



Edge Hill
University

FACULTY OF EDUCATION
Department of Primary and Childhood Education



BA (Hons) Primary Education with QTS

Year 3 (part-time)

Professional Practice Curriculum Handbook 2021-2022

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Welcome from the Department of Primary Education

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

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

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

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

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

Professor Jonathan Glazzard,
Head of Primary and Childhood Education Department

Key Contacts

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

educationpartnership@edgehill.ac.uk

For queries regarding Link Tutors, please contact the Department of Early Years Education Professional Support team on:

Primary@edgehill.ac.uk

The team should be able to deal with your enquiry; if they are unable to do so, they will refer your enquiry to the relevant members of staff:

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

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



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

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



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

Further contacts

Head of Primary and Childhood Education	Professor Jonathan Glazzard	glazzari@edgehill.ac.uk
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Part-time Programme Leader	Polly Thorpe	thorpep@edgehill.ac.uk
Part-time Programme (Level 5) Year Lead	Martin Eccleshare	eccleshm@edgehill.ac.uk
Partnership Development Team	educationpartnership@edgehill.ac.uk	
Primary Support Team	Primary@edgehill.ac.uk	

The Edge Hill University ITE Curriculum Intent

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

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

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

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

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

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

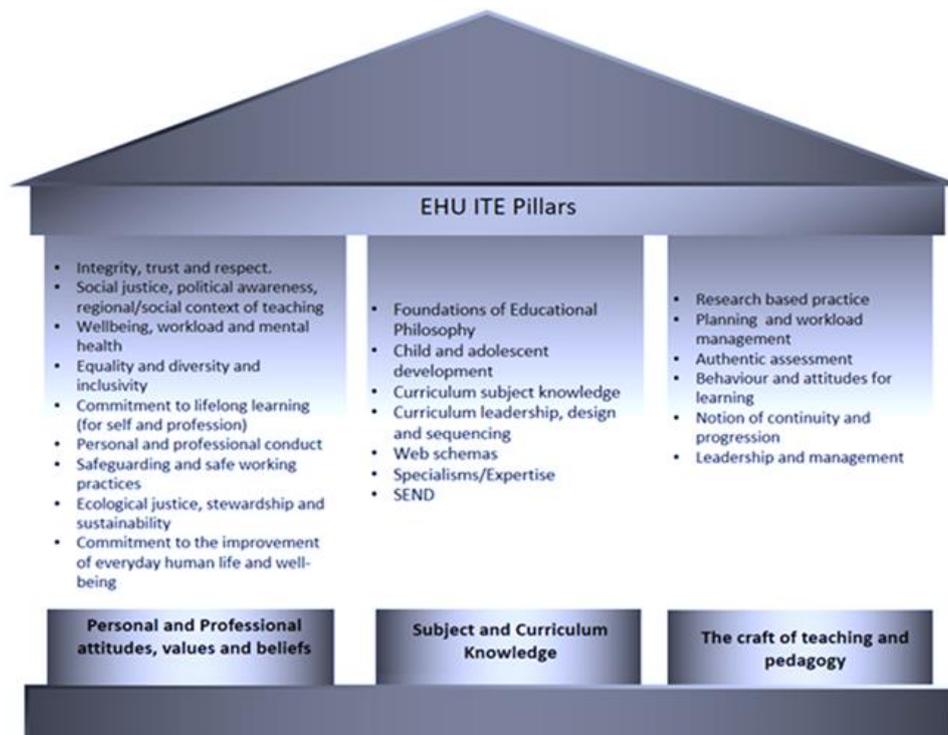
the language adopted, rather than being encouraged to refer to competencies such as the Teachers' Standards.

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

What are the EHU ITE Pillars?

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

As demonstrated below, each of the two modules on the PGCE programme aligns with one or more of the pillars. This helps to shape both our curriculum intention and implementation, demonstrating how our curriculum is not only ambitious but also rooted in educational beliefs and values focussed on social justice.



The Edge Hill ITE Curriculum

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

We recognise the expertise of our school-based colleagues to assist in the delivery of our curriculum, therefore, trainees should be able to demonstrate progress throughout the placement and key expectations for each placement are provided to support formative feedback. The placement should provide opportunities for trainees to observe, practise, receive feedback and improve in line with the CCF and to engage with all aspects of the Primary Year 3 Part-time curriculum.

