteria. With joint planning with colleagues, trainees will be able to deconstruct how prior knowledge, objectives and outcomes, break tasks down into constituent components, use modelling, devise explanations and scaffolds, provide sufficient opportunity for pupils to consolidate and practise applying new skills and knowledge, and how they make the abstract concrete.</p> <ul style="list-style-type: none"> <li>Critically discuss learning theories related to the classroom and be able to consider pupils' prior knowledge when planning how much new information to introduce.</li> <li>Reflect on the route or journey into teaching.</li> <li>Consider the contributing factors to identity educational values and beliefs.</li> </ul>	<p>components, use modelling, devise explanations and scaffolds, provide sufficient opportunity for pupils to consolidate and practise applying new skills and knowledge, and how they make the abstract concrete.</p> <ul style="list-style-type: none"> <li>Engaging in joint planning, trainees to develop understanding of how planned lessons contribute to schemes of learning, and how this relates to medium- and longer-term planning.</li> <li>Joint planning to support trainees by helping them plan for misconceptions, focus on key subject concepts and to receive and act on feedback in a positive way.</li> <li>Understanding the ecological approach to teacher agency.</li> <li>Consider how these can impact upon values, vision, and agency at the start of the journey into teaching.</li> </ul>	<p>necessary. Discuss strategies for addressing these areas, such as providing additional resources, differentiated instruction, or extra support.</p> <p>2. Work together to deconstruct how prior knowledge, objectives, and outcomes can be used to break tasks down into constituent components. Plan a subject specific lesson together, using modelling, explanations, and scaffolds.</p> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>How does collaborative planning and sharing of ideas among teachers contribute to the overall effectiveness of lesson design and student learning?</li> <li>Reflecting on the group discussion and lesson planning process, what insights or new perspectives have you gained regarding the relationship between subject-specific knowledge, task breakdown, and effective instruction?</li> </ol>	HPL.6 HE.1 HE.3 CP1.	

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
Key reading	CCF Reading: Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) <i>What makes great teaching. Review of the underpinning research</i> . Durham University: UK. Available at: <a href="http://bit.ly/2OvmvKO">http://bit.ly/2OvmvKO</a> Barba-Martín, R.A., Bores-García, D., Hortigüela-Alcalá, D. and González-Calvo, G., 2020. The application of the teaching games for understanding in physical education. Systematic review of the last six years. <i>International journal of environmental research and public health</i> , 17(9), p.3330.					
4	<ul style="list-style-type: none"> <li>There are a range of theories linked to how pupils learn however Cognitive Load Theory is the predominant at present.</li> <li>Teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils.</li> <li>A culture of mutual trust and respect supports effective relationships between PE teachers and their pupils using Brofenbrenner's ecological systems theory, especially when teaching emotional and controversial topics such as mental capacity in sport performance or whether there should be equal pay for female and male athletes.</li> <li>A positive and safe learning environment rooted in routines and the building of trusting</li> </ul>	<ul style="list-style-type: none"> <li>Plan a sequence of learning to deliver to peers building on the schema and add new learning/ knowledge using retrieval practice and spiral curriculum (Bruner, 1960) which helps pupils understand anatomical concepts e.g., anaerobic and aerobic to improve their healthy participation, overcoming misconceptions and preconceptions.</li> <li>Demonstrate progression and sequencing of declarative (knowing what) and procedural (knowing how) knowledge for pupils to master building on prior knowledge by organising this knowledge into increasingly complex mental models (or "schemata"). Use retrieval, scale switching, spaced and interweaving in planning sequentially to helps pupils improve their historical memories. Using expositions in the form of</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out the micro teaching to the group of trainees and tutor. Subsequent feedback will inform strengths and areas for development. Particular focus on how to break complex material into smaller steps (e.g., using storytelling, partially completed examples to focus pupils on the specific steps.) How to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.</li> <li>Deconstruct and reflect on feedback on their mini teach to inform strengths and areas for development.</li> <li>Research some of the literature on Theories of Learning in preparation for a critical review discussion in groups of some of this literature</li> </ul>	Small group activities: 1. Explore the use of retrieval practice and the spiral curriculum to support understanding and overcome misconceptions. Plan a sequence of learning activities that use these strategies to teach the selected subject specific topic or theme. Share your plans with the larger group and discuss how they exemplify effective use of retrieval practice and the spiral curriculum. 2. Form small groups and discuss the importance of creating a positive and respectful learning environment. Explore how to generate a positive and respectful learning environment using Maslow's Hierarchy of Needs. Discuss feedback from mini teach sessions and make specific notes on how you could create a more positive learning environment around this.  WDS: 1. How can a positive and respectful learning environment contribute to students' engagement, motivation, and overall learning outcomes? 2. What strategies can be implemented to address the identified areas for improvement and enhance the overall learning environment?	AT.1 AT.2 AT.3 AT.6 HPL.6 HE.2 HE.3 HE.5 S&C.4 HE.4 MB.6 S&C.8	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>relationships benefits all pupils but is particularly valuable for pupils with SEND.</p> <ul style="list-style-type: none"> <li>Micro-teaching is to help revisit and reinforce the areas of the PGCE Curriculum introduced prior such as lesson planning and theories of learning.</li> </ul>	<p>analogies, hinterland knowledge, knowledge organisers, storytelling, memory aids, worked examples to avoid cognitive overload.</p>	<ul style="list-style-type: none"> <li>Deconstruct how teachers create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g., by modelling the types of courteous behaviour expected of pupils) and respond quickly to any behaviour or bullying that threatens emotional safety. Scenario based learning.</li> <li>Deconstruct how teachers use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. Scenario based learning.</li> <li>Deconstruct how teachers generate a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine using Maslow's Hierarchy of Needs. Scenario based learning.</li> </ul>			
Key reading	<p>CCF Reading</p> <p>*Deans for Impact (2015) The Science of Learning [Online] Accessible from: <a href="https://deansforimpact.org/resources/the-science-oflearning/">https://deansforimpact.org/resources/the-science-oflearning/</a>. [retrieved 10 October 2018].</p> <p>Public Health England 2021. Understanding and addressing inequalities in physical activity. <a href="https://edgehill.on.worldcat.org/oclc/1272886055">https://edgehill.on.worldcat.org/oclc/1272886055</a></p>					



Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
5	<ul style="list-style-type: none"> <li>Common misconceptions develop when prior knowledge is weak, for example: the planning of motor competence is an important focus of any PE curriculum. It will enable a confident and competent mover who can become an active mover.</li> <li>We are all language teachers, and PE provides the perfect vehicle for teaching literacy by explicitly teaching reading, writing and oral language skills. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. This should also incorporate EAL learners and supporting their access to their curriculum, but not as a homogenous group.</li> <li>EAL pupils have prior experiences and learning in addition to challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse structuring tasks and questions that allow teachers and pupils to easily identify misconceptions and knowledge-gaps and address them using concrete examples.</li> <li>Identify and address EAL pupils' language needs utilising strategies that can support language development, for example Hester's BEL stages.</li> <li>Demonstrate how to break tasks down into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes) such as model exemplar answers to pupils with rationale provided, begin to scaffold and guide pupils through work/assessments against learning outcomes and develop strategies for prior knowledge retrieval.</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out the micro teaching to the group of trainees and tutor. Subsequent feedback will inform strengths and areas for development.</li> <li>Deconstruct and reflect on feedback on their mini teach to inform strengths and areas for development.</li> <li>Joint planning on an aspect or period of PE and create a menu to use to explore pupil mis/preconceptions. Group discussion on the implications for planning of these pre/misconceptions and the implications for a teacher's own subject knowledge.</li> <li>Discussions with experts and peers on: How to teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</li> </ul>	<p>Small group tasks:</p> <ol style="list-style-type: none"> <li>Identify common misconceptions and knowledge-gaps that pupils may have on this topic. Design a task or question that will allow teachers and pupils to identify these misconceptions and knowledge-gaps easily. Swap tasks/questions with another group and identify any misconceptions or knowledge-gaps that are evident. Provide feedback to the original group and suggest ways to address the identified misconceptions or knowledge-gaps using concrete examples.</li> <li>Research Hester's BEL stages and identify strategies that can support language development for EAL pupils. Design a task or activity that utilises these strategies to support EAL pupils' language development whilst learning about the historical topic. Swap tasks/activities with another group and identify any additional strategies that could be implemented.</li> </ol> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>Select a KS3 topic for PE. What are some common misconceptions and knowledge gaps that pupils may have in relation to this?</li> <li>Reflecting on the group discussions and research, how do these strategies align with best practices for supporting language development and inclusion of EAL pupils in PE.</li> </ol>	HPL.1 HPL.2 HPL.3 HPL.4 HPL.5 HPL.6 HPL.7 HPL.8 HPL.9 S&C.9 CP.7	WDS



Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>• That Teaching Assistants have an important role in the classroom under the supervision of expert colleagues to support EAL pupils.</li> <li>• The duty of a PE teacher in adhering to the Equality Act 2010.</li> <li>• Micro-teaching is to help revisit and reinforce the areas of the PGCE Curriculum introduced prior such as lesson planning and theories of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and reflect on approaches to eliminate discrimination and plan for a safe and inclusive learning environment especially when teaching emotional and controversial topics in PE, especially when teaching controversial topics ethical and sociocultural issues in physical activity e.g., drugs in sport, negative effects of spectators know how the Equality Act (2010) can improve the lives of pupils.</li> <li>• Evaluate how to adapt lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Joint planning and practice on how to model reading comprehension by asking questions, making predictions, and summarising when reading.</li> <li>• Joint planning and practice on how to model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g., requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary) and how to support pupils to become fluent readers and to write fluently and legibly.</li> <li>• Discussion with experts and peers on how to Identify pupils who need new content further broken down.</li> <li>• Data scenario exercise to practice how to make use of formative assessment.</li> <li>• Observing and reflecting on how expert colleagues adapt lessons, whilst maintaining high</li> </ul>			

