University of Worcester

PITE UNDERGRADUATE SUBJECT BOOKLET

Providing an overview of areas covered within each core and foundation subject at university-led training

2023-24

For trainees, tutors, mentors, class teachers and lead mentors

Introduction

The integration of training experiences is crucial to success for trainee teachers. The curriculum is at the heart of education and ensuring trainees appreciate the significance of subject specific pedagogy is a key part of their training.

At the University of Worcester, trainees are taught by subject specialists and their curriculum understanding is enhanced throughout the building, enriching and thriving stages through a carefully sequenced programme that is mapped to the ITT Core Content Framework. The mapping shared here is simplistic in nature to support the accessibility for school colleagues. If you would like to see more detailed mapping, please contact the Partnership Team.

To support mentors in school, we have created this subject booklet to promote a shared understanding of what aspects of each subject trainees will have discussed at each stage and how this supports their progress within our ITTE curriculum. Each subject page will show the progression of knowledge, understanding and skill throughout the training journey. It will highlight how this links to the 8 areas of the UW ITTE curriculum that you will be formatively assessing trainees against during their school experience placements. The key literature underpinning the content is outlined and we hope this will support school colleagues with their own professional development and learning alongside promoting the integration of training.

Key:

PB	Professional Behaviours
BM	Behaviour Management
P	Pedagogy
C	Curriculum
A	Assessment
CT	Critical Thinking
IDG	Inclusion, Diversity and Global Citizenship
RW	Resilience and Well-being for All

Furthermore, this booklet also includes specific lesson observation guidance and a knowledge organiser for each subject. The lesson observation guidance provides prompts for each subject to focus on when a mentor is observing the trainee. On the next page, you will find the generic lesson observation guidance to be used alongside the subject specific lesson observation guidance. The knowledge organiser highlights the key knowledge a trainee is expected to know within that subject by the end of the course.

PITE Thriving Phase:

The PITE3105 Foundation Subject module explores the question:

'What does inclusion look like in Foundation Subjects?'

This module is carefully sequenced prior to SE3 to ensure purposeful integration. Seminar sessions focus on 'Diversity and Inclusion theoretical lenses': Working class pupils and Education, Critical Race theory, UDL, Feminist theory, John Dewey. Trainees critique existing foundation subject planning through chosen theoretical lenses, demonstrating consideration for strengths, limitations and adaptations needed to support a range of learners in the classroom. Pedagogical and subject knowledge is embedded and applied with support from school-based expert colleagues during SE3.

PITE3102 (Teachers as Researchers Independent Study) allows students to select a foundation subject as an element for in depth school-based research if they choose to.

University-based session content includes recent and relevant literature in preparation for ECT induction.

OBSERVATION GUIDANCE

When undertaking observations of lessons, class teachers, mentors and SE tutors should consider the following prompt questions to help highlight strengths/areas of development related to the practice observed:

The Planning Process - Does the planning:

- Reflect the appropriate statutory programme of study relevant to that age group (e.g., N.C./EYFS framework)?
- Show an awareness of prior learning and previous (and potential) misconceptions?
- Clearly identify learning objectives and success criteria?
- Take into account the needs of all learners with a clear focus on how these will be addressed?
- Have a clear focus on appropriate subject content (see additional subject guidelines for observations)?
- Provide opportunities for the children to be actively engaged in their learning and verbalise their thoughts and ideas?
- Indicate how additional adults will be deployed throughout the lesson?

Learning and Teaching - Does the lesson:

- Allow the children to be actively engaged in their learning (e.g., through hands-on experience/multi-sensory learning, asking their own questions and engaging in peer/class discussion where appropriate)?
- Provide appropriate resources to support learning?
- Allow all children to access learning and provide them with appropriate challenge?
- Ensure that the correct subject specific vocabulary is being consistently modelled and the chi ldren are encouraged to apply this vocabulary to their learning?
- Allow for modification of the plan to ensure all pupils can make progress?
- Give the children the opportunity to communicate their learning appropriately (for example through discussion, demonstration, presentation, completing work or sharing outcomes from their learning in other ways)?
- Ensure the additional adult(s) is/are clear of their role in developing learning?

Assessment

Does the student (or teacher):

- Provide opportunities for on-going assessment (AfL) throughout the session? Are these appropriate to the focus of the lesson and for the learners involved (e.g., through questioning, observing the children, use of photographs, written/visual work)?

- Judge well when to intervene and support learning (e.g., asking questions to prompt further thinking and next steps in learning, address common misconceptions)?
- Give appropriate feedback (verbal/written) to the children to develop their learning?
- Record the children's learning in an appropriate manner?
- Reflect on the outcomes of the lesson as a whole in terms of the children's learning as well as their own?

In the pages following this one there is subject specific guidance to help mentors and tutors when observing across the range of curriculum areas. Please use this guidance in addition to the generic guidance above.

Subject:	English
Completed by:	Kate Morley
Statement of Intent:	Trainees are entitled to develop their knowledge, skills and understanding in English, whilst exploring subject specific pedagogies, policies, and research. This is the foundation for trainees to plan and teach a carefully sequenced, purposeful, and coherent primary English curriculum.

Building

Enriching

Thriving

How the content is sequenced:

- Language acquisition and spoken language.
- How to teach Early Reading through systematic, synthetic phonics (SSP) including: the rationale, theory and key policy documents; key terminology of SSP; the importance of fidelity to a scheme; the importance of aligning decodable reading books. Trainees learn how to plan a successful session through engaging with schemes, deconstructing lessons and engaging with deliberate practice.
- How to teach reading comprehension and reading for pleasure.
- Drama, using children's literature and poetry effectively.
- Whilst on placement, trainees work with expert colleagues to apply and embed pedagogical approaches and curriculum knowledge. Through deconstruction of lessons and reflections trainees refine and enhance their practice in English.

❖ **Links to the CCF:** Standards 3 and 4

Key Research/Reading:

⇒ DfE (2021) The Reading Framework. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf (Accessed 22 February 2022).

⇒ Gough and Tumner (1986) The Simple View of Reading.

- SSP sequences of learning.
- A focus on spelling, grammar, and punctuation subject knowledge and sequences of learning.
- How to teach writing, including emergent writing, handwriting, types of writing (narrative and non-narrative) and writing pedagogy.
- Assessing progress in English (including moderating writing).
- Creative learning, poetry and outdoor learning.
- Whilst on placement, trainees work with expert colleagues to apply and embed pedagogical approaches and curriculum knowledge. Through deconstruction of lessons and reflections trainees refine and enhance their practice in English.