Year 3 structure 2021/22

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

Formative and summative assessment of the ITE Curriculum

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

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

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

Formative and Summative Assessment: Mentors assess the progress of the trainees **formatively** throughout the introductory and developmental phases and at the start of the consolidation phase. They refer to the key official documents when judging if the trainee is making appropriate progress, such as; the trainee teacher behavioural toolkit: a summary, our ITE

curriculum communication documents, subject curriculum plans and **phase expectations**. As set out below, they use a variety of sources to assess.

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

The Weekly Development Summary (WDS)

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

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

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

There should be discussion about links between centre based teaching that has taken place at university prior to the placement and the discussion between the Mentor and Trainee should support the student with suggestions of follow up activities that the student can do whilst on Professional Practice.

In the WDM, the Mentor should:

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

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

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

The WDS will identify whether additional support is needed. If the trainee is making progress as expected then no additional support is needed. If progress is not being made as expected, the WDS will identify that the trainee needs additional support to make progress. The link tutor should be made aware to ensure appropriate interventions are in place. Where there is a repeated need for additional support, the Cause for Concern procedure may be implemented.

Professional Practice teaching requirements

<u>Developmental</u>	Key Requirements and suggested progression: Year 2 undergraduate	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
Year 2 undergraduate	To build up to teaching and planning for 40-50% of the class timetable. To be based in one class , with opportunities to visit other classes in other Key Stages for specific purposes. Possibly a paired professional practice.			
Week 1	To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.		80%	20%
Weeks 2-3	To begin to plan for groups of learners and whole class inputs.	30%	50%	20%
Weeks 4-5	To teach and plan for 40% of the class timetable.	40%	50%	10%
Weeks 6-8	To teach and plan for 40-50% of the class timetable.	40-50%	30-40%	10%

Year 1 curriculum overview (2019-20)

CORE SUBJECTS			
Maths	English	Science	Computing*
Mental mathematics	Language Development	Scientific ideas and the relationships between them	Principles of computer science
Progression in number	Reading (SSP, language comprehension and reading comprehension)	Questioning and active learning	Technology for enhancing digital literacy
Talk for mathematics	Writing skills	Demonstration and exposition	Technology enhanced teaching
Effective resources	Underlying principles of learning to read and write	Addressing errors and misconceptions	
Effective teaching strategies	Quality features of children's literature		
FOUNDATION SUBJECTS			
Learning Outside the Classroom	What is creativity?	Thematic teaching and learning	Inclusion
My cultural passport	Cross-curricular teaching and learning	Social, moral, spiritual, physical, aesthetic and cultural development	Holistic Development of the learner
My identity			
ACADEMIC AND PROFESSIONAL DEVELOPMENT			
Working with other adults	Assessing individuals and groups of pupils	Pupils' role in assessment	Adapting teaching
Child Development	Social, physical and emotional development	Equality and Diversity	Adaptive teaching with children for whom EAL
Reflecting on academic and personal development	Inclusion and supportive legislation	Small group and whole class planning	Planning, teaching and assessment cycle
Curriculum progression	Observation for assessment	Teaching strategies: questioning, discussion and demonstration	Organisation and routines for behaviour management
Creating a safe learning environment	Safeguarding	Creating positive cultures and fostering relationships	Different types of individual need