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
			expectations for all, so that all pupils could meet expectations and deconstructing this approach.			
Key reading	CCF Reading: Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: <a href="http://dera.ioe.ac.uk/6059/1/RR516.pdf">http://dera.ioe.ac.uk/6059/1/RR516.pdf</a> . Capel, S, Cliffe, J, & Lawrence, J (eds) 2020, A Practical Guide to Teaching Physical Education in the Secondary School, Taylor & Francis Group, Milton. Chapter 12 Planning for inclusive approaches p. 199-204					
6	<ul style="list-style-type: none"> <li>The importance of safeguarding in schools and their safeguarding responsibilities as a teacher, for example to be vigilant, to build excellent relationships with pupils and adhere to KCSIE.</li> <li>Identify readiness for professional practice. Through attendance of Safeguarding Review and respond Seminar and lectures at EHU.</li> <li>Understand the importance of online wellbeing and safety as a professional. Embedding these approaches through the settings to ensure they do not promise confidentiality, only share information with key staff (e.g., DSO), and not prompting the</li> </ul>	<ul style="list-style-type: none"> <li>Explore and discuss what Safeguarding issues to look out for and explain safeguarding strategies and explain the response to a range of behavioural/ safeguarding situations, such as Peer on peer abuse / Trauma informed Online Bullying, Radicalisation.</li> <li>Deconstruct and reflect on Safeguarding scenarios in preparation for safeguarding training and professional practice (Introductory).</li> </ul>	<ul style="list-style-type: none"> <li>Whole cohort Scenarios: How to recognise where there might be a situation where safeguarding is an issue. How to respond quickly to any behaviour or bullying that threatens emotional safety.</li> <li>Engage with Safeguarding provision CPD: Prevent and Feminista.</li> </ul>	Group tasks: <ul style="list-style-type: none"> <li>Utilising the lecture, the divide the cohort into 2 areas of discussion to explore and examine the responses and approaches they might encounter safeguarding issues - Peer on peer abuse / Trauma informed Online Bullying, Radicalisation.</li> <li>Each group will present their understanding / queries to share ideas for creating a safe and inclusive learning environment that addresses the identified safeguarding issues.</li> </ul> WDS Questions: <ul style="list-style-type: none"> <li>How can the strategies discussed, contribute to preventing and addressing the assigned safeguarding issues in the classroom?</li> <li>Provide a comprehensive approach towards safeguarding issues for one of the following: Peer on peer abuse / Trauma informed Online Bullying, Radicalisation.</li> </ul>	AT.1 AT.2 AT.3 AT.4 AT.5 AT.6 AT.7 HE.3 HE.6 PB.4 PB.5	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	pupil during their disclosure.					
Key reading	CCF Reading: Department for Education (DfE). 2023. Keeping Children safe in Education. Crown copyright 2023 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges</a> . Capel, S, Cliffe, J, & Lawrence, J (eds) 2020, A Practical Guide to Teaching Physical Education in the Secondary School, Taylor & Francis Group, Milton. Chapter 11 Safe practice, risk assessment and risk management'					
7	SEND Placement					
7	<ul style="list-style-type: none"> <li>Pupils have a range of needs and strengths and begin to gain knowledge of the reasons for this. Teaching should be adapted to respond to these needs with a view to increasing pupil success and an awareness of social and personal developments of pupils.</li> <li>Pupils have a range of needs and strengths and recognise some of the reasons for this and the importance of high expectations to stretch and challenge all pupils.</li> <li>Seeking to understand pupils' differences, including their different</li> </ul>	<ul style="list-style-type: none"> <li>Explain what Adaptive Teaching is and identify barriers to learning in the PE environment e.g., through their prior Physical Education exposure underpinned by the STEP model to challenge and make accessible.</li> <li>Exemplify methods to adapt planning to respond to the needs and strengths of individuals, for example using effective modelling and scaffolding, flexible grouping, use of chunking, metaphors, non-examples and storytelling to support good exposition when introducing new content to avoid overloading the working memory. This could include how</li> </ul>	<ul style="list-style-type: none"> <li>Expert modelling of how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils could meet expectations and deconstructing this approach.</li> <li>Expert modelling of how to balance input of new content so that pupils master important concepts.</li> <li>Expert modelling of how to decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</li> </ul>	<ol style="list-style-type: none"> <li>Provide examples of effective methods, such as modelling and scaffolding, and explain how teachers use data to inform planning.</li> <li>Explain the concept of Adaptive Teaching and identify some potential barriers to learning in PE.</li> </ol>	AT.1 AT.2 AT.3 CP.10 AT.4 AT.5 AT.6 AT.7 PB.4 PB.5	

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>levels of prior knowledge and potential barriers to learning, is an essential part of teaching PE.</p> <ul style="list-style-type: none"> <li>Teaching assistants (TAs) can support pupils more effectively when they are prepared for PE lessons by teachers, and when TAs supplement rather than replace support from teachers.</li> <li>Responsibility of a teacher is to support ALL pupils including those with a range of additional needs. Utilising, for example, the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. This also includes knowing the safeguarding procedures for their educational establishment and the importance of working closely with the SENCO.</li> <li>Teachers have a responsibility to know the nature of SEND</li> </ul>	<p>teachers use data to inform planning.</p> <ul style="list-style-type: none"> <li>Demonstrate how teachers identify pupils who need new content further broken down and to make use of formative assessment. Also, how to balance input of new content so that pupils master important concepts such as knowledge gaps and misconceptions that could be supported further through Physical, Cognitive and Affective domains. Supported by models such as HHH (Head, Heart, Hands) model ME's (thinking me, physical me, social me, healthy me).</li> <li>Explain how teachers decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and deconstruct how expert colleagues during enhancement placement make effective use of teaching assistant and other adults in the classroom.</li> <li>Observe and analyse how expert colleagues use the SEND Code of Practice to support pupils with SEND effectively.</li> <li>Observe and evaluate methods to adapt planning to respond to the needs and strengths of individuals, for example using effective modelling and scaffolding. This could include how teachers use data to inform planning.</li> </ul>			

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>pupils' needs or disabilities and provide bespoke support for these pupils.</p> <ul style="list-style-type: none"> <li>• A collaborative approach to supporting pupils with SEND is crucial to maximise the removal of barriers to individual learning.</li> <li>• Teachers have a responsibility to ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.</li> <li>• Teachers have a responsibility to work collaboratively with Teaching Assistants to help pupils develop independent learning skills and manage their own learning.</li> </ul>					
Key reading	<p>Reading:</p> <p>Education Endowment Foundation (2021) 'Special Educational Needs in Mainstream Schools. Five recommendations on special education needs in mainstream schools. Accessible from: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Maher, A., Rossum, T. and Morley, D. (2023) Assessing the Learning of Pupils with Special Educational Needs and Disabilities in Mainstream School Physical Education, British Educational Research Journal, 49(1), pp. 110–125. doi: 10.1002/berj.3832.</p>					
8 Start of	<ul style="list-style-type: none"> <li>• Teachers have a legal obligation to keep</li> </ul>	<ul style="list-style-type: none"> <li>• Identity and familiarise themselves with</li> </ul>	<ul style="list-style-type: none"> <li>• Read the placement</li> </ul>		HE.1 MB.2	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
introductory phase on placement	children and young people safe (KCSIE, DfE, 2022).	<p>placement setting safeguarding procedure, including the name of the Safeguarding Lead. They should know their role and responsibilities in this process to keeping children safe.</p> <ul style="list-style-type: none"> <li>Explain who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures, and incidents to report.</li> <li>Explain how to access the schools Safeguarding Policy and stress the importance to the trainee being fully aware of the contents.</li> <li>Explain how to recognise where there might be a situation where safeguarding is an issue.</li> <li>Explain how to respond quickly to any behaviour or bullying that threatens emotional safety.</li> </ul>	<p>school's Safeguarding policy having a clear understanding of what sorts of behaviour, disclosures, and incidents to report.</p> <ul style="list-style-type: none"> <li>Undertake settings based safeguarding training (if requested) along with understanding the settings safeguarding policy.</li> <li>Familiarise yourself with the EHU safeguarding procedures.</li> <li>Arrange to meet with the DSL in your setting.</li> </ul>	<ol style="list-style-type: none"> <li>What is the name of the Safeguarding Lead at your placement setting and what are your roles and responsibilities in the safeguarding process?</li> <li>Discuss the specific safeguarding challenges within PE. What are they?</li> </ol>	MB.4 MB.5 MB.7 MB.1 MB.3 HE.5	
Key reading	Reading Capel, S, & Blair, R (eds) 2019, Debates in Physical Education, Taylor & Francis Group, Milton. Chapter 14 'Inclusion and Curriculum in PE'					
9	Half Term					
10	<ul style="list-style-type: none"> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Deconstruct a range of types of questions in class discussions to extend and challenge pupils (e.g., by</li> </ul>	<ul style="list-style-type: none"> <li>Expert modelling of how to balance exposition, repetition and other activities making up the lesson. Discussing and</li> </ul>	<ol style="list-style-type: none"> <li>How might questioning be used to identify knowledge gaps and misconceptions?</li> </ol>	A.1 A.5 A.6 CP.6	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	and extend their vocabulary. <ul style="list-style-type: none"> <li>Questioning can help with finding out pupils' prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving. It also allows pupils to express their ideas and extend their vocabulary. Good questioning can lead to good quality classroom discussion and learning.</li> </ul>	modelling new vocabulary or asking pupils to justify answers). <ul style="list-style-type: none"> <li>Explain the significance of concrete examples, analogies, chunking, metaphors, non-examples and storytelling to support good exposition when introducing new content to avoid overloading the working memory.</li> </ul>	analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge. <ul style="list-style-type: none"> <li>Discussing, analysing and practicing with expert colleagues how to use concrete representation of abstract ideas (e.g., making use of analogies, metaphors, examples and non-examples).</li> <li>Expert modelling of how experienced colleagues explain complex concepts to pupils across key stages.</li> </ul>	2. Evaluate a subject specific example of a question that you have used/or seen used in a class discussion that extended and challenged pupils.	CP.7 CP.9	
CCF Reading: Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <a href="https://eric.ed.gov/?id=EJ705962">https://eric.ed.gov/?id=EJ705962</a>  Newton, A. & Bowler, M. (2015) Assessment for and of learning in PE, In Capel, S. & Whitehead, M (Ed) Learning to Teach Physical Education in the Secondary School: A Companion to School Experience. 4th Edition. London: Routledge						
11	Review and Respond week on questioning task and feedback. <ul style="list-style-type: none"> <li>Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> <li>Paired and group activities can increase pupil success, but to work together effectively pupils need</li> </ul>	<ul style="list-style-type: none"> <li>Analyse questions to enable the identification of knowledge gaps and misconceptions.</li> <li>Evaluate a range of target questioning techniques to enable the identification of knowledge gaps and misconceptions and reframe questions to provide greater scaffolding or greater stretch.</li> </ul>	<ul style="list-style-type: none"> <li>Practice, receive feedback and improve at: Starting expositions at the point of current pupil understanding.</li> <li>Practice and receive feedback on combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</li> </ul>	1. Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.  2. Explore and reflect on how questioning is implemented in your setting.	A.1 A.5 A.6 CP.2 CP.6 CP.6 CP.7 CP.9 HPL.7 AT.2 AT.3	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	guidance, support and practice.					
Key reading	CCF Reading: Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge. Capel, S, Cliffe, J, & Lawrence, J (eds) 2020, A Practical Guide to Teaching Physical Education in the Secondary School, Taylor & Francis Group, Milton. Chapter 9 Assessment for and of Learning in Physical Education. Chapter p,144 -159					
12	<ul style="list-style-type: none"> <li>Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases.</li> <li>Modelling helps pupils understand new processes and ideas; good models make abstract ideas accessible, e.g. the need to remove this when pupils can apply such structures to prior learning.</li> <li>Identify essential concepts, knowledge and skills within a carefully sequenced and coherent PE curriculum. Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills throughout physical activities.</li> <li>Scaffolding tasks can also help pupils in their learning and again links with the section on theories of</li> </ul>	<ul style="list-style-type: none"> <li>Exemplify modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> <li>Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</li> <li>Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g., naming them, developing mnemonics, or linking to memorable stories).</li> </ul>	<ol style="list-style-type: none"> <li>How do you know when it is appropriate to remove scaffolding and allow pupils to apply previously taught material independently?</li> <li>Provide an example of how you have used modelling, explanations, and scaffolds to support students in understanding new concepts within PE.</li> </ol>	CP.3 CP.4 CP.5 HPL.9 S&C.1 S&C.2 S&C.4 S&C.3	WDS  S4000 Submission 17/11/23



Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	learning linked to the ideas of Vygotsky and Social Constructivism and the notion of a zone of proximal development, for example.					
Key reading	CCF Reading: Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <a href="https://doi.org/10.1111/j.1467-8535.2005.00507.x">https://doi.org/10.1111/j.1467-8535.2005.00507.x</a> . Casey, A, & Kirk, D 2020, Models-Based Practice in Physical Education, Taylor & Francis Group, Milton. Chapter 6 'A models-based practice approach to physical education p.106' Hutzler, Y., Meier, S., Reuker, S. and Zitomer, M., 2019. Attitudes and self-efficacy of physical education teachers toward inclusion of children with disabilities: a narrative review of international literature. <i>Physical Education and Sport Pedagogy</i> , 24(3), pp.249-266.					
13	Review and respond week on modelling.	<ul style="list-style-type: none"> <li>Analyse modelling approaches used by your mentor and begin to develop your own approach and incorporate into your classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and receive feedback using modelling, explanations, and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.</li> </ul>	<ol style="list-style-type: none"> <li>Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.</li> <li>Explore and reflect on how modelling and scaffolding is implemented in your setting.</li> </ol>	HPL.1 HPL.2 HPL.6 HPL.7 HPL.9	
Key reading	CCf Reading: Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <a href="https://doi.org/10.1007/s10648-010-9136-5">https://doi.org/10.1007/s10648-010-9136-5</a> .					
14	<ul style="list-style-type: none"> <li>Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs (assessment data to inform planning).</li> </ul>	<ul style="list-style-type: none"> <li>Exemplify spaced repetition, through planning retrieval practice and structured tasks to demonstrate assessment of prior knowledge,</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues how progression of all aspect of the child's development in a physical activity using a comparison of HHH.</li> </ul>	<ol style="list-style-type: none"> <li>How have you planned and implemented formative assessment tasks in your lessons, and how have you used the results to adjust your teaching and support your students' learning?</li> <li>Describe a progression model in PE and how you have used this.</li> </ol>	A.1 A.2 A.3 A.4	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>There are differences between Assessment of learning and Assessment for learning- including purpose and type. Black and William's approach to 'Inside the Black box'- raising classroom standards by assessment.</li> <li>Enquiries across sequences in Physical Education shape assessment e.g., Fitness testing / Performance analysis or why some whole school assessment strategies are problematic.</li> </ul>	<ul style="list-style-type: none"> <li>knowledge gaps and misconceptions.</li> <li>Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps) model to assess pupils both summatively and formatively.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues how to plan formative assessment tasks.</li> <li>Observing how expert colleagues use verbal feedback during lessons.</li> <li>Observing expert colleagues on how to monitor pupil work during lessons.</li> <li>Observing expert colleagues on how to ensure feedback is specific and helpful when using peer- or self-assessment.</li> </ul>			
	CCF Reading: Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: <a href="https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf">https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf</a> [retrieved 10 August 2022]. López-Pastor Víctor Manuel <i>et al.</i> (2013) "Alternative Assessment in Physical Education: A Review of International Literature," <i>Sport, Education and Society</i> , 18(1), pp. 57–76.					
15	Review and Respond week on Assessment.	<ul style="list-style-type: none"> <li>Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).</li> </ul>	<ul style="list-style-type: none"> <li>Practice and receive feedback on making use of formative assessment e.g., retrieval starter, plenary to check for prior knowledge and misconceptions.</li> </ul>	<ol style="list-style-type: none"> <li>Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.</li> <li>Explore and reflect on how assessment is implemented in your setting.</li> </ol>	HPL.1 HPL.2 HPL.3 HPL.4 HPL.5 HPL.6  HPL.8 AT. 1 AT.2 AT.3 AT.4 AT.5	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
Key reading	CCF Reading Hattie, J., & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, 77(1), 81–112. <a href="https://doi.org/10.3102/003465430298487">https://doi.org/10.3102/003465430298487</a> Hay, P., & Penney, D 2012, Assessment in Physical Education : A Sociocultural Perspective, Taylor & Francis Group, London.					
16  End of Introductory Placement [15.12.23]	<ul style="list-style-type: none"> <li>PSHE is a statutory school curriculum subject that helps pupils stay healthy, safe and prepared for life and work in modern Britain as outlined in the Education Act 2022. Taught topics include physical health, mental health, growing and changing, personal safety, relationships, and sex education, bullying and discrimination, money and careers, media and digital literacy, community and responsibility. When taught well, PSHE also helps pupils to achieve their academic potential.</li> </ul>	<ul style="list-style-type: none"> <li>Possess a solid understanding of the key topics and themes covered in PSHE at KS3 and KS4. This includes areas such as mental health and well-being, relationships and sex education, drugs and alcohol education, financial literacy, and citizenship.</li> <li>Apply effective teaching and learning strategies specific to PSHE. Utilise approaches like active learning, group discussions, role-plays, case studies, and real-life examples to engage students. Create a safe and inclusive learning environment for sensitive and personal discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Co-plan and deliver a PSHE lesson that incorporates the key topics and themes specified in the national curriculum and frameworks. They can apply appropriate pedagogical approaches, such as active learning strategies, group discussions, and role-plays.</li> <li>Actively foster a safe and inclusive learning environment.</li> <li>Evaluate the effectiveness of PSHE lessons, assessing the impact of teaching strategies, and identifying areas for improvement.</li> </ul>	<ol style="list-style-type: none"> <li>Discuss the key topics and themes covered in PSHE at KS3 and KS4.</li> <li>How can you create a safe and inclusive learning environment for sensitive and personal discussions in PSHE?</li> </ol>	HE.5	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>Effective teaching and learning strategies specific to PSHE. This includes approaches like active learning, group discussions, role-plays, case studies, and real-life examples. Also understand the importance of creating a safe and inclusive learning environment for sensitive and personal discussions.</li> <li>Understanding of safeguarding principles and procedures. With an awareness of the signs of abuse, know how to respond to disclosures, and understand their duty of care towards their students' well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively with other professionals, such as school counselors, external agencies, and parents/carers, to provide comprehensive support and guidance to students.</li> </ul>				
Key reading	Davies, E. L., & Matley, F. (2020). Teachers and pupils under pressure: UK teachers' views on the content and format of personal, social, health and economic education. <i>Educational Studies</i> , 46(1), 4-22. <a href="https://doi.org/10.1080/02643944.2020.1713868">https://doi.org/10.1080/02643944.2020.1713868</a> Pugh, V. (ed.) (2021) <i>Teaching personal, social, health and economic and relationships, (sex) and health education in primary schools : enhancing the whole curriculum</i> . Chapter 8.Tackling PSHE and R(S)HE through PE					
17	Christmas Holidays					
18						
Key reading						
19	<ul style="list-style-type: none"> <li>Pupils are likely to learn at different rates and to</li> </ul>	<ul style="list-style-type: none"> <li>Identify pupils who need new content further</li> </ul>	<ul style="list-style-type: none"> <li>Observing how expert colleagues adapt lessons,</li> </ul>	Small group tasks:	AT.1 AT.2	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>require different levels and types of support to succeed.</p> <ul style="list-style-type: none"> <li>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</li> <li>Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or set lower expectations for pupils.</li> <li>Teachers and additional members of staff provide valuable support with individual/groups of pupils.</li> <li>Positive framing plays an important part in developing a growth mindset.</li> <li>How health and well-being of pupils is important in their progress.</li> <li>The teacher is able to influence the</li> </ul>	<p>broken down and/or who benefit from additional adaptations.</p> <ul style="list-style-type: none"> <li>Support pupils with a range of educational needs including how to use guidance in the SEND code of practice.</li> <li>Ensure that all pupils could meet high expectations, rather than artificially creating distinct tasks for specific classes/pupils. Plan and include questions and tasks to extend and challenge pupils.</li> <li>Explain how to build a pupil's self-esteem.</li> <li>Demonstrate how to organise and manage their time effectively to facilitate work-life balance.</li> <li>Explain what internal and external support is available to trainee teachers.</li> <li>Explain a range of strategies to support health well-being, for example Mindfulness.</li> </ul>	<p>whilst maintaining high expectations for all, so that all pupils could meet expectations and deconstructing this approach.</p> <ul style="list-style-type: none"> <li>Joint planning with expert colleagues on how to adapt teaching to meet needs of pupils. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum e.g., parallel histories or meanwhile elsewhere.</li> <li>Discuss and analyse with expert colleagues how to make effective use of teaching assistants.</li> <li>Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed.</li> <li>Discussing and analysing with expert colleagues on what research informs their practice. Trainees to engage with subject specific research and incorporate this into their planning.</li> </ul>	<ol style="list-style-type: none"> <li>Identify a case study of a pupil with a specific educational need, such as dyslexia, ADHD, or autism. In small groups, discuss and share strategies that could be used to support the pupil's learning and development in the classroom. Use the guidance in the SEND code of practice to inform your strategies and ensure they are evidence-based and appropriate for the pupil's needs. Develop a plan for implementing the strategies and share with the larger group for feedback and discussion.</li> <li>Select a topic in your subject that is of interest to you but that you feel you have limited knowledge about. In small groups, research, and share resources, such as books, articles, or videos, that could help you improve your subject knowledge on the topic. Use a variety of resources and approaches, such as reading, watching videos, or attending webinars or conferences. Reflect on your learning and share your insights with the larger group, discussing how you can apply your new knowledge to your teaching practice.</li> </ol> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>In your small group, what strategies did you discuss and share to support the pupil's learning and development in the classroom?</li> <li>Discuss how you plan in order to take into account the pupil's individual needs, the classroom environment, and collaboration with other professionals?</li> </ol>	<p>AT.3 AT.4 AT.5 AT.6 AT.7 HE.3 HE.4</p>	