❖ **Links to the CCF:** Standards 3, 4 and 6

Key Research/Reading:

⇒ Bearne, E. and Reedy, D. (2018) *Teaching Primary English.* Abingdon: Routledge.

⇒ United Kingdom Literacy Association (UKLA)

UW Curriculum Links

P
C
A
IDG

- Diversity and perspectives in literature.
- Spoken Language and the language gap.
- SSP through the lens of SENDi.
- Supporting progress in English, including TA deployment.
- Subject Knowledge tutorials with tutor.
- Whilst on placement, trainees work with expert colleagues to apply and embed pedagogical approaches and curriculum knowledge. Through deconstruction of lessons and reflections trainees refine and enhance their practice in English.

❖ **CCF Links:** Standards 3, 4, 5 and 6

Key Research/Reading:

⇒ Bearne, E. and Reedy, D. (2018) *Teaching Primary English*. Abingdon: Routledge

ENGLISH LESSON OBSERVATION GUIDANCE

Please use this guidance alongside the generic guidance for lesson observations.
Does the student:

- Model good spoken and written Standard English?
- Have good English subject knowledge to inform a well-planned and well taught lesson (e.g., good grammatical knowledge, knowledge of children's literature etc.)?
- Demonstrate interest in, and enthusiasm for English?
- Model the learning effectively throughout the lesson?
- Explore vocabulary within context and encourage interest in, and discussion of, key/new words?
- Use high quality texts on occasions as a stimulus and promote reading for enjoyment? Does the lesson:
- Have a clear focus on developing aspects of English taken from the NC or EYFS (i.e., Spoken English, Reading, Writing or Communication and Language)?
- Ensure that children have planned opportunities to use spoken language (both speaking and listening) in a meaningful context?
- Provide opportunities for the children to encounter and use new vocabulary in their talk and, where appropriate, written work?
- Provide pupils with the opportunity to respond to key questions, elaborating upon their answers and explaining their understanding?
- Contain planned opportunities for the student to model and share effective learning?
- Provide opportunities for children to improve/proofread/redraft/edit their work (where appropriate)?

Have high expectations for accurate spelling and grammar use (both verbal and written constructions)?

SYSTEMATIC SYNTHETIC PHONICS (SSP) LESSON OBSERVATION GUIDANCE

Does the trainee demonstrate fidelity to the systematic synthetic phonics (SSP) scheme adopted by the school?

· Have they engaged in discussions with expert colleagues to develop their understanding of the scheme and the approaches used in the school?

· Do they use the terminology identified in the scheme?

· Do they understand the principles underpinning the programme of synthetic phonics?

· Are resources and props linked to the scheme?

Has the trainee engaged with the scheme planning?

Before teaching:

· Have they annotated the plan before teaching to support their subject knowledge and delivery?

· Have they considered questioning and how they will identify and manage any misconceptions?

· Have they identified the needs of individuals within their class and considered how they will support all learners to make progress (including learners with SEND or pupils learning EAL).

· Have they identified how the TA will be deployed (if relevant)?

During the Lesson:

· Is there a clear objective for the lesson which has been shared with the pupils?

· Does the trainee ensure that pupils practise phonemes already taught in previous lessons?

· Is the lesson interactive and does the trainee ensure all pupils participate fully?

· Does the trainee demonstrate an understanding of the nature of the English alphabet code?

· Does the trainee articulate phonemes correctly?

· Are children required to articulate phonemes themselves?

· Are the children taught the name of the letter, when dictated to by the scheme?

· Does the trainee model clearly how to read and write the new GPC?

· Are pupils taught the correct letter formation?

· Are the children taught how to read and write (blend and segment) the new GPC, using decodable words, phrases, sentences and books?

· Is there evidence of new learning?

· Are children given tasks that allow them to practise and apply what they have been taught to read and write?

· Does the trainee make the most of the time for teaching and use activities that maximise the number of words children read and spell?

· Does the trainee use formative assessment throughout the lesson to assess pupils' progress and determine next steps, including identifying children who might need immediate extra support?

After teaching:

· Has the trainee annotated the plans after teaching, noting down formative assessment observations in order to respond to the needs of learners (plan interventions/support/scaffolding/challenge)?

· Have they reflected on the lesson and will this support the trainee to develop their practice?

English Knowledge Organiser

National Curriculum

Statement of intent: Trainees are entitled to develop their knowledge, skills and understanding in English, whilst exploring subject specific pedagogies, policies, and research. This is the foundation for trainees to plan and teach a carefully sequenced, purposeful, and coherent primary English curriculum.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Assessment in English

Statutory assessments in English including TA of writing and writing moderation and exemplification materials.

Practice in English is underpinned by the OFSTED English review: The curriculum breaks learning down into component parts, which are assessed formatively.

Teachers use information from this assessment to adapt the curriculum.

Feedback to pupils is specific and provides them with a 'recipe for future action'.

Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions.

Inclusive Practice in English

Inclusive practice is embedded across all sessions and aligns with teaching on the 'Inclusion, Diversity and Global Citizenship' strand.

Teaching English is viewed through the lens of responsive teaching according to pupil need.

Key Vocabulary

- Systematic Synthetic Phonics
- Decode/Encode
- Phoneme/grapheme
- Reading for pleasure
- Composition and transcription
- Word reading
- Reading comprehension
- Vocabulary, grammar, and punctuation
- Vocabulary associated with spelling appendix 1
- Terminology within GPS Appendix 2

Key Pedagogies and Theories

⇒ Our English curriculum provides a systematic, rigorous, and critical introduction to pedagogies relevant to the teaching of English, theories, and subject knowledge.

⇒ A range of learning theory is explored in relation to English pedagogical approaches, including Chomsky, Bruner, Vygotsky, Skinner, as well as Gough and Tumner, Cremin (Teachers as Readers and Reading for Pleasure). Students learn to teach early reading using SSP, and develop an understanding of the research and policy, as well as the pedagogical approaches associated with high quality phonics provision.

⇒ The Rose Review, 2006

⇒ Johnson and Watson, 2005, The Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment

⇒ DfE (2021) The Reading Framework.