***Computing was part of the EHU Primary core curriculum in 2019-20**

Year 2 curriculum overview

CORE SUBJECTS			
Maths	English	Science	Computing*
Geometry	Developing interest and enthusiasm	Scientific ideas and the relationships between them	Programming, e.g. Raspberry Pi
Errors and misconceptions	Progression across the curriculum	Exploratory and investigative activities	Animated films
Guided teaching in mathematics	Formative and summative assessment	Cross-curricular approaches	Photograph manipulation
Adapting teaching for differing needs	Digital literacy	Risk Assessments	Creative technologies
Problem-solving	Medium-term planning	Errors and misconceptions	
	Decodable texts		
	Handwriting		
	Spelling and SSP		
FOUNDATION SUBJECTS			
Thematic teaching and learning	Outdoor education	Creativity in foundation subjects and RE	Outstanding teaching
Planning	Policies in foundation subjects and RE	Exploring individuality	
ACADEMIC AND PROFESSIONAL DEVELOPMENT			
Reflections on professionalism	Academic writing and critical evaluation	Definitions of "childhood"	Children's voice
Roles and responsibilities in school	Planning for adaptive teaching	Assessment for learning	Medium-term planning
Collaboration with other adults	Positive behaviour for learning strategies	Engaging family and community in learning and development	Inclusive practice and the role of the SEN Code of Practice
Inclusive teaching approaches for children for whom EAL	Use of additional adults on supporting children for whom EAL		

***Computing was part of the EHU Primary core curriculum in 2020-21**

ITE curriculum: Professional Practice assessment guidance

Typically, a trainee on Professional Practice will demonstrate the following expectations – these expectations should not be used as a checklist but will provide the basis of the weekly development summary and related discussion. These expectations are based on our Primary ITE curriculum, which incorporates both centre-based learning and learning when on Professional Practice. As referred to on page.... We have outlined what trainees have already learned on their training so far and below is a summary of what they should learn and develop when on Professional Practice. In addition to their classroom teaching, we have outlined tasks on page.... for trainees to undertake that will support them in meeting Professional Practice expectations.

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

PROFESSIONAL BEHAVIOURS

EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via:

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

Trainees should learn:

The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested question prompts that will help mentors to assess a trainees' progress using the ITE curriculum: Professional Practice assessment guidance.

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

How to demonstrate "professionalism," e.g. via excellent attendance and punctuality

How to follow school Safeguarding procedures

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

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

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

<p>How to adhere to all deadlines, e.g. completing tasks, submitting planning</p> <p>How to keep children safe by completing Prevent training, Edge Hill Keeping Children Safe training and reading the Keeping Children Safe in Education document before Professional Practice begins.</p> <p>How to seek the support of professionals in recognising what sorts of behaviour, disclosures and incidents to report</p> <p>That all schools have a Safeguarding policy and a Safeguarding lead but that keeping children safe is the responsibility of everyone</p> <p>How to identify children in need of help or protection</p> <p>That there are key indicators of abuse and neglect</p> <p>That it is essential to engage with relevant research to support self-reflection and professional development</p> <p>That information sharing is essential for the identification of patterns of behaviour and that accurate record keeping is essential</p>			<p>How effective is your understanding of the school's safeguarding policy?</p> <p>How are you contributing positively to the wider school culture?</p> <p>How effective is your communication to parents/carers in relation to pupil's achievements and well-being?</p> <p>Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)?</p> <p>How has your understanding of 'professionalism' developed since the start of your ITT programme? What insights do you have?</p>		
<p>ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE</p>		<p>ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE</p>		<p>ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE</p>	
<p>To attend all staff meetings</p> <p>How to reflect on progress made, recognise strengths and weaknesses</p>		<p>To attend all staff meetings</p> <p>How to seek feedback from experienced colleagues and respond professionally to it as well as adapting practice accordingly</p>		<p>How to contribute appropriately to staff meetings</p> <p>How to develop processes that enable ongoing dialogue with parents/carers about pupils' progress</p>	

<p>and identify next steps for further improvement.</p> <p>That they have personal strengths and areas for development in relation to their own practice.</p> <p>How to seek advice from experienced practitioners, e.g. SENCo, subject leaders, to develop curriculum knowledge and support planning</p> <p>How to work effectively and competently with peers and colleagues and to be able to contribute to professional discussions.</p>	<p>That communication with additional adults is key to ensuring pupils are well-supported</p> <p>How they can build effective relationships with support staff.</p> <p>That Teaching Assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.</p>	<p>How to use colleagues' observations and educational research to support self-reflections</p> <p>How to expertly deploy additional adults so that they benefit the emotional, social and academic progress of the pupils</p> <p>To know how to respond to a child's disclosure without asking leading questions</p>
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Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

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

HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via

- Observation
- Practise
- Receiving feedback
- Improving

Trainees should learn:

The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested question prompts that will help mentors to assess a trainees' progress using the ITE curriculum: Professional Practice assessment guidance.