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>motivation, well-being and behaviour of their pupils improving all of these by their approach to their teaching.</p> <ul style="list-style-type: none"> <li>How teachers can be generators of educational knowledge utilising action research as a tool to develop pupil learning.</li> <li>Reflective practice, through an observation and feedback from an experienced colleagues, professional debate, and educational research, to support improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen and extend pedagogical and subject knowledge by participating in wider networks and lesson preparation such as Association for PE, PE Scholar.</li> <li>Trial and critically evaluate new approaches in their practice with a view to developing practice.</li> </ul>				
CCF Reading: Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Maher, A., Rossum, T. and Morley, D. (2023) "Assessing the Learning of Pupils with Special Educational Needs and Disabilities in Mainstream School Physical Education," British Educational Research Journal, 49(1), pp. 110–125. doi: 10.1002/berj.3832.						
20	<ul style="list-style-type: none"> <li>Every teacher has a responsibility to develop pupils' literacy through the promotion of systematic synthetic phonics, particularly if teaching early reading and spelling.</li> <li>To access the curriculum, early literacy provides fundamental knowledge; reading</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a range of strategies to teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught, high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary using</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues on how to address literacy issues in the subject.</li> <li>Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g., by using a range of whole class reading approaches and regularly reading high-quality texts to children).</li> <li>Discussing and analysing</li> </ul>	Small group task: 1. Provide each group with a list of unfamiliar vocabulary words from a specific subject area. Ask each group to evaluate a range of strategies to teach these unfamiliar vocabulary words explicitly, such as using visual aids, contextual clues, and repetition. Encourage the group to discuss and plan how to repeatedly expose pupils to high-utility and high-frequency vocabulary in what is taught, using subject relevant frameworks.	CP.7 S&C 9 S&C 10	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</p> <ul style="list-style-type: none"> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>Effective RSE supports people throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate life stage.</li> <li>Every teacher has a responsibility in developing numeracy in the classroom. For example, Practice Physical Education specific progress models e.g., Draw conclusions about the level of pupil learning based on effective assessment tasks and the use of data .</li> </ul>	<p>promoting /improve pupils' literacy levels in Physical Education (the use of PE and activity specific language) using appropriate scaffolding and modelling.</p> <ul style="list-style-type: none"> <li>Demonstrate how to model high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g., requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).</li> <li>Analyse a range of strategies to promote reading for pleasure (e.g., by using a range of whole class reading approaches and regularly reading high-quality texts to children.</li> <li>Explain the RSE (2021) statutory guidance and how it would inform teaching the 4 core areas of the curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital</li> </ul>	<p>with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.</p> <ul style="list-style-type: none"> <li>Joint planning on strategies to incorporate numeracy into PE lessons.</li> <li>Seek out person who is responsible for teaching RSE and discuss the policy with them.</li> <li>Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.</li> <li>Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</li> </ul>	<p>2. Provide each group with a specific subject topic. Ask each group to demonstrate how numeracy can be promoted in PE by identifying opportunities to incorporate algebra, shape, space and measures, and handling data into their topic. Encourage the group to use a range of strategies. Have each group present their strategies and examples to the rest of the group for feedback and discussion.</p> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>Explain how subject relevant frameworks are used to guide the selection of vocabulary words and the planning process.</li> <li>Describe the different strategies and approaches discussed to engage students and enhance their numeracy skills.</li> </ol>		

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
		<p>context within a safe space.</p> <ul style="list-style-type: none"> <li>Demonstrate how numeracy can be promoted in PE for algebra, shape, space and measures and handling data using a range of strategies, for example. assessing fitness levels through VO2 max to measure elite performance, reliability and validity of data to improve training, measurement of distance, time in athletics events.</li> </ul>				
Key reading	CCF Reading: Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. <a href="https://doi.org/10.1257/pol.20160514">https://doi.org/10.1257/pol.20160514</a> . Pollard, A. and Daly, C. (2023) <i>Reflective teaching in secondary schools</i> . Sixth edn. London: Bloomsbury Academic (Reflective teaching)					
	Developmental placement					
21	<ul style="list-style-type: none"> <li>Good teaching and learning benefit all students.</li> <li>Identifying and overcoming barriers to learning can be transformational for all learners.</li> <li>Developing strategies to support students who are struggling within the classroom is crucial.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and remove barriers to learning for students in the classroom.</li> <li>Develop strategies and practice to support students with their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Working with mentors and other colleagues to understand the learning needs of the students taught.</li> <li>Discussions with and observation of expert colleagues regarding the identification of barriers to learning.</li> <li>Receiving clear, consistent, and effective mentoring in how to</li> </ul>	Small group tasks: <ol style="list-style-type: none"> <li>Identify common barriers to progress such as literacy, SEND, social, and emotional and mental health issues. How might specific barriers be recognised and what types of adaptations might be appropriate to specific barriers?</li> <li>Consider strategies that could be used to support students in relation to lesson preparation, the classroom environment, teaching approaches and resources. Case studies will be provided</li> </ol>	AT 1, 2,3, 7	WDS



Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>Adapting teaching (rather than differentiation) to the needs of students can impact upon outcomes.</li> </ul>		adapt teaching to the needs of students.	<p>for trainees to consider what practical steps can be taken to support individual students.</p> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>What educational barriers exist for the students you are observing and teaching?</li> <li>Why is adaptive teaching crucial to removing those barriers?</li> </ol>		
Key reading	<p>CCf Reading: Haggan, M., &amp; McGlynn, C., (2004) Moving barriers: promoting learning for diversity in initial teacher education. Intercultural Education: <a href="#">Moving barriers: Promoting learning for diversity in initial teacher education (tandfonline.com)</a></p> <p>Capel, S, Cliffe, J, &amp; Lawrence, J (eds) 2020, A Practical Guide to Teaching Physical Education in the Secondary School, Taylor &amp; Francis Group, Milton. Using Digital technologies to remove barriers. Chapter 18 p.306-319</p>					
22	Review and Respond week on Assessment.	<ul style="list-style-type: none"> <li>Practice proven methods of adapting teaching to raise attainment and progress for students.</li> </ul>	<ul style="list-style-type: none"> <li>Adopt practical strategies to support the needs of all students.</li> </ul>	<ol style="list-style-type: none"> <li>Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.</li> <li>Explore and reflect on how Adaptive Teaching (using data) is implemented in your setting.</li> </ol> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>How is teaching adapted within the lessons you are observing or teaching?</li> <li>Describe the impact upon the students when lessons are adapted appropriately and what happens when there is a lack of adaptation within lessons?</li> </ol>	AT 1, 2,3, 7	WDS
Key reading	<p>Eaton J (2022) Moving from differentiation to adaptive teachings. Education Endowment Foundation. <a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Borghouts, L.B., Slingerland, M. and Haerens, L., 2017. Assessment quality and practices in secondary PE in the Netherlands. <i>Physical Education and Sport</i></p>					