⇒ OFSTED: Research Review Series English

Subject:	Mathematics
Completed by:	Niki Summers
Statement of Intent:	• To ensure that all trainees have a deep conceptual understanding of all areas of mathematics that they will need to teach. • To have a deep understanding of the National Curriculum programmes of study for mathematics and the Early Years framework and its aims in developing teaching for mathematics mastery. • To make explicit links between theory and practice. • To ensure that trainees can develop their values in relation to mathematics teaching and learning and develop positive attitudes towards mathematics, for themselves and the children they teach. • To develop the knowledge and skills needed to enable effective teaching of all learners including different key groups – inclusion of learners with SEND, early years, EAL and other diverse communities of learners. • To ensure that trainees understand the connections that can be made within mathematics and between mathematics and other areas of the curriculum. • To be ambitious and creative in teaching approaches for mathematics.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Mastery and the Perfect 6 (CPA; Language and Talk; Problem Solving and Reasoning; Making Connections; Misconceptions; Questioning). • Pedagogical content knowledge: Effective teaching and learning in mathematics; mathematical representations; theory in action; developing learning objectives; talk for mathematics learning; instruction and structuring learning (principles for effective planning). • Subject Knowledge: Counting and place value; addition, subtraction, multiplication and division structures and calculation (mental and written); recalling number facts. ❖ **Links to the CCF:** Standard 3 **Key Research/Reading:** ⇒ Bowler, J. (2015) *Fluency Without Fear: Research Evidence on the Best Ways to Learn Math Facts.* Available at: https://www.youcubed.org/evidence/fluency-without-fear/ (Accessed 27 February 2022). • Mastery and the Perfect 6 (CPA; Language and Talk; Problem Solving and Reasoning; Making Connections; Misconceptions; Questioning). • Pedagogical Content Knowledge: Lesson design – small steps and variation. Constructing a sequence: planning, pedagogy and assessment. • Subject knowledge: Addition and subtraction structures and place value; Fractions, Decimals, Percentages, Ratio, Proportion; Multiplication and Division structures and the place value that underpins it; patterns and algebra; geometry, measures and making connections. ❖ **Links to the CCF:** Standard 3 **Key Research/Reading:** ⇒ Rowland, T., Huckstep, P. & Thwaites, A. (2005) 'Elementary Teachers' Mathematics Subject Knowledge: The Knowledge Quartet and the Case of Naomi', *Journal of Mathematics Teacher Education*, 8, pp. 255-281. ⇒ NRICH (2019) *Creating a Low Threshold High Ceiling Classroom.* Available at: https://nrich.maths.org/7701 (Accessed 22 February 2022). • Mastery and the Perfect 6 (CPA; Language and Talk; Problem Solving and Reasoning; Making Connections; Misconceptions; Questioning). • Pedagogical Content Knowledge: Issues in education: keeping everyone together and keeping everyone challenged; equitable classrooms; inclusive practice and dyscalculia; teaching for mastery revisited; teaching mathematics in context. • Subject knowledge: Statistics. • Where students have chosen mathematics for their undergraduate research project, they will be developing enhanced depth and expertise in mathematics teaching and learning practice. ❖ **Links to the CCF:** Standard 4 **Key Research/Reading:** ⇒ Guskey, T. (2007) 'Closing Achievement Gaps: Revisiting Benjamin Bloom's "Learning for Mastery" ', *Journal of Advanced Academics*, 19 (1), pp. 8-31.
UW Curriculum Links P C A CT IDG	

MATHEMATICS OBSERVATION GUIDANCE

When undertaking observations of mathematics lessons, class teachers, mentors and SE tutors must consider evidence of the 'Perfect 6' (University of Worcester, 2018) seen in planning, teaching and learning.

Please consider the following prompt questions to help you highlight strengths/areas of development related to the practice observed:

CPA (Concrete-Pictorial-Abstract) Representations

- How is the conceptual understanding of mathematics being developed with children (as opposed to only procedural understanding)?
- In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by t he teacher to support the children's understanding and reasoning?
- In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by children to support/demonstrate their own understanding and reasoning?

Misconceptions

- How are potential errors and misconceptions planned for, explored and discussed?
- How are mistakes valued as a learning tool?
- How are language/resources/ explanation used accurately?

Questioning

- How effective are questions in promoting mathematical thinking, reasoning and understanding?
- How is questioning used to help to assess the depth of children's understanding and reasoning?
- To what extent are children encouraged to ask their own questions and promote mathematical curiosity?
- How effectively are the chosen examples used to support children's understanding? (e.g., 23x6 is good for demonstrating a written method, whereas 19x6 better worked out mentally)

Language and Talk

- Is correct and accurate mathematical vocabulary modelled by the teacher and then used by children? How and when?
- How is focused mathematical talk planned for and used as an effective pedagogy?

Problem solving and reasoning

- To what extent are children encouraged to reason, explain and justify their thinking?
- How effectively are planned opportunities for reasoning and problem solving integrated into lessons?
- Do children try out ideas, take risks and learn from mistakes?

Making connections

- To what extent does the teacher make connections with relevant areas of mathematics?
- To what extent are children given the opportunity to link and articulate their learning with relevant areas of mathematics?
- To what extent does the teacher make connections with previous learning in mathematics?

How clearly does the teacher break the concept down into steps that can be understood by the children (i.e., in a progressive order)? Is the teacher aware of different levels of difficulty within a concept?

Mathematics Knowledge Organiser

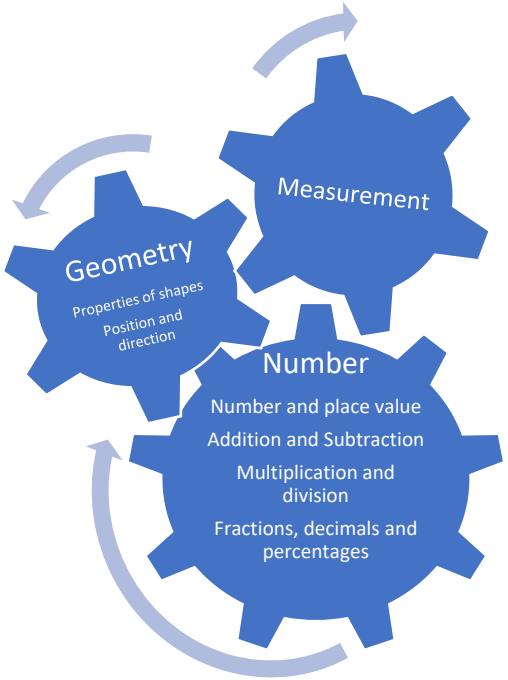
National Curriculum

National Curriculum Aims

All pupils become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

All pupils **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

All pupils can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



Knowledge developed within the curriculum can be considered to be: Declarative, Procedural and Conditional
See *Ofsted mathematics research review*