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

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

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

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

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

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

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

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

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

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

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

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

		How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this?
ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE
<p>How to collaborate with colleagues to plan lessons that have high expectations of all learners</p> <p>How to be an effective role model. The trainee will consistently apply the school behaviour policy fairly, use positive reinforcement, model appropriate behaviours, set clear and challenging expectations</p>	<p>How to encourage resilience and perseverance in pupils and normalise the making of mistakes</p> <p>How to create and explicitly teach routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points)</p> <p>That pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure</p> <p>How to collaborate with colleagues to create inspirational and challenging lessons that help pupils to be extrinsically motivated</p>	<p>How to independently plan lessons that have high expectations of all learners</p> <p>How to create inspirational and challenging lessons that help pupils to be extrinsically motivated</p> <p>How to expertly manage behaviour and motivate children and thus have a positive long-term impact on pupils' attitude and aspirations, thereby supporting EHUs' ethos of social justice</p> <p>How to help all pupils to understand that they can succeed, even when faced with challenge</p> <p>How to discuss and analyse, with expert colleagues, effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances</p> <p>That teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils can to experience meaningful success.</p>

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

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

HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING

EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via

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

Trainees should learn:

The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested question prompts that will help mentors to assess a trainees’ progress using the ITE curriculum: Professional Practice assessment guidance.

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

<p>How to adapt teaching effectively to cater for different groups of learners</p> <p>How to collaborate effectively with additional adults and specialist practitioners, e.g. SENCo, outside agencies, to create inclusive practice, perhaps to support implementation of EHC plans</p> <p>How to take pupils' prior learning into account to when planning to avoid overloading working memory</p> <p>To learn that there are strategies and provision that can address inequalities and to implement them when on Professional Practice</p> <p>That they have professional responsibilities in relation to inclusion, e.g. The Equality Act (2010)</p>		<p>How effectively do all pupils learn in your lessons? How do you know this? What promotes the learning? What hinders?</p> <p>Critically reflect on how well you have adapted your teaching this week. Why is it important to talk about <i>adaptive</i> teaching rather than <i>differentiated</i> teaching?</p> <p>How successful are you at making use of specialist support (such as TA's) in your lessons? How could this be developed?</p> <p>Critically reflect on your use of modelling and scaffolding.</p> <p>What knowledge and understanding of teaching pupils for whom English is an additional language have you gained through your academic reading and classroom experience?</p>
<p>ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE</p>	<p>ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE</p>	<p>ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE</p>
<p>How to effectively deploy additional adults to adapt teaching</p> <p>How to plan effective lessons in collaboration with colleagues</p> <p>How to model new content effectively, using a blend of discussion, questioning and examples to develop understanding</p>	<p>How to use spaced/distributive practice and retrieval practice to ensure that pupils revisit content</p> <p>How to support children with a range of additional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners</p> <p>How to group pupils effectively to help support their additional needs</p>	<p>How to incorporate additional adults into planning whilst being mindful of workload</p> <p>How to plan a sequence of lessons that support children's next steps in learning</p> <p>How to provide different representations of a concept to support understanding, e.g. concrete, pictorial, abstract</p> <p>How to use interleaving to draw pupils' attention towards key concepts</p>

	That explicit and direct instruction are necessary when teaching	<p>How to avoid planning tasks that contain unnecessary distractions and thus avoid overloading working memory</p> <p>How to identify barriers to learning and learn how to implement strategies to overcome them</p> <p>How to implement tailored support, e.g. interventions, without adversely affect motivation or access to a broader curriculum</p>
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Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

- To learn the difference between working memory and long-term memory
- To learn that all children have a right to learn and differences in learning are a valuable part of human diversity
- To learn that there is a potential social and emotional impact of labelling and diagnosis and how to capture the voice and aspirations of children
- To learn where they (trainees) can access sources of support for their own well being
- To recognise activities that are context embedded and cognitively demanding for children with EAL
- To learn that vocabulary depth and breadth is essential for acquiring a second language and this should be addressed at the lesson planning stage
- To know that there are approaches that teachers and schools can take to support families with EAL and that refugee children may need additional support