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<i>Pedagogy, 22(5), pp.473-489.</i>					
23	<ul style="list-style-type: none"> <li>It is important to sequence learning, so pupils are secure in foundational knowledge before introducing more complex material through analysis of individual or team performance.</li> <li>How to use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when pupils can apply such structures to prior learning.</li> <li>It is important to provide opportunities for all pupils to learn and master essential concepts, knowledge and skills in PE.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate lessons that promote, practice and revisit key concepts and skills required in PE that are taught within secondary education linked to Bruner's (1960) Spiral Curriculum to master knowledge.</li> <li>Critique the core subject concepts and skills to allow for contemporary in-roads in PE such as using the critique the core PE concepts and skills to allow for contemporary in-roads into PE e.g., motor competence, strategies and healthy participation.</li> <li>Draw explicit links between new content and the core concepts and principles in Physical Education.</li> <li>Demonstrate how to design practice, generation and retrieval tasks that provide just enough support so that</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in joint planning in showing how expert colleagues decide on prior knowledge, objectives and outcomes, break tasks down into constituent components, use modelling, devise explanations and scaffolds, provide sufficient opportunity for pupils to consolidate and practise applying new skills and knowledge, and how they make the abstract concrete.</li> <li>Practice and feedback on above.</li> </ul>	<ol style="list-style-type: none"> <li>Explain how you have designed practice, generation and retrieval tasks that provide just enough support for students to experience a high success rate when attempting challenging work. Provide an example.</li> <li>How have you planned to revisit and reinforce key concepts and skills, within PE, in line with Bruner's Spiral Curriculum?</li> </ol>	CP.2 CP.8 S&C.1 S&C.3 S&C.5 S&C.7	S4001 Submission 19/1/2024  WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
		pupils experience a high success rate when attempting challenging work.				
Key reading	CCF Reading: Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27. <a href="https://doi.org/10.1016/j.tics.2010.09.003">https://doi.org/10.1016/j.tics.2010.09.003</a> . Dudley, D., Okely, A., Pearson, P. and Cotton, W., 2011. A systematic review of the effectiveness of physical education and school sport interventions targeting physical activity, movement skills and enjoyment of physical activity. <i>European Physical Education Review</i> , 17(3), pp.353-378.					
24	Review and respond week: Retrieval Practice.	<ul style="list-style-type: none"> <li>Draw explicit links between new content and the core concepts and principles in PE. Use retrieval, scale switching, spaced and interweaving in planning sequentially to help pupils improve their working memories.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and analyse how retrieval practice can be used to promote and enhance the acquisition of new knowledge at key stage 3 &amp; 4.</li> </ul>	<ol style="list-style-type: none"> <li>Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.</li> <li>Explore and reflect on how retrieval practice is implemented in your setting.</li> </ol>	CP.2 CP.8 S&C.1 S&C.3 S&C.5 S&C.7 HPL. 2 HPL. 3 HPL. 4 HPL. 5 HPL.6 HPL.7 HPL.8 HPL.9	WDS
Key reading	CCF Reading: Deans for Impact (2015) The Science of Learning [Online] Accessible from: <a href="https://deansforimpact.org/resources/the-science-oflearning/">https://deansforimpact.org/resources/the-science-oflearning/</a> . [retrieved 10 October 2018]. Jones, K 2021, Retrieval Practice 2 : Implementing, Embedding and Reflecting, John Catt Educational, Limited, Melton, Suffolk. Chapter 4: Retrieval practice within each subject domain p.185					
25	Half Term					
26	<ul style="list-style-type: none"> <li>Additional members of staff provide valuable support with individual/ groups of pupils in addition to flexibly grouping pupils within a class to provide more tailored support.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate activities that can stretch and challenge pupils of all abilities. This may include critically reflecting on the use of modelling and scaffolding.</li> <li>Exemplify lessons using the TA's knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</li> <li>Practice and feedback on using intentional and consistent language that promotes challenge and aspiration.</li> </ul>	<ol style="list-style-type: none"> <li>How can you ensure that the support provided by teaching assistants in your lessons is additional to, rather than a replacement for, your own support as the teacher?</li> <li>How do you adapt the instruction to stretch and challenge pupils of varying abilities in PE? Evaluate an example of an activity that has worked well.</li> </ol>	AT.3 AT.5 AT.7 PB.5 PB.6	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>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.</li> <li>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of PE teaching.</li> <li>It is important to work collaboratively and share the intended lesson outcomes with teaching assistants ahead of lessons.</li> <li>A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.</li> </ul>	<p>skills to enhance pupil progress.</p> <ul style="list-style-type: none"> <li>Analyse the importance of planning ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on reframing questions for greater stretch and challenge</li> <li>Discuss and analyse with expert colleagues on how to work closely with the SENCO and other professionals supporting pupils with additional needs.</li> </ul>			
Key reading	CCF Reading: Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: <a href="#">Guidance Reports   Education Endowment Foundation   EEF</a> Vickerman, P. and Maher, A. (2018) <i>Teaching physical education to children with special educational needs and disabilities</i> . 2nd edn. Milton: Routledge Chapter 7 ; Working with special educational needs coordinators and learning support assistants					
27	Review and Respond week on Teaching Assistants.	<ul style="list-style-type: none"> <li>Plan how TAs can support learning and improve</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and analyse with expert colleagues on how</li> </ul>	1. Use the focus of discussions from mentor meetings, targets, lesson	CP.1 CP.2	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
		attainment in the classroom by ensuring that during lesson preparation time TAs have the essential 'need to knows' such as Concepts, facts, information being taught; Skills to be learned, applied, practised or extended; Intended learning outcomes; Expected/required feedback.	<p>to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</p> <ul style="list-style-type: none"> <li>Practice and feedback, on adopting evidence-based interventions to support TAs in their small group and one-to-one instruction.</li> </ul>	<p>observation feedback and task to reflect on areas of focus and development.</p> <p>2. Explore and reflect on how teaching assistants are deployed and managed in your setting.</p>	<p>CP.3 CP.4</p> <p>CP.10 PB.3 PB.4 PB.5 PB.6</p>	
Key reading	<p>CCF Reading:</p> <p>Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., &amp; Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. <a href="https://dera.ioe.ac.uk/id/eprint/10818/">https://dera.ioe.ac.uk/id/eprint/10818/</a></p> <p>Durden-Myers, E.J., Whitehead, M.E. and Pot, N., 2018. Physical literacy and human flourishing. <i>Journal of Teaching in Physical Education</i>, 37(3), pp.308-311.</p>					
28	<ul style="list-style-type: none"> <li>Teachers have a responsibility to strengthen pedagogical and subject knowledge by participating in wider networks such as AFPE and PE Scholar.</li> <li>Educational research informs practice, for example, Game Based Approach that is explored through TGFU (Teaching Games for Understanding) and the impact of Physical Literacy to underpin these pedagogical approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the essential concepts, knowledge, skills and principles of PE.</li> <li>Describe and exemplify how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach, for example declarative and procedural knowledge.</li> <li>Exemplify how to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on how to break complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps.</li> <li>Discussing and analysing with expert colleagues on how to identify pupils who need new content further broken down.</li> <li>Practice and feedback on how to balance input of new content so that pupils master important concepts.</li> </ul>	<p>Small group tasks:</p> <ol style="list-style-type: none"> <li>Divide the group into pairs/small groups. Ask each pair to choose one essential concept, knowledge, skill, or principle of the specific subject. Instruct each pair to create a presentation or poster explaining their chosen concept, knowledge, skill, or principle. Encourage the pairs to use a range of examples and analogies to illustrate their chosen concept, knowledge, skill, or principle.</li> <li>Ask each pair to choose a topic from the subject specific curriculum. Instruct each pair to create a plan for sequencing the content in their chosen topic, ensuring progression of knowledge and planning for residual knowledge. Encourage the pairs to consider the key concepts, knowledge and skills that need to be</li> </ol>	<p>S&amp;C.1 S&amp;C.2 S&amp;C.4 S&amp;C.3</p>	<p>SKA WDS</p> <p>End of Developmental</p>

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>Teachers understand the importance of being secure in their subject knowledge.</li> <li>Research suggests that the pedagogy of the subject can only be fully understood if the subject knowledge is secure. This combination of subject knowledge and pedagogical knowledge is likely to lead to effective teaching and motivated pupils.</li> </ul>	<p>and demonstrations, for example visual imagery to underpin movement and application of specific techniques through the perfect model.</p> <ul style="list-style-type: none"> <li>Demonstrate how to sequence content in the topics they teach ensuring progression of motor competence is the ability to coordinate fine and gross motor skills. This allows participation in activities of everyday life.</li> <li>Exemplify how to be aware of common misconceptions and preconceptions and how to help pupils identify essential concepts, knowledge and skills within a sequenced and coherent curriculum. Provide opportunity for all pupils to learn and master essential concepts, knowledge, and skills in Physical Education (Capel (2022)).</li> <li>Demonstrate how to revisit the big ideas of the subject over time and teach key concepts</li> </ul>		<p>covered, and how these can be developed and built upon over time.</p> <p>WDS Questions:</p> <ol style="list-style-type: none"> <li>Evaluate the logical progression and coherence of their content sequencing, based on the principles outlined by Counsell (2012).</li> <li>Describe how your expert colleagues ensure that pupils' thinking is focused on key ideas within PE.</li> </ol>		

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
		through a range of approaches, e.g., Fitness testing / Performance.				
CCF Reading: Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: <a href="https://tdtrust.org/about/dgt">https://tdtrust.org/about/dgt</a> . [accessed 18 October 2018]. Clark, Jane 2005. From the Beginning: A Developmental Perspective on Movement and Mobility. Quest. P.37-45 file:///C:/Users/fraserl/Downloads/From_the_Beginning_A_Developmental_Perspective						
29	<ul style="list-style-type: none"> <li>Metacognition can help pupils to become independent learners which in turn will help them succeed academically as they become resilient and independent learners (Flavell, 1979; Norman, 2016; Nelson, 2021).</li> <li>What metacognition is and how they can teach pupils metacognitive strategies that will help them develop their knowledge of a subject.</li> <li>The duty of a teacher to contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g., by supporting expert colleagues with their</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how teachers promote Metacognition in the classroom with their thinking through modelling through the use of live demonstration to share the teacher's learning process with pupils using the method of model, teach, practice and connect using a wide range of strategies such as visual maps, think, write, pair, share, checklists, exit tickets, metacognitive talk, exam wrappers, reciprocal teaching, reflexive thinking.</li> <li>Have knowledge for and be responsive to the needs of their school community.</li> <li>Exemplify the wide range of strategies that focuses on pupils' academic and pastoral needs.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> <li>Discussing and analysing with expert colleagues the strategies used to support transition in PE.</li> </ul>	Small group tasks: <ol style="list-style-type: none"> <li>Ask each person in the group to discuss a concept or topic they recently learned or taught. Then get them to model their thinking process, sharing how they approached the concept or topic. The others should take notes and provide feedback on the clarity and effectiveness of the model. Ask pairs to switch roles and repeat the process. As a group, discuss the effectiveness of different metacognitive strategies used by each person during the modelling process.</li> <li>Provide each group with a case study of a fictional student with academic and pastoral needs. Instruct each group to discuss and develop a plan for supporting the student, including strategies for both academic and pastoral support. Each group should present their plan to the larger group and provide a rationale for each strategy chosen.</li> </ol> WDS Questions: <ol style="list-style-type: none"> <li>Describe specific examples of metacognitive strategies that were</li> </ol>	CP.11 CP4 S&C3 S&C3.5 CP.3 CP.8 CP.9 PB.3	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>pastoral responsibilities, such as careers, health, economic and wellbeing advice) as per Children and Social Work Act (2020) in the delivery of PSHE/ RSHE education.</p> <ul style="list-style-type: none"> <li>Transition from primary to secondary is a pivotal point in a child's life and a phase in the educational journey and can lead to a stagnation in progress.</li> </ul>			<p>identified as particularly effective or insightful.</p> <p>2. Provide examples of the strategies and interventions you have utilized to support pupils in your lessons.</p>		
Key reading	<p>CCF Reading: Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/</a> Capel, S, Cliffe, J, &amp; Lawrence, J (eds) 2020, A Practical Guide to Teaching Physical Education in the Secondary School, Taylor &amp; Francis Group, Milton. Chapter 20 Teachers as reflective practitioners. P. 338-342</p>					
30	<ul style="list-style-type: none"> <li>Intervention and response week.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the building on pupils' prior knowledge such as Fundamental Movement Skills (FMS) building upon from KS2 PE to the mastery beyond KS3 school-based curriculum sports and activities such as running in football or locomotion movement in gymnastics. This encourages transferability and the importance of key teaching strategies such as Cognitive Load Theory.</li> </ul>		<p>1. Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.</p> <p>2. Explore and reflect on how metacognition and sequencing is implemented in the history department.</p>	PB1 HPL8 CP5	WDS



Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
Key reading	Reading: John Perry, David Lundie & Gill Golder (2019) Metacognition in schools: what does the literature suggest about the effectiveness of teaching metacognition in schools?, Educational Review, 71:4, 483-500, DOI: <a href="https://doi.org/10.1080/00131911.2018.1441127">10.1080/00131911.2018.1441127</a> <a href="https://www.youthsporttrust.org/media/5bcgx4kh/yst_pe_school_sport_report_2023_final_revd.pdf">Youth Sport Trust. 2023. Pe3 school sport report. Loughborough University. https://www.youthsporttrust.org/media/5bcgx4kh/yst_pe_school_sport_report_2023_final_revd.</a>					
31	Consolidation Placement					
31	<ul style="list-style-type: none"> <li>Pupils' responses to feedback/ feedforward can vary depending on a range of social factors (e.g., the message the feedback contains or the age of the pupil).</li> <li>Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect (Hattie, 2007).</li> <li>High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Plan to scaffold self-assessments by sharing model work with pupils, highlighting key details using technology such as visualisers.</li> <li>Utilise feedback that is specific and helpful when using peer- or self-assessment.</li> <li>Explicitly teach pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success using DIRT.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on how to ensure feedback is specific and helpful when using peer- or self-assessment.</li> <li>Practice and feedback on focusing on specific actions for pupils and providing time for pupils to respond to feedback.</li> <li>Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of social factors (e.g., the message the feedback contains or the age of the child).</li> <li>Receiving clear, consistent, and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.</li> <li>Discussing and analysing with expert colleagues how to identify efficient approaches to marking</li> </ul>	<ol style="list-style-type: none"> <li>To what extent are you using specific and helpful feedback in peer- or self-assessment to support pupil progress? Give an example.</li> <li>Evaluate the importance of sharing model work with pupils to scaffold self-assessments within PE.</li> </ol>	A.1 A.2 A.3 A.4 A.5 A.6	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
			<p>and alternative approaches to providing feedback (e.g., using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.</p> <ul style="list-style-type: none"> <li>Practice and feedback on using verbal feedback during lessons in place of written feedback after lessons where possible.</li> </ul>			
Key reading	CCF reading: Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), p.81–112. <a href="https://doi.org/10.3102/003465430298487">https://doi.org/10.3102/003465430298487</a>  <a href="#">Sullivan,L.(2021). Is PE in Crisis?Leading meaningful change in Physical Education.Scholarly. p103-105</a>					
32	Easter holiday				S4003 Submission 12/4/24	
33						
34	<ul style="list-style-type: none"> <li>Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</li> <li>Before using any assessment, teachers should be clear about</li> </ul>	<ul style="list-style-type: none"> <li>Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g., using hinge questions) and monitor pupil work during lessons, including checking for misconceptions.</li> <li>Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> <li>Practice and feedback on monitoring pupil work during lessons, including checking for misconceptions.</li> <li>Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil</li> </ul>	<ol style="list-style-type: none"> <li>Use the focus of discussions from mentor meetings, targets, lesson observation feedback and task to reflect on areas of focus and development.</li> <li>Explore and reflect on how assessments coupled with student data inform planning and interventions in your setting.</li> </ol>	CP.2 CP.3 CP.4 CP.5 A.1 A2 A.3 A.4 A.6 A.5	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>the decision it will be used to support and be able to justify its use.</p> <ul style="list-style-type: none"> <li>• Include a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers).</li> <li>• Scaffolding and modelling helps to reduce cognitive load.</li> <li>• Know the assessment structures in place for GCSE PE / Cambridge Nationals / BTEC.</li> <li>• As part of the Teaching, Learning and Assessment cycle, assessment enables teachers to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g., appreciating that assessments draw inferences about learning from performance).</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions about the level of pupil learning based on effective assessment tasks and the use of data.</li> <li>• Use data to effectively enable pupils to learn and make progress checking for prior knowledge and pre-existing misconceptions.</li> <li>• Identify common strategies to provide feedback/feedforward to pupils.</li> <li>• Use subject examination material to structure assessment tasks.</li> </ul>	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).</li> <li>• Discuss and analyse with expert colleagues on how to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments.</li> </ul>			
Key reading	CCF Reading: Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. [chapters 6-8]					

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	Capel, S. and Blair, R. eds., 2019. <i>Debates in physical education</i> . Routledge.p.196-199					
35	<p>ITP Week on Questioning.</p> <ul style="list-style-type: none"> <li>Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next (Muijs &amp; Reynolds, 2017).</li> <li>High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (Rosenshine, 2012).</li> <li>Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught (Rosenshine, 2012).</li> <li>Questioning can help with finding out pupils' prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Check prior knowledge and understanding during lessons by structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).</li> <li>Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.</li> <li>Provide 'just enough' scaffolding to enable a pupil to correct a wrong answer.</li> </ul>	<ul style="list-style-type: none"> <li>Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> <li>Co-planning and independent planning and implementation of closed and open questions as both play an important role in the overall learning process.</li> <li>Co-planning and independent planning and implementation of using a range of questioning techniques such as Socratic, hinge, factual, process questioning, step by step up, extending and lifting, funnelling, sowing and reaping, step by step down to assess pupils' understanding (Pollard, 2008)</li> <li>Identify what constitutes high-quality classroom talk and implement a range of strategies, for example, collective, reciprocal, supportive,</li> </ul>	<p>1. Identify what constitutes high-quality classroom talk and questioning and discuss what strategies are effective and explain why.</p> <p>2. Describe the pitfalls in questioning and what possible solutions could be implemented to overcome these.</p>	<p>AT.1 AT.2 AT.3 AT.4 AT.5 AT.6 AT.7 PB.2</p>	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>Questioning also allows pupils to express their ideas and extend their vocabulary.</li> <li>Good questioning can lead to good quality classroom discussion and learning.</li> </ul>		<p>cumulative, purposeful (Alexander, 2017).</p> <ul style="list-style-type: none"> <li>Expert modelling of subject specific questioning techniques.</li> <li>Practice and feedback on questioning in the classroom.</li> </ul>			
Key reading	<p>Alexander R (2017) <i>Towards Dialogic Teaching: The effective use of talk for teaching and learning: Rethinking Classroom Talk</i>. 5th ed. Cambridge: Dialogos.</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <a href="https://doi.org/10.1111/j.1467-8535.2005.00507">https://doi.org/10.1111/j.1467-8535.2005.00507</a>.</p> <p>Holden, B. (2022) <i>Wanna teach pe? : the a-z guide for people that 'wanna teach pe' : written for the next generation of aspiring teachers</i>. Chippenham, Wiltshire: Scholary.p.115-120</p>					
36	Review and respond week on progress tracking.	<ul style="list-style-type: none"> <li>Analyse the progress tracking strategy in your placement school and how your mentor uses this. Reflect on how your own progress tracking has developed and identify ways to further strengthen this in your own teaching.</li> </ul>		<ol style="list-style-type: none"> <li>How do you monitor pupil work during lessons and use assessment data to make informed decisions about adjusting your teaching?</li> <li>Explain your use of subject examination material to structure assessment tasks and provide feedback/feedforward to pupils.</li> </ol>		WDS
Key reading	<p>CCF Reading:</p> <p>Kraft, M., Blazar, D., &amp; Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. <a href="https://doi.org/10.3102/0034654318759268">https://doi.org/10.3102/0034654318759268</a>.</p> <p><a href="#">Solution Tree: Dylan Wiliam, Content Then Process - YouTube</a></p> <p>Content, then process : Dylan Wiliam (2011). Hawker Brownlow Education.</p>					
37	<ul style="list-style-type: none"> <li>The importance of CPD beyond the PGCE. For example, looking ahead to</li> </ul>	<ul style="list-style-type: none"> <li>Set targets and identity next steps for career/ECT progression.</li> </ul>	<ul style="list-style-type: none"> <li>Receiving clear, consistent and effective mentoring in how to engage in professional development</li> </ul>	1. Outline how you have effectively worked with your mentor to develop a strong working relationship and act on the coaching support provided.	PB.7 PB.2 PB.1	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>Early Career Teaching, MA and Doctoral study.</p> <ul style="list-style-type: none"> <li>• Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</li> <li>• Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</li> <li>• Ongoing CPD is important for professional and personal development in teaching.</li> <li>• Progression on ITE should underpin their development as PE ECTS.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with mentors to develop effective relationships and act on the coaching support.</li> <li>• Know that planning should always be underpinned by up-to-date historical scholarship or teaching becomes inaccurate.</li> <li>• Set targets and identify next steps for career/ECT progression.</li> <li>• Reflect on your ongoing contribution to the effective working of a PE department. Use AfPE and PE Scholar (amongst other) resources and materials to support further development.</li> </ul>	<p>with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</p> <ul style="list-style-type: none"> <li>• Practice and feedback on strengthening pedagogical and subject knowledge by participating in wider networks.</li> <li>• Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.</li> </ul>	2.How do you ensure that your planning and teaching is always informed by up-to-date scholarship, research and resources within PE?		
Key reading	<p>CCF reading</p> <p>Basma, B. &amp; Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Meta analysis. Education Psychology Review. 30: 457  <a href="https://doi.org/10.1007/s10648-017-9416-4">https://doi.org/10.1007/s10648-017-9416-4</a>.</p> <p>Holden, B. (2022) Wanna teach PE? : the A-Z guide for people that 'wanna teach PE' : written for the next generation of aspiring teachers. Chippenham, Wiltshire: Scholary. Chapter Future-Focused.</p>					
38	<ul style="list-style-type: none"> <li>• The importance of engaging parents/carers in the education of their children (including effective use of parents' evenings) and</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the development of professional relationships within your wider department and school teams, in addition to those with pupils/parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice and feedback on engaging with parents and carers in the education of their children (e.g., proactively highlighting successes) with support from expert colleagues to understand how</li> </ul>	<p>1.How have you developed professional relationships within your wider department and school teams?</p> <p>2.How do you communicate with parents and carers proactively and make effective use of parents' evenings to engage them in their</p>	HE.1 MB.1 PB.4 PB.3	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<p>the value of understanding pupils' individual circumstances that ensure high academic and behavioural expectations and proactively highlight success.</p> <ul style="list-style-type: none"> <li>Strategies to build effective working relationships by working with colleagues as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplify how to engage parents and carers in the education of their children (e.g., proactively highlighting successes).</li> <li>Explain how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.</li> </ul>	<p>this engagement changes depending on the age and development stage of the pupil.</p> <ul style="list-style-type: none"> <li>Discussing and analysing with expert colleagues' 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.</li> <li>Practice and feedback collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g., textbooks).</li> </ul>	children's schooling? Appraise any unique challenges within PE.		
Key reading	<p>CCF reading Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., &amp; Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <a href="http://eprints.uwe.ac.uk/12342/">http://eprints.uwe.ac.uk/12342/</a>. Schools, A., 2018. A Guide to Engaging Parents in School Physical Education and Physical Activity: Resources and Examples. <i>Active Schools</i>. <a href="https://active-schools-prod.s3.amazonaws.com/documents/3/attachments/Parent_Guide">https://active-schools-prod.s3.amazonaws.com/documents/3/attachments/Parent_Guide</a>.</p>					
39	<ul style="list-style-type: none"> <li>Alternative provision exists to support students whose needs cannot be met by mainstream education.</li> <li>There are a variety of alternative provision settings that provide bespoke support for varying needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the reasons resulting in alternative provision for student whose needs are often complex.</li> <li>Recognise the varying types of alternative provision and the challenges faced by professionals working within these settings.</li> </ul>	<ul style="list-style-type: none"> <li>Case studies will be provided with examples of students whose needs are not being met by mainstream settings.</li> <li>Trainees will have the opportunity to visit an alternative provision setting to observe teaching practice.</li> </ul>	<p>1. 'No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching' (DfE, 2019, p.3).</p> <p>Critically reflect on this statement. Do you agree? To what extent is this true for you?</p> <p>2. Should the aim always be to keep students within mainstream education?</p>	PB.7 PB.2 PB.1 PB.3	WDS

Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
				3. Critically reflect upon the importance of alternative provision within the education system.		
Key reading	McClusky, G., Riddell, S., & Weedon, E. (2015) Children's rights, school exclusion and alternative educational provision. Retrieved from <a href="https://www.tandfonline.com">Children's rights, school exclusion and alternative educational provision (tandfonline.com)</a> O'Sullivan, M. and MacPhail, A. (2010) Young people's voices in physical education and youth sport. 1st edn. London: Routledge. Chapter 6. SEN in mainstream PE.					
40	Half Term					
41	<ul style="list-style-type: none"> <li>How experienced colleagues seek ways to support individual colleagues and work as part of a team.</li> <li>How to contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g., by supporting expert colleagues with their pastoral responsibilities, such as careers advice).</li> <li>Know how asking questions and researching subject knowledge and content can aid their development as a teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Use research informed methods/results to offer insights into how curriculum and practice can be enhanced.</li> <li>Critically reflect on their own practice for the purpose of making developments in practice.</li> <li>Ask a range of questions (in relation to working with your mentor) to ensure progression of knowledge/ pedagogies/ application in PE.</li> <li>Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks).</li> <li>Consider the development of professional relationships within your wider department and school teams, in addition to those with pupils/ parents/ carers.</li> </ul>	<ul style="list-style-type: none"> <li>Observe expert colleagues on how to engage critically with research and using evidence to critique practice.</li> <li>Discuss and analyse with expert colleagues how to strengthen pedagogical and subject knowledge by participating in wider networks and evidence this in practice.</li> <li>Practice and feedback how educational research inform practice.</li> <li>Receiving 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.</li> </ul>	1. Provide examples of how research-informed methods have been implemented in your classroom to enhance curriculum and teaching practices.  2. How have your discussions with your mentor helped you progress in your knowledge and application of pedagogies in PE?	HE1 MB.1 PB.4 PB.3	WDS



Week (starting 5.9.22)	For the subject they are training in trainees should know: (max. 3 bullet points)	For the subject they are training in trainees should be able to: (max. 3 bullet points)	Opportunities to demonstrate this learning could include:	Key questions (2-3 as indicators of progress)	CCF	Method of Assessment
	<ul style="list-style-type: none"> <li>Critically engage with research and use evidence to critique practice. Leading to an identification of areas for development and engage in appropriate CPD with clear intentions for pupil outcomes.</li> <li>Strategies to build effective working relationships by working with colleagues as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>How action research can be used as a tool to help develop pupil learning.</li> </ul>	<ul style="list-style-type: none"> <li>Practice and feedback on contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school</li> </ul>			
Key reading	CCF Reading Darling-Hammond, L. (2009) Professional Learning in the Learning Profession. Ennis, CD (ed.) 2016, Routledge Handbook of Physical Education Pedagogies, Taylor & Francis Group, London. Chapter 30. What research tells us about effective CPD for PE teachers.					
42						

# Intensive Training and Practice (ITP)

## Curriculum Map 2023/24

ITP Focus: Questioning	Programme PGCE Secondary	Trainee Development Phase: w.b 22.04.24- Consolidation
Curriculum Component/s (including links to CCF)	<p><b>CCF: Classroom Practice</b></p> <p>Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> <li>• Narrating thought processes when modelling to make explicit how experts think (e.g., asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).</li> </ul> <p>Including a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers).</p> <ul style="list-style-type: none"> <li>• Providing appropriate wait time between question and response where more developed responses are required.</li> </ul> <p><b>CCF: Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Reframing questions to provide greater scaffolding or greater stretch.</li> </ul>	
Links to theory and research	CCF:	

- Alexander R (2017) *Towards Dialogic Teaching: The effective use of talk for teaching and learning: Rethinking Classroom Talk*. 5th ed. Cambridge: Dialogos.
- Anderson L, Krathwohl D, Airasian P, et al. (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>
- Brooks J and Brooks M (2001) *Becoming a Constructive Teachers*. Costa A (ed.). Developing Minds: A Resource Book for Teaching Thinking. Alexandria, VA: Ass.
- Cohen L, Manion L and Morrison K (2004) *A Guide to Teaching Practice*. London: Routledge.
- Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. [chapters 6-8]
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>
- Coe, R, Rauch C.J., Kime, S., Singleton, D., (2020) Great Teaching Toolkit: Evidence Review
- Degener S and Berne J (2016) Complex questions promote complex thinking. *The Reading Teacher, International Literacy Association* 70(5): 595–599.
- Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: [https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)
- Hattie, J., & Timperley, H. (2007) The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>.
- Lemov, D. & Robinson, M (2017) Classroom Talk and Questioning. In Hendrick, C. & McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt.
- Paramore J (2017) Questioning to stimulate dialogue. In: Paige R, Lambert S, and Geeson R (eds) *Building Skills for Effective Primary Teaching*. London: Learning Matters, pp. 125–142.
- Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43(3), 492–501. <http://dx.doi.org/10.1037/xlm0000322>.

	<p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. <a href="https://doi.org/10.1111/j.1467-8535.2005.00507">https://doi.org/10.1111/j.1467-8535.2005.00507</a>.</p> <p>Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. &amp; Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: <a href="https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf">https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf</a> [retrieved 10 August 2022].</p> <p>Tofade T, Elsner J and Haines S (2013) Best practice strategies for effective use of questions as a teaching tool. <i>American Journal of Pharmaceutical Education</i> 77(7): 155.</p> <p>Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt</p>
<b>Prior to ITaP, trainees know:</b>	<ul style="list-style-type: none"> <li>● Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs (assessment data to inform planning).</li> <li>● Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>● Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</li> <li>● Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</li> <li>● There are differences between Assessment of learning and Assessment For learning- including purpose and type. Black and William's approach to 'Inside the Black box'- raising classroom standards by assessment.</li> <li>● High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>● Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li> <li>● Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Questioning can help with finding out pupils' prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving. It also allows pupils to express their ideas and extend their vocabulary.</li> <li>• Good questioning can lead to good quality classroom discussion and learning.</li> <li>• Pupils' responses to feedback/ feedforward can vary depending on a range of social factors (e.g., the message the feedback contains or the age of the pupil).</li> <li>• Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect (Hattie, 2007).</li> <li>• High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</li> <li>• Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions.</li> <li>• Draw conclusions about the level of pupil learning based on effective assessment tasks and the use of data.</li> <li>• Use data to effectively enable pupils to learn and make progress checking for prior knowledge and pre-existing misconceptions.</li> </ul>
<b>Prior to ITaP, trainees are able to:</b>	<ul style="list-style-type: none"> <li>• Deconstruct and implement a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers).</li> <li>• Analyse questions to enable the identification of knowledge gaps and misconceptions.</li> <li>• Evaluate and implement a range of target questioning techniques to enable the identification of knowledge gaps and misconceptions and reframe questions to provide greater scaffolding or greater stretch.</li> <li>• Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).</li> <li>• Practice and receive feedback on making use of formative assessment e.g., retrieval starter, plenary to check for prior knowledge and misconceptions.</li> <li>• Observing how expert colleagues use verbal feedback during lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observing expert colleagues on how to monitor pupil work during lessons, including checking for misconceptions.</li> <li>• Observing expert colleagues on how to ensure feedback is specific and helpful when using peer- or self-assessment.</li> <li>• Plan to scaffold self-assessments by sharing model work with pupils, highlighting key details using technology such as visualisers.</li> <li>• Utilise feedback that is specific and helpful when using peer- or self-assessment.</li> <li>• Explicitly teach pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success using DIRT.</li> </ul>
<b>By the end of the ITaP trainees will know that:</b>	<ul style="list-style-type: none"> <li>• Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next (Muijs &amp; Reynolds, 2017).</li> <li>• Effective teachers ask a large number of questions and check responses of all pupils (Rosenshine, 2012).</li> <li>• There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov, 2017).</li> <li>• Taking time to craft questions beforehand which might be used in class results in more purposeful questioning.</li> <li>• Bloom's Taxonomy is one useful way of structuring oral questions, as it tests foundational knowledge, which can then be used for higher order questions such as synthesis.</li> <li>• Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth.</li> <li>• Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught (Rosenshine, 2012).</li> <li>• Questioning can help with finding out pupils' prior knowledge, assessing their understanding as the lesson proceeds and can help with problem solving.</li> </ul>

	<ul style="list-style-type: none"> <li>• Questioning also allows pupils to express their ideas and extend their vocabulary.</li> <li>• Good questioning can lead to good quality classroom discussion and learning.</li> <li>• Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> <li>• High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (Rosenshine, 2012).</li> </ul>
By the end of the ITaP trainees will know how to:	<ul style="list-style-type: none"> <li>• Meet individual needs by reframing questions to provide greater scaffolding or greater stretch.</li> <li>• Stimulate pupil thinking and check for understanding by reframing questions to provide greater scaffolding or greater stretch.</li> <li>• Check prior knowledge and understanding during lessons by structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).</li> <li>• Manage the process of which pupils answer, and when, to initiate the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning.</li> <li>• Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time.</li> <li>• Provide 'just enough' scaffolding to enable a pupil to correct a wrong answer.</li> <li>• Probe a student to stretch and challenge pupils to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement.</li> <li>• Plan and implement closed and open questions as both play an important role in the overall learning process.</li> </ul>