Assessment in Mathematics

The purpose of assessment is to effectively inform learning and teaching. It is important to recognise that pupils should take an active role in in this process.
Effective strategies for AfL in mathematics:

- Challenging activities
- Meta cognitive questioning
- Anticipating and diagnosing errors and misconceptions
- Marking and feedback

See *Hodgen, J. and Wiliam, D. (2014) Mathematics Inside the Black Box: Assessment for Learning in the Mathematics Classroom*

Inclusive Practice in Mathematics

Be mindful of:

- Mathematical Learning Difficulties and Dyscalculia which will impact on learning and applying mathematical facts and procedures
- Cognitive difficulties such as weak memory, speed of processing and organisational skills
- Speech, Language, and Communication difficulties
- Attitude, anxiety, and motivation

Make **suitable adjustments** such as use scaffolds, 'chunk' information, provide worked examples, pre-teach, develop reasoning from known facts to derive unknown facts, do retrieval practice, supply memory aids, display key vocabulary, and give additional learning time. Finally, always teach concepts using both **visual and verbal information.**
See https://www.stevechinn.co.uk/maths-explained for overview of dyscalculia and maths anxiety.

Key Vocabulary

Glossary of mathematical terms
national-curriculum-glossary

Key Pedagogies and Theories

Primary Mathematics Perfect 6 Supporting Mastery University of Worcester

The Perfect 6 is designed to inform teaching which enables all children to be successful, develop conceptual understanding with a focus on mathematical structures and through a range of representations.

Concrete – Pictorial – Abstract (CPA)

The three representations are used so that all children of all ages develop conceptual understanding.
Concrete – manipulatives/ objects to handle: **Pictorial** – drawings, diagrams, images: **Abstract** – mathematical notation and language.

Language and Talk

Mathematical vocabulary is used accurately by both the teacher and the children. Mathematics lessons have a focus on talk and discussion.

Questioning

Open questions are asked that stimulate mathematical thinking and discussion e.g. Can you explain your thinking? Is there another way? Why did you…? Children are encouraged to ask their own questions to clarify understanding or to develop a line of enquiry.

Problem Solving and Reasoning

In line with the aims of the national curriculum, problem solving, and reasoning are integral to every lesson.

Making Connections

Making mathematical connections, rather than seeing mathematics as a series of unrelated facts to be learnt, supports learners' schema development and embedded understanding. This may involve
– Coherence (breaking learning down into small sequential steps)
– Conceptual and procedural variation

Misconceptions

Misconceptions are planned for, exposed, and openly discussed.

Subject:	Science
Completed by:	Karen Blackmore
Statement of Intent:	Trainees will be able to scaffold and facilitate young learners' understanding of the world around them, by drawing on key scientific concepts. Student teachers will also be adept at fostering and developing children's practical skills to enable them to undertake scientific investigations and inquires stimulated by their own natural curiosity (Ofsted, 2013). This approach will empower our trainees with the skills and knowledge to enable their young learners to successfully make the transition to the requirements of KS3 study and beyond. In this way we aspire to make a significant contribution to increasing the scientific literacy of society as a whole.
Building  **Enriching**  **Thriving** **UW Curriculum Links** P C A	**How the content is sequenced:** • Introduction to the structure and content of the N.C. for science (DfE, 2013) and the EYFS framework (DfE, 2021). • Scientific enquiry as a lens for teaching curriculum content. • During taught sessions student teachers design and undertake their own inquiries and interrogate their efficacy in terms of meeting curriculum outcomes, throughout the entire age range from EYFS (birth -5 years) to upper key stage two (10-11 years). • Pedagogy – collaborative scientific enquiry, underpinned by a social constructivist framework. • The majority of sessions are taught around a focus of specific science topics, with the conceptually less demanding material prefacing more demanding topics. Topics taught are: Scientific enquiry (pedagogical), Outdoor Education and Living Organisms including Risk Assessment and Health and Safety, Humans as organisms, Science organisation: resourcing and logistics (pedagogy), Evolution and Inheritance, Light and Energy, Science subject knowledge audit (subject knowledge enhancement). ❖ **Links to the CCF:** Standards 3 and 4 **Key Research/Reading:** ⇒ Loxley, P. (2017) *Teaching primary science: promoting enjoyment and developing understanding.* 3rd edn. Abingdon: Routledge. ⇒ Cross, A. and Bowden, A. (2014) *Essential Primary Science*. 2nd edn. Maidenhead: Open University Press. • Specific taught sessions on using social constructivist-based problem solving and dialogic teaching are included within the scheme of work. • In the 2nd term students gain experience designing sequences of learning. Topics taught are: Forces, Earth in Space. ❖ **Links to the CCF:** Standards 3 and 4 **Key Research/Reading:** ⇒ Allen, M. (2020) *Misconceptions in primary science*. 3rd edn. London: Open University Press. ⇒ Wynne, H. (2014) *The teaching of science in primary schools*. 6th edn. Abingdon: Routledge. • Students are able to plan fully cross curricular lessons which allow children to make links with learning and skills developed in other subjects. Topics taught are: Chemistry – thematic teaching, Chemistry – chemical separation, Rocks and soils, Sound, Electricity, Science Professional Development (subject knowledge enhancement). ❖ **Links to the CCF:** Standards 3, 4 and 6. **Key Research/Reading:** ⇒ Berry, A. (2015) *Re-examining pedagogical content knowledge in science education*. Abingdon: Routledge. ⇒ Lois, K. and Stead, D. (2013) *Enhancing primary science: developing effective cross-curricular links.* Maidenhead: Open University Press.