- To know that it is the legal and moral responsibility of teachers to make reasonable adjustments
- To know that there are four broad areas of need identified in the Code of Practice and the underlying theory that supports it
- To know that pupils have a legal entitlement to a high-quality education, e.g. UN Rights of the Child, Equality Act

SUBJECT KNOWLEDGE AND CURRICULUM

EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

<p>Following expert input and mentoring via:</p> <ul style="list-style-type: none"> • Observation • Practise • Receiving feedback <p>Trainees should learn:</p>	<p>The Weekly Development Summary and related professional dialogue should guide trainees to reflect on and respond to the suggested <u>question prompts</u> that will help mentors to assess a trainees' progress using the ITE curriculum: Professional Practice assessment guidance.</p> <p>Discussion should draw upon lesson observations, examples from the trainee's teaching and practice, centre based training and academic reading.</p>
<p>To know a subject's distinctive knowledge structures, e.g. "big ideas" in a subject and how that knowledge informs our understanding of the world</p> <p>To demonstrate sufficient awareness of subject-specific knowledge when planning and delivering lessons</p> <p>To know the context of the school's curriculum</p> <p>To know how to balance the acquisition of new knowledge and the reinforcement of existing knowledge</p>	<p>What are your areas for subject knowledge development? How will you address these?</p> <p>Have you been able to identify how students are supported in mastering important concepts? What made this effective?</p> <p>How effective have you been in helping to address pupils' misconceptions? How could you develop this?</p>

To know the requisite level of composite knowledge for their phase of training		How do you feel you are developing in your use of questioning and effective classroom talk?
ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE	ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE
<p>What cultural capital and is and what subject-specific knowledge pupils will need to know to attain it.</p> <p>How to predict common misconceptions across the primary curriculum and use them as a discussion point to develop pupils' knowledge</p>	<p>How to use their subject-specific understanding of cognitive science to support effective teaching, e.g. interleaving, dual coding, retrieval.</p> <p>How to plan and deliver a well-sequenced curriculum that is representative of the school's values and ethos</p> <p>How to focus all pupils' thinking on distinctive knowledge structures, e.g. "big ideas" across different subjects</p> <p>How to apply knowledge of cultural capital to lesson planning</p>	<p>How to apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory</p> <p>To use authentic contexts to enhance pupils' cultural capital</p> <p>How to react quickly to emerging misconceptions and take effective remedial action</p> <p>That curricula differ across schools and to understand the reasons for this</p> <p>What schemas are and how to help pupils build them to connect areas of understanding together</p>

ASSESSMENT

EXPECTATIONS FOR ALL PROFESSIONAL PRACTICES

Following expert input and mentoring via:

The Weekly Development Summary and related professional dialogue should guide trainees to reflect

<ul style="list-style-type: none"> • Observation • Practise • Receiving feedback <p>Trainees should learn:</p>	<p>on and respond to the suggested question prompts that will help mentors to assess a trainees' progress using the ITE curriculum: Professional Practice assessment guidance.</p> <p>Discussion should draw upon lesson observations, examples from the trainee's teaching and practice, centre based training and academic reading.</p>	
<p>How to assess in accordance with the school assessment policy and make formative assessments during a lesson</p> <p>How to personalise feedback according to the needs of the learner</p> <p>That feedback must be high-quality and can be in unwritten or verbal form</p>	<p>How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous?</p> <p>Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have?</p> <p>Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes?</p> <p>How effective is your feedback to pupils?</p> <p>How has your understanding of summative assessment practice developed?</p>	
<p>ADDITIONAL EXPECTATIONS FOR INTRODUCTORY PROFESSIONAL PRACTICE</p>	<p>ADDITIONAL EXPECTATIONS FOR DEVELOPMENTAL PROFESSIONAL PRACTICE</p>	<p>ADDITIONAL EXPECTATIONS FOR CONSOLIDATION PROFESSIONAL PRACTICE</p>
<p>How to give pupils opportunities to engage with the feedback given to them</p> <p>How to formatively assess against lesson objectives during lessons, using live marking as appropriate</p>	<p>How to adjust planning according to formative assessment information</p> <p>What statutory assessments are undertaken by pupils and how they impact on teachers' planning</p>	<p>That pupils are given opportunities to self-assess and thereby monitor their own learning</p> <p>How to record ongoing assessments of pupils in a time-efficient fashion that has minimal impact on workload</p>