	<ul style="list-style-type: none"><li>• Use a range of questioning techniques such as Socratic, hinge, factual, process questioning to assess pupils' understanding.</li><li>• Identify what constitutes high-quality classroom talk and implement a range of strategies, for example, collective, reciprocal, supportive, cumulative, purposeful (Alexander, 2017).</li></ul>
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Pre ITP training				
Date 22.04.24	23.04.24	24.04.24	25.04.24	26.04.24
INTRODUCE/ ANALYSE	PREPARE/ ENACT	ENACT	ENACT	ASSESS
Learning about the theory of teaching and learning. Using representations to analyse expert teaching.	Using approximations to practice and get feedback.	Receiving support to apply learning in the classroom.	Receiving support to apply learning in the classroom.	Tracking trainees' growing knowledge and skills.
Lecture: Principles of effective questioning (1 hours)	Scenario Planning: Questioning in the Classroom (2 hours)	Lesson Observation: Questioning in subject areas (1 hour)	Deliberate Practice (1 hour)	Lesson observations and assessment (2 hours)
Seminar: Questioning in subject areas (2 hours)	Role Plays: Questioning (2 hours)	Lesson Observation: Questioning outside subject areas (1 hour)	Subject specific expert feedback and Co-planning (1 hour)	Assigned reading
Seminar: Questioning led by subject specialist (1 hour)	Assigned Readings (1 hour)	Co-planning (1 hour)	Expert Modelling: Questioning in subject areas (1 hour)	Trainees to complete reflective journal and target setting (3 hours)
Interview: How expert colleagues approach questioning (1 hour)		Classroom artefacts (1 hour)		
		Expert Modelling: Questioning in subject areas (1 hour)	Trainee planning and artefacts (2 hours)	
5 hours	5 hours	5 hours	5 hours	5 hours
Total – 25 hours				

# Contingency plans

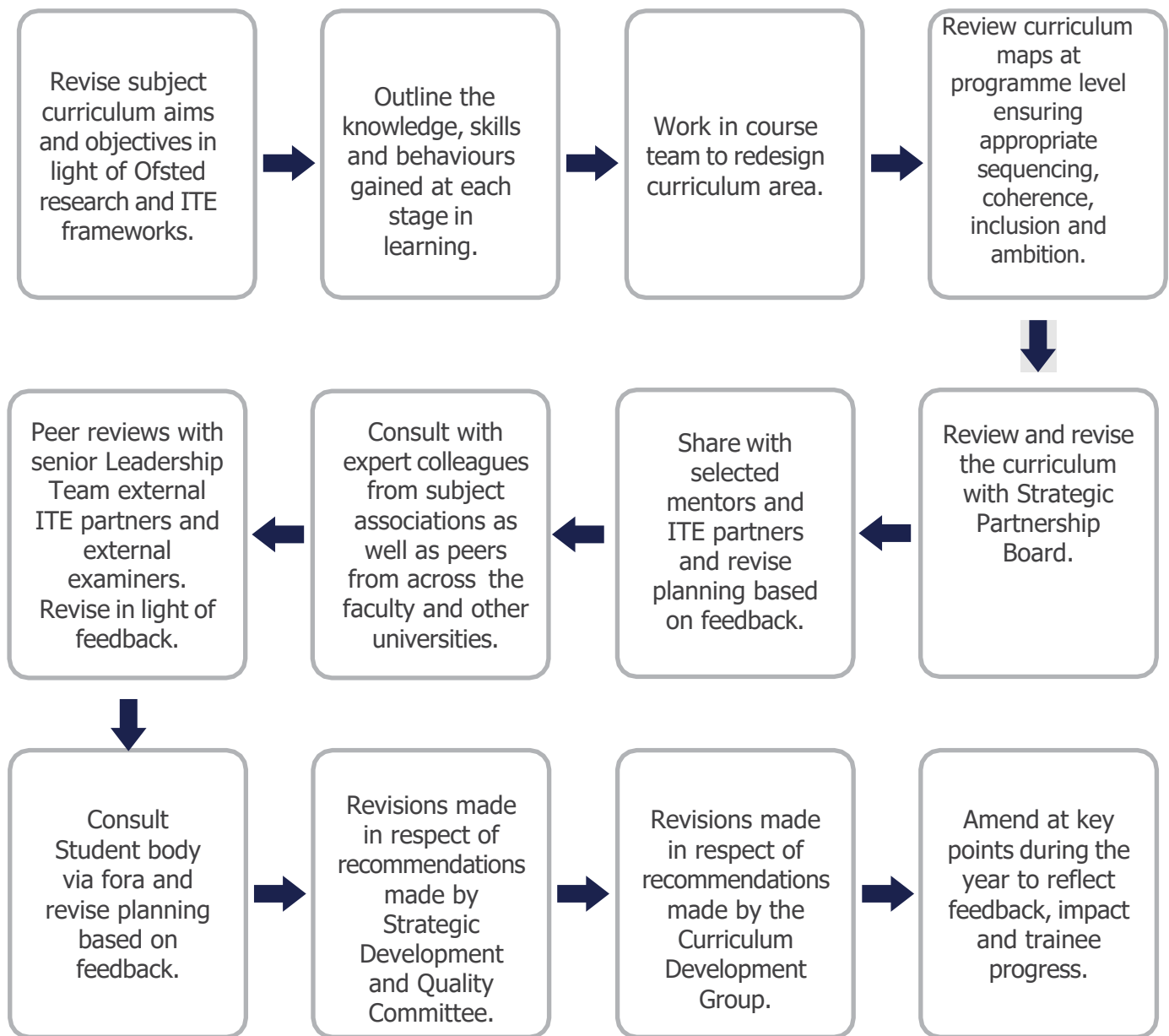
In the event that they are required, the following are possible contingencies which will be utilised:

Event	Contingency
Trainee is absent	Recorded sessions and resources made available. If absence affects the whole ITP, CL liaises with mentor and a suitable week is identified for the trainee to be supported with their ITP.
Mentor is absent	Link Tutor assumes role and/or seeks support of Lead/Lead Mentor. Makes use of online availability of resources. Link Tutor to make opportunities available on campus.
Trainee unable to attend campus-based sessions	Recording of lectures/seminars or delivering these online. Resources, recordings, artefacts are made available via the relevant Blackboard area(s).
Mentor is unavailable for joint-planning session or target setting (assessment)	Trainee meets with their Link Tutor (online or in person). This may be 1:1 or as a group dependent on numbers.
Setting/mentor is unable to facilitate a lesson observation to demonstrate effective practice/model a scenario	Link Tutor to lead a group-simulated teaching activity on campus.
Lack of mentor/expert colleague availability for interviewing	Host online and/or trainees submit questions in advance and expert records their response.
Edge Hill staff absence (for example, illness, or strike action)	Trainees affected to join online session run by other colleagues.

# Curriculum Design Quality Assurance Processes 2023/24

In designing and Quality Assuring this curriculum, the following partners and external bodies have been consulted:

Name	Role	Organisation
Sam Pearce-Swift	ITE Lead	Meols Cop High School
Andrew Norcross	Religious Education mentor	Meols Cop High School
Sophie Twaites	Physical Education mentor	Meols Cop High School
Phil Johnson	Science mentor	Meols Cop High School
Natalie Ford	Religious Education mentor	Meols Cop High School
Emma Rose	English mentor	Meols Cop High School
Phil Paul	ITE Lead	Byrchall High School
Rob Anderton	History mentor	Byrchall High School
Beth Stewart	English mentor	Byrchall High School
Karen McConnachie	Science mentor	Byrchall High School
Adam Owens	PE Mentor	Range High School
Glenn Swindlehurst	PE Advisor	AfPE (External association)



# The ITT Core Content Framework (2019)

The ITT core content framework defines in detail the minimum entitlement of all trainee teachers. Your EHU Teacher training curriculum has been carefully designed into a coherent sequence that supports trainees to succeed in the classroom. The PE curriculum includes the minimum entitlement as detailed in the table below but importantly offers much more through the additional analysis and critique of theory, research and expert practice as well as a wide range of enhancement opportunities.

The table below indicates where trainees will engage with the aspects of the core content framework throughout the year. Mapping exercise completed with direct reference to the ITE Core Content Framework (2019): Further details can be found here;

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

	High Expectations	How Pupils Learn	Subject and Curriculum	Classroom Practice	Adaptive Teaching	Assessment	Managing behaviour	Professional Behaviours	Personal and Professional Conduct
Pre course tasks									
Week 1	Induction Week								
Week 2			X				X		
Week 3	X	X	X	X	X				
Week 4	X	X	X		X		X		
Week 5		X	X	X					
Week 6	X				X			X	X
Week 7				X	X			X	

Week 8	x						x		
Week 9	School Holiday								
Week 10				x		x			
Week 11		x		x	x	x			
Week 12		x	x	x					
Week 13		x							
Week 14						x			
Week 15		x			x				
Week 16	x								
Week 17	Christmas holiday								
Week 18	Christmas holiday								
Week 19	x				x				
Week 20			x	x					
Week 21					x				
Week 22					x				
Week 23			x	x					
Week 24		x	x	x					
Week 25	School holiday								
Week 26					x			x	x
Week 27				x				x	x
Week 28			x						
Week 29			x	x				x	x

Week 30		X		X				X	X
Week 31						X			
Week 32	Easter Holiday								
Week 33	Easter Holiday								
Week 34				X		X			
Week 35					X			X	X
Week 36	Review and respond week								
Week 37								X	X
Week 38	X						X	X	
Week 39								X	
Week 40	Half Term								
Week 41	X						X	X	
Week 42	Course ends								
Academic assignments			X	X	X	X	X	X	
Subject knowledge audits			X					X	
Engagement with conference activities	X	X	X	X	X	X	X	X	X
Mentor Progress Meetings	X	X	X	X	X	X	X	X	X
Library & Online Resources	X	X	X	X	X	X	X	X	
Personal Reading & Reflection	X	X	X	X	X	X	X	X	X
Placement based training	X	X	X	X	X	X	X	X	X
Safeguarding, Feminista and PREVENT training	X							X	X
Intensive Training and Practice				X	X				

# Appendix: Progress Support Plans