SCIENCE OBSERVATION GUIDANCE

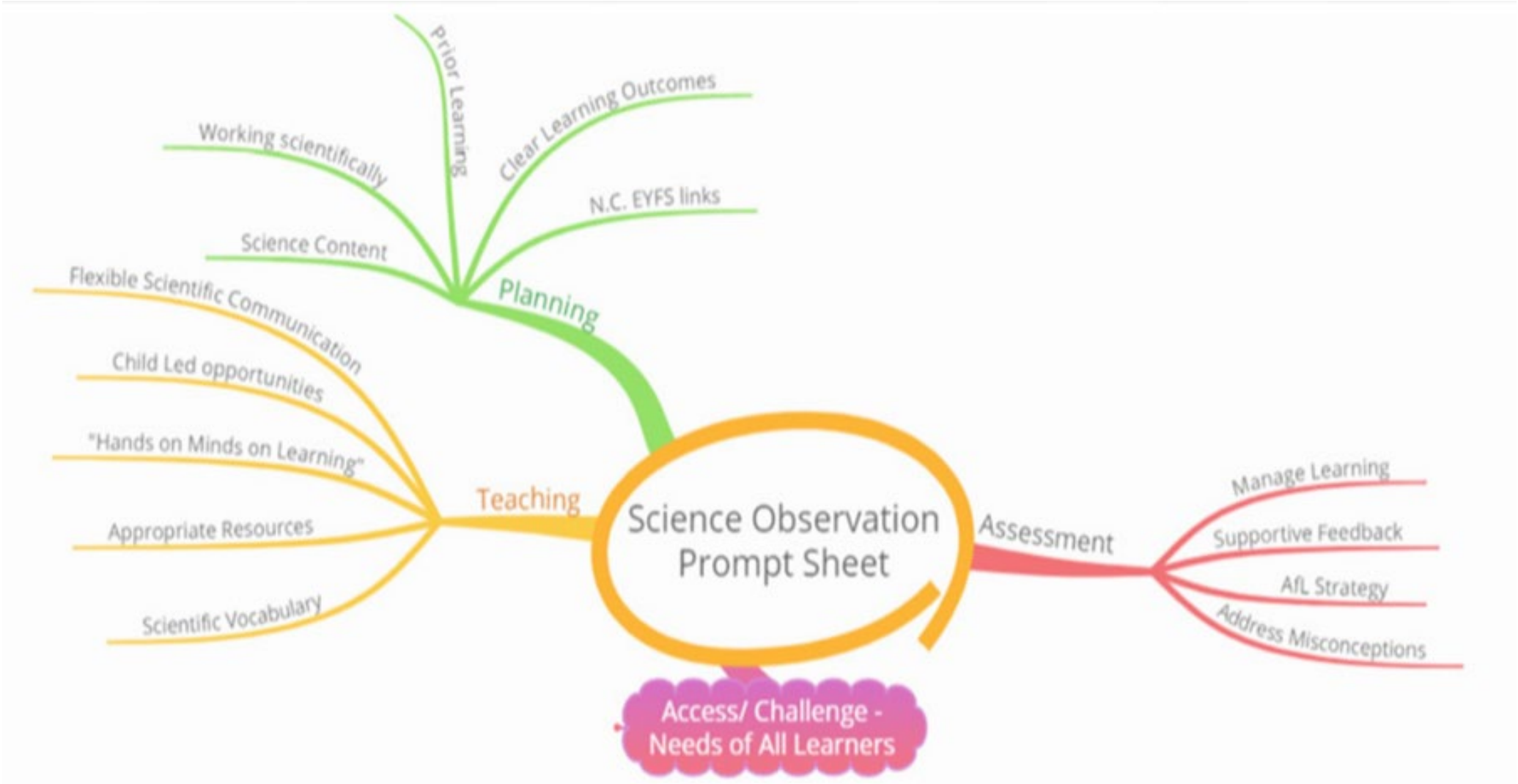
When undertaking observations of science lessons, class teachers, mentors and SE tutors should refer to the science content mind map below and consider the following prompt questions to help highlight strengths/areas of development related to the practice observed:

Planning

- Is there a clear focus on an appropriate aspect of 'Working Scientifically'?
- Is there a clear focus on appropriate subject content for the science topic?
- Does the planning reflect the appropriate resourcing of science materials?

Teaching

- Are there opportunities for children to shape the learning? (e.g., by asking their own questions, engaging in peer discussion, or designing their own scientific inquiries)
- Are the children actively engaged in their learning through 'hands-on, minds on' scientific enquiry in the form of a practical lesson?
- Does teaching allow all children to access learning and provide them with appropriate scientific challenge?
- Is the correct science technical vocabulary being consistently modelled? Are children encouraged to apply this vocabulary to their learning?
- Are the children given opportunity to communicate their developing scientific findings and ideas?
- Does the student teacher judge well when to intervene and support learning? (e.g., asking questions to prompt further scientific thinking and next steps in inquiry)
- Is there evidence that the student teacher has a strategy to identify and/or address common scienti fic misconceptions?

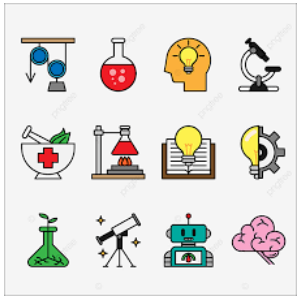

Science Observation Prompt Sheet
Planning
Prior Learning
Clear Learning Outcomes
N.C. EYFS links
Working scientifically
Science Content
Teaching
Flexible Scientific Communication
Child Led opportunities
"Hands on Minds on Learning"
Appropriate Resources
Scientific Vocabulary
Assessment
Manage Learning
Supportive Feedback
AfL Strategy
Address Misconceptions
Access/ Challenge - Needs of All Learners

Science knowledge organiser

National Curriculum

Working Scientifically – approach used to teach material across all three science disciplines.

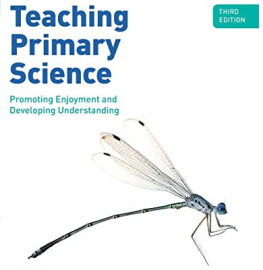
Key Scientific concepts taught in an inter/intradisciplinary manner in order to forge explicit links.



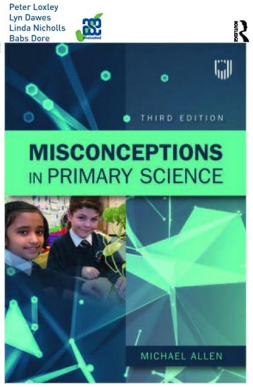
Scientific knowledge is socially constructed and evolving rather than fixed. It is based on key scientific "Big Ideas"
For primary science this is informed by Harlen et al (2010)
https://www.ase.org.uk/bigideas

Key Pedagogies

Emphasis on Enquiry Based Science Education (EBSE) which builds on children's natural *curiosity* as advocated by Ofsted 2013 & 2021.
research-review-series-science



Pedagogies focus on child centred learning and children identifying themselves as scientists.



The key to success whilst adopting the pedagogies above is the timely teacher identification of key scientific misconceptions and deployment appropriate remediation strategies.