		How summative assessment data is used to adjust planning How schools use data to set targets and monitor progress and communicate data for accountability to stakeholders
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Where applicable, mentors are also encouraged to feedback on trainees' ability to understand the following areas of our Primary ITE curriculum:

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

Professional Practice tasks

As part of your development, it is essential that trainees build professional working relationships with school-based colleagues with significant areas of responsibility. Therefore, trainees will need to complete the Professional Practice tasks outlined below. Trainees should make a record of these tasks in their electronic portfolio.

Use the support prompts contained within the assessment framework to guide your weekly conversations.

Week 2 - Professional Behaviours

You should receive Safeguarding training on your first day in school and thus it *may* be possible to discuss these prompts as part of your induction with the Safeguarding lead. It may also be necessary to discuss some of these points with the PSHE lead.

Discuss:

- Who the DSL is and also who to report to in the event of the DSL's absence
- How to respond to a child's disclosure
- How information about disclosures is recorded and shared
- Any local Safeguarding issues that trainees need to be aware of.
- How the school keeps pupils safe from sexual harm. What reporting mechanisms are in place?
- What does the school teach children about relationships?

Assessment of the trainee

Use the ITE Partnership curriculum framework to assess whether the trainee has made necessary progress against the *Professional Behaviours* area of our Primary curriculum. Use their responses to the tasks above and their responses to the relevant question prompts to help inform your assessment.

Week 3 - How Pupils Learn, Classroom Practice and Adaptive Teaching

During Week 3 of Professional Practice, the trainee will ordinarily begin whole-class teaching. Mentors should **jointly plan** lessons with trainees during this week to help trainees learn how to apply what they have learned about planning so far and so they can familiarise themselves with the planning requirements of the school.

When jointly planning with trainees:

- Support them in identifying the ways in which you assess and make adaptations to content, strategies and/or the environment to support an individual learner across at least two curriculum areas.
- Use a copy of school planning discuss with your trainee how you embed adaptive approaches, including flexible groupings into their plans. Annotate plans to help you understand how this is done and discuss this at your weekly meeting.
- Reinforce that it is good practice to use existing planning/schemes of work and adapt it according to the needs of the current class. Model this with them if possible.

Week 4 - High Expectations and Managing Behaviour

With the school's Behaviour lead, the trainee should discuss the following:

- The range of factors that can affect pupils' behaviour
- How to build effective relationships with pupils
- How to implement routines effectively to create an effective working environment
- How to use reward and sanctions in line with the school behaviour policy to create a supportive and inclusive working environment
- The context of the behaviour policy – how has it evolved over time and why? If there have been any recent changes, how were those implemented?

Assessment of the trainee

Use the ITE Partnership curriculum framework to assess whether the trainee has made necessary progress against the *High Expectations and Managing Behaviour* area of our Primary curriculum. Use their responses to the tasks above and responses to the relevant question prompts to help inform your assessment.

Week 5 - Assessment

With the school's assessment lead, the trainee should discuss the following:

- How the assessment policy enables assessments to be made in a time-efficient fashion and how it reflects Ofsted's "Eliminating Unnecessary Workload Around Marking" report
- How schools use data to set targets
- What are the implications of the above points on the day-to-day routine of a teacher?

Assessment of the trainee

Use the ITE Partnership curriculum framework to assess whether the trainee has made necessary progress against the *Assessment* area of our Primary curriculum. Use their responses to the tasks above and responses to the relevant curriculum prompts below to help inform your assessment.

Week 6 – Subject Knowledge and Curriculum

With the school's Systematic Synthetic Phonics lead, the trainee should discuss the following:

- That children make progress in their reading development at different rates, and the age-related expectations for the development of word reading skills
- Strategies for supporting children who are working below age-related expectations
- Approaches to developing authentically collaborative partnerships with families in supporting children's reading development

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

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

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

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

Assessment of the trainee

Use the ITE Partnership curriculum framework to assess whether the trainee has made necessary progress against the *Subject Knowledge and Curriculum* area of our Primary curriculum. Use their responses to the tasks above and responses to the relevant question prompts to help inform your assessment.