Assessment in Science

Underpinned by seminal Teacher Assessment in Primary Science (TAPS) research at Bath Spa University.

Inclusion in Science

Follows the principles of Inclusion by Design (IBD) across the pedagogy including AfL. what-is-inclusive-design-principles-and-examples

Key Vocabulary

Scientific inquiry and topic technical terminology e.g. *scientific equipment* and *sound waves.*

Key vocabulary identified by by STEM Learning
https://www.stem.org.uk/elibrary/resource/34637?_ga=2.134531570.22804761.1660222609-1891029473.1660222609

Subject:	PE
Completed by:	Rhys Pritchard
Statement of Intent:	The design and intent of the PE curriculum at the University of Worcester is to marry up subject and pedagogical knowledge to create a student body that possesses strong pedagogical content knowledge within PE. The curriculum introduces many theoretical ideas and notions that can inform pedagogical practice. This will then be applied across a wide range of practical areas, such as various game forms, gymnastics and dance, athletics and outdoor adventure activities. An ambitious spiral curriculum is deliberately implemented to allow students to build their confidence and competence to apply theory to practice. Throughout the design of the curriculum expertise is drawn on from staff with extensive EYFS experience, Secondary colleagues, and research active staff to help inform the forward-thinking approach to pedagogy to ensure the entire primary curriculum is considered. All 3-year groups at UG level receive 8 weeks' worth of timetabled lectures of two hours each, totalling 16 hours of contact time.
Building **Enriching** **Thriving**	**How the content is sequenced:** • Throughout the building phase the students explore their previous experiences of PE and address any previously held assumptions about the subject. • Theoretical notions are explored and include studying the aims and values of PE, learning theory, game-centred approaches, physical literacy, pedagogy, and its importance in Primary PE- incorporating contemporary issues, motivational climate, and teaching styles. • Theory is applied to practice through invasion, target and striking and fielding games, gymnastics, dance, athletics, and outdoor adventure activities. • Inclusive practice and assessment run as an underlying principle throughout before greater focus in the 2nd year. • Students are encouraged to apply their classroom practice into the PE environment. ❖ **Links to the CCF:** Standards 3, 4 and 6 **Key Research/Reading:** ⇒ Morgan, K., Bryant, A., Edwards, L. and Mitchell-Williams, E. (2018) 'Transferring primary generalists' positive classroom pedagogy to the physical education setting: a collaborative PE-CPD process', *Physical Education and Sport Pedagogy*, 24(1), pp. 43-58. • Students build on the theoretical notions and ideas explored in first year, but with a greater focus on the development of their Assessment for and of Learning, inclusion in terms of how they can apply STEP principles in practice and develop more opportunities to teach to one another. • The practical content deepens students understanding around content and pedagogical knowledge explored in the first year. • Discussion in lectures allows for the approach the lecturer is taking to be discussed and how the students can draw on that in their own practice. • Students have the opportunity to create their own content within lectures to enable them to develop potential activities/schemes of work for ages they have selected. • All sessions are applied to practical contexts to ensure students can draw on the sessions and apply in school settings. ❖ **Links to the CCF:** Standards 3, 4, 5 and 6 **Key Research/Reading:** ⇒ Morgan, K. (2017) 'Reconceptualizing Motivational Climate in Physical Education and Sport Coaching: An Interdisciplinary Perspective', *Quest*, 69(1), pp. 95-112. • The aim is to reconceptualise PE, building on embedded theoretical knowledge, through a creative lens that defines creativity as something being novel and unique. • A theory to practice approach is taken in sessions that has looked at Creativity through Dance, Creative Approaches in Games, How Physical Literacy can foster Creativity through Gymnastics, Assessment approaches in PE and cross-curricular links between Science and PE. • All sessions are applied to practical contexts to ensure students can draw on the sessions and apply in school settings. ❖ **Links to the CCF:** Standards 3, 4, 5 and 6. **Key Research/Reading:** ⇒ Randall, V. & Fleet, M. (2021) 'Constructing knowledge in primary physical education: a critical perspective from pre-service teachers', *Curriculum Studies in Health and Physical Education*, 12(1), pp. 20-35.
UW Curriculum Links PB BM P C A CT IDG RW	

PHYSICAL EDUCATION OBSERVATION GUIDANCE

Does the lesson clearly cover one of the National Curriculum aims?

- **Clearly identified within their planning.**
- **The national curriculum does not specify sports; therefore, this should not be a focus.**

Is the lesson objective and success criteria clearly displayed and articulated?

- **As with all other NC subjects, this should be a pre-requisite.**
- **A consideration of how this links to the activities and intended learning of the children should be interrogated.**

Are activities contextualised?

- **For example, if focusing on dribbling, do all children have a ball and are dribbling in a clearly demarcated space where they are having to avoid one another, therefore having to respond to different stimuli, as they would in a game.**
- **Or are they lined up one behind another taking it in turn to dribble in and out of cones?**
- **We need high activity time for the children, reduced queueing and contextualised activities.**

Is exploration encouraged?

- **Across all activity areas children should first be encouraged to explore.**
- **Rather than prescribe how they should move, pass or kick, provide the opportunity for them to explore movements/ skills.**

The importance of questioning.

- **Ask the children what and how questions rather than telling.**
- **This will enable the children to share their understanding and support the trainee to develop this further through thought provoking questioning.**

Learning is not linear.

- **A warm-up, drill, skill and possibly a game at the end is not required as a lesson model.**
- **Children do not need a warm-up, but if one is required, it needs to be linked to the lesson/activity focus. This is another learning opportunity.**
- **Encourage the students to explore the pedagogies that they have been introduced to at university.**

Transferring classroom pedagogy.

- **Draw on what the trainees do well in the classroom and encourage them to transfer it into the PE environment.**

PE Knowledge Organiser

National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

Subject Content- Key Stage 1

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

-Participate in team games, developing simple tactics for attacking and defending

-Perform dances using simple movement patterns.

Subject Content- Key Stage 2

Pupils should be taught to:

-Use running, jumping, throwing and catching in isolation and in combination

-Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

-Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

-Perform dances using a range of movement patterns

-Take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Assessment in PE

Focus on a supportive and formative approach to assessment

Trainees explore and embed Assessment for Learning practices within their teaching with a focus on pupil personal improvement as opposed to outcome. Use of video and photos are explored to encourage children to take responsibility for their learning.

Key Pedagogies and Theories

Our Physical Education curriculum explores a variety of PE concepts which are theoretically informed and underpinned. Taking a theory to practice approach, these pedagogical approaches and theories are drawn on:

- Athletic Skills Model
- Fundamental Movement Skills
- Physical Literacy
- Motivational Climate
- Game Centred Approaches (Game Sense, Tactical Games Model etc)
- Rosenshine's Principles of Instruction
- Vygotsky, Bruner and Bandura

Key Vocabulary

- Fundamental Movement Skills
- Balance, co-ordination, speed, agility, strength, endurance, jump, hop, leap, 2 handed strike, catch and throw
- Tactical Understanding
- Contextualising practice
- How, what, where, when and who (when questioning).

Inclusive Practice in PE

Inclusive Practice is embedded across the curriculum; however, trainees use the STEP Principles to support their practice.

Space: Where the activity is happening

Modify the space by increasing or decreasing the area In which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening?

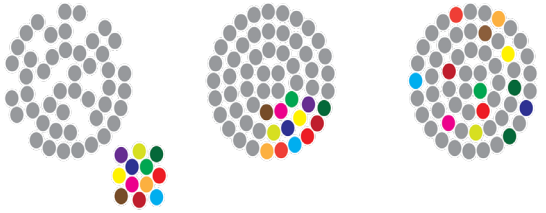
Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used?

Modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved?

Modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.



Subject:	History
Completed by:	Rose Hill
Statement of Intent:	At UW, the vision of history is two-fold. • Children are history detectives. To do this, trainees will be encouraged to develop the skills of investigation, challenge and debate amongst the children: the 'bones of being a historian' (Doull et al., 2020, p. 7). • History is every story (Beale, 2021). Our curriculum should "be designed so that pupils 'see themselves'" (OFSTED, 2021, p. 30). Teaching history in this way not only develops a stronger sense of identity and belonging but also "learning about the richness of the past" can help "to overcome sweeping generalisations or misconceptions" (Ford and Kennett, cited in OFTSED, 2021, p. 29).
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Unpicking the Curriculum and understanding disciplinary concepts. • Introduction to EBL and enquiry questions • Artefacts • Chronology • Substantive Concepts: LY – invasion and resistance. EY: sense of historical past. • Substantive Concepts: LY – monarchy. EY – continuity and change. ❖ **Links to the CCF:** Standard 3 **Key Research/Reading:** ⇒ Jenner, T. (2021) *History in Outstanding Primary Schools*. Available at: https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/ (Accessed 23 February 2022). ⇒ Lomas, T. (2019) 'Getting to grips with concepts in Primary History', *Primary History*, 82. ⇒ Percival, J. (2020) *Understanding and Teaching Primary History*. London: Sage Publications. ⇒ Doull, K., Russell, C. and Hales, A. (2020) *Mastering Primary History*. London: Bloomsbury Academic. • Local History from EYFS to Year 6. • Evaluating EBL pedagogy in history. • Creative Approaches in history: Mantle of the Expert. • Creative Approaches in history: Cross-Curricular • Assessment of historical understanding. • Adaptive Teaching: scaffolding and stretch in history. ❖ **Links to the CCF:** Standards 1, 2, 3, 4, 5, 6 and 8 **Key Research/Reading:** ⇒ OFSTED (2021) *Research Review Series: History*. Available at: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history (Accessed 19 February 2022). ⇒ Traille, K. (2007) 'You should be proud about your history. They make me feel ashamed: teaching history hurts', *Teaching History*, Issue 127, pp. 31-37.
UW Curriculum Links P C A CT IDG	

HISTORY OBSERVATION GUIDANCE

Questions to consider for history lessons:

Enquiry Questions

- Does the lesson begin with an enquiry question which is linked to the National Curriculum?
- Is the enquiry question used to develop a specific disciplinary concept?
- Is enquiry embedded throughout the lesson?

Retrieval Practice

- What strategies are being used to support pupils to recall and remember key information?
- How do these strategies build progressively on previous learning and provide links to new learning in history?

Knowledge and Understanding

- Is the substantive knowledge clear and accurate? (*This includes content about people, places, events and chronological understanding.*)
- Are substantive concepts being developed within the lesson? Are these aligned to the school's long-term plan for history? (*Substantive concepts include but are not limited to: empire, invasion, resistance, democracy etc.*)
- How is a specific disciplinary concept (second order concept) being developed within the lesson? (*These include: causation, consequence, significance, interpretation, similarity and difference, historical evidence, change and continuity.*)
- How is chronological understanding being developed within the lesson? (*For example: timelines, 'meanwhile elsewhere . . .' activities, developing a sense of historical period.*)
- How are historical sources being used within the lesson? (*For example: artefacts, replicas, written documents, pictures, photographs etc.*)

Adaptive Teaching

- Which strategies are being used to support the historical understanding of pupils to access the lesson?
- Which strategies are being used to challenge and stretch the historical understanding of pupils?

Assessment

- How is the progress of pupils being assessed during and at the end of the lesson? (*Questioning, debate, discussion, response to enquiry question*)
- **Cross-Curricular Links**
- Are there meaningful links to other foundation or core subjects?

How are creative approaches being explored?

National Curriculum

Disciplinary Concepts: Understanding how to develop disciplinary concepts such as causation, consequence, significance, similarity and difference, interpretation, historical evidence and change continuity.

Substantive Concepts: Teaching history through revisiting and progressively building on children's understanding of substantive concepts such as invasion and resistance; society and democracy. As well as embedding enquiry and chronology into history teaching and learning.

Substantive knowledge:

ELG: Past and Present:

Children at the expected level of development will:

1) Talk about the lives of the people around them and their roles in society;

2) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

3) Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

- Significant individuals
- Events within living memory
- Events beyond living memory
- Significant events and people in own locality

Key Stage 2

- Changes from Stone Age to Iron Age
- Romans and their impact on Britain
- Anglo-Saxons and Scots
- Anglo-Saxon and Viking struggle for power
- Local History Struggle
- Study beyond 1066
- Ancient Civilisations
- Ancient Greece
- Non-European Society

History Knowledge Organiser

Assessment in history

"...bring together learning that has taken place rather than bolted on at the end of a 'topic'" (Brown, Burnham. 2014, pp10)

End of Enquiry Tasks:

- Answer the Big Question .
- Make links between Substantive (historical knowledge) and Disciplinary Knowledge (how to think historically).
- Enable the children to shape historical arguments.
- Independent. (i.e. minimal teacher input!)
- Fun/Exciting/Creative!