Week 7 - How Pupils Learn, Classroom Practice and Adaptive Teaching

With the school's SENCo, the trainee should discuss the following:

- How teachers made adaptations to content, teaching, learning environment and children's methods of recording
- How to build effective partnerships with parents/carers of SEND children
- How the school has adjusted provision according to the local area reports (if you are placed in Isle of Man, Wales, or Northern Ireland, please see appendix 1).

Via your planning for a series of lessons, demonstrate how you have made decisions about adaptations to teaching approaches, support strategies, flexible groupings and the environment to ensure all learners are successful.

Assessment of the trainee

Use the ITE Partnership curriculum framework to assess whether the trainee has made necessary progress against the *How Pupils Learn, Classroom Practice and Adaptive Teaching* area of our Primary curriculum. Use their responses to the tasks above and responses to the relevant question prompts to help inform your assessment.

Subject Knowledge Requirements

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

English

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

Maths

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

Science

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

Systematic Synthetic Phonics (SSP)

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

OR

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

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

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

Foundation Subjects

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

If a trainee is not able to deliver a particular subject, then they should make arrangements to observe the subject lead (if available) teaching their specialist area and discuss the lesson with them afterwards. They should take notes from the lesson and the following discussion and record them in their Electronic Portfolio.

Computing

All trainees have been taught how to teach the Computer Science strand of the National Curriculum, including algorithms and computational thinking at Key Stage 1 and how program in Scratch using the PRIMM pedagogical approach at Key Stage 2. Please provide the opportunity for

trainees to practice these skills in the classroom through teaching a lesson or sequence of lessons on computational thinking and/ or programming.

Appendix

Northern Ireland

Northern Ireland has recently moved away from a from a regional approach where each area came under the auspices of an Education and Library Board to a province wide approach where all matters educational come under a newly formed Education Authority.

That said, there *is* regional planning in place (the link is below) ...

<https://www.education-ni.gov.uk/articles/area-planning-overview>

... and schools would contact their local office of RISE NI (again the link is below) for support and advice regarding all forms of SEND.

<https://westerntrust.hscni.net/service/rise-ni/>

The link below contains details of the most recent SEN consultation in the EA. Discussion of a new pilot scheme attempting to address the difficulties that children can sometimes have in accessing specialist provision.

<https://www.eani.org.uk/sites/default/files/2021-01/Framework%20for%20Specialist%20Provision%20in%20Mainstream%20FINAL.pdf>

The link below is a report on the specialist provision available in Catholic schools for children with SEN and recommendations based on this.

<http://onlineccms.com/index.php/2-uncategorised/400-a-call-for-change>

Engaging with these sources of information will help you to understand provision for SEND in Northern Ireland. Discuss these reports with your school's SENCo and how the school has adjusted provision accordingly.

Wales

The sources of information below will be useful in terms of understanding localised issues concerning SEND.

The link below provides SEND statistics that have been filtered in various permutations. The "Reports of Special Educational Needs (SEN) by local authority, sector and type of need" is probably the best starting point.

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs>

The link below provides a summary of reforms that were implemented as a result of the Educational Tribunal Act being passed in 2018 and rolled out from September 2020. This included Special Education Needs being renamed Additional Learning Needs.

<https://www.snapcymru.org/help-for-families/aln-reform/>

The link below is to an inspection report conducted by Estyn into the nature of SEN provision in Wales after visits to 24 schools. Within the report, they offer recommendations to schools, Local Authorities and the Welsh government.

<https://www.estyn.gov.wales/thematic-report/pupils-special-educational-needs-mainstream-schools-good-practice-report>

Engaging with these sources of information will help you to understand provision for ALN in Wales. We recommend that you speak to your ALNCo when on Professional Practice to gain an understanding of ALN issues in the local context and what you can do in your teaching to support and include such children.

Isle of Man

Please contact David Boorman (david.boorman@edgehill.ac.uk) for further information about the Isle of Man.

Further support and resources

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