Examples of End of Enquiry Tasks

Inclusive Practice in history

How can we help children to overcome barriers to learning in history?

https://scale.wp.worc.ac.uk/

SCALE

Key Vocabulary

- Substantive knowledge
- Substantive Concepts
- Disciplinary concepts (second order concepts)
- Enquiry
- Chronological Understanding
- Fingertip/sticky knowledge
- Diversity and Representation
- Decolonisation

Key Pedagogies and Theories

What is Enquiry-Based Learning (EBL) in history?

- Exploring and evaluating the use of EBL in history.
- Embedding enquiry questions
- Structuring historical enquiry

  - Asking/forming an historical question;
  - Searching for evidence;
  - Examining evidence;
  - Recording evidence;
  - Interpretation and comparison of different sources;
  - Synthesis of historical argument – what can we conclude from what we have and why?

  (Dixon and Hales, 2014, pp19)

Creativity in History.

"There is no history of mankind. There is only an indefinite number of histories of all kinds of aspects of human life." (Karl Popper, 1945)

- Exploring creative approaches whilst maintaining the uniqueness of history.

Key Aspects of Creativity

Asking Questions – "taking time to reflect, being curious, recognising, identifying, accepting problems."
" identifying and asking open questions to investigate problems, which may raise new questions"

Possibility Thinking – Open mindedness.

Imagination – essential for creative thinking. "It is a thought process that establishes a new idea – seeing other possibilities."

Risk Taking – "to consider surprises rather than expect what may be predictable."

Collaboration – using communication to foster creativity.

Reaching conclusions? – do we need an end goal to be creative?

Knowledge – Creativity is not knowledge-free.

Cooper, H (ed.) (2 Edition 2017) Teaching History Creatively, London: Routledge.

Subject:	Geography
Completed by:	Jacquie Hine
Statement of Intent:	Trainees are entitled to develop their knowledge, skills and understanding in geography. They explore subject specific pedagogies to be able to plan and deliver a carefully sequenced and coherent primary geography curriculum. Trainees will gain a knowledge and understanding of the principles of geography and how to teach them, the objectives for teaching geography from the National Curriculum/EYFS and additional frameworks for teaching geography e.g., the UN Sustainable Development Goals, Eco Schools and the Geography Quality Mark. Trainees will develop skills in planning and assessing geography, teaching geography through creative approaches such as enquiry are balanced with sessions including field work, map skills, the teaching of distant places and natural disasters, which enables them to motivate pupils and teach effectively. Trainees will be encouraged to think creatively and critically within a subject through discussions with expert colleagues.
Building **Enriching** **Thriving**	**How the content is sequenced:** • An introduction to geography in relation to the EYFS/NC; development of personal values in connection to geography and how these relate to the NC/EYFS. Developing geographical understanding and language using satellite maps. • Developing a sense of place, space and scale through the use of stories in geography. • Teaching about human geography through the analysis of global citizenship (with a focus on diversity and inclusion) and continuous professional development specific to geography. • An introduction to the Sustainable Development Goals (SDGs) and how human and physical geography influences the targets set by the United Nations. • Use of the flipped learning pedagogic approach to link objectives from the national curriculum for a range of learners to the SDGs and the Eco Schools framework to plan an eco-club session that considers past session on global citizen ship and sustainable development. • Enquiry based geography- an examination of the enquiry cycle and its theoretical underpinning to support the teaching of fieldwork in geography. ❖ **Links to the CCF:** Standard 3 **Key Research/Reading:** ⇒ Gardner, D., Lambert, D. and Swift, D. (2007) 'The changes ahead', *Teaching Geography*, 32(1), pp. 9-10. • Trainees will learn how case studies can help to teach about distant places. They will learn how to recognise and challenge misconceptions and stereotypes about a distant place. This will be done through a lens of the interrelationship of human and physical geography. • Increasing awareness of diversity and inclusion through teaching geography with the use of photographs. • Using Philosophy for children to teach about global issues. • Using tabletop/ silent debate to teach deforestation in the Amazon. • Fieldwork, progression, and environmental education • The teaching natural disasters through mysteries combining enquiry and storytelling pedagogy. ❖ **Links to the CCF:** Standard 4 **Key Research/Reading:** ⇒ Catling, S. and Willy, T. (2018) 'Planning Primary Geography Teaching' in Catling, S. and Willy, T. (eds) *Understanding and Teaching Primary Geography.* London: Sage.
UW Curriculum Links P C A IDG	

GEOGRAPHY OBSERVATION GUIDANCE

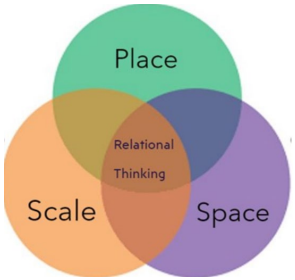
Please consider the following prompts to help highlight strengths and areas of development related to practice observed.

- Language and talk
- Is key geographical vocabulary modelled by the teacher and used by the children?
- Is questioning encouraged through the lines of What, Why, When, Where and How?
- Planning
- Is appropriate reference made to EYFS/N.C?
- Has the planning been adapted appropriately to take account of the needs of specific learners? Have misconceptions been addressed and opportunities used to deepen knowledge and understanding of geographical principles e.g. migration/ knowledge of a place?
- Is there development in the progression and depth of response to geographical questioning and enquiry? Has the trainee built on prior knowledge of pupils?
- Are trainees looking for links to CCF/ UW curriculum when delivering geography teaching including links to Global Citizenship and Diversity and inclusion?
- Is there consideration of Place, Space, Scale and relational thinking specifically connected to geography? (Works by David Lambert can be used as a reference point if needed)
- Are trainees aware of what the children have learnt in the lesson, and have they considered next steps for progressing geographical skills?
- Progression of Learning
- Are pupils aware they are learning geographical skills and content?
- Are pupils able to articulate that they are in a Geography focussed lesson?

Geography
Knowledge Organiser

National Curriculum

Key Ideas for effective geography are underpinned by: Lambert



- Developing contextual Knowledge (relational and environmental thinking)
- Understanding processes that give rise to human and physical features
- Competence in geographical skills (including fieldwork) to collect, interpret and communicate geographical information

This is enhanced by recognising Powerful Knowledge and the impact of E.D. Hirsch.

(Informed by Lambert, Young and Roberts)

1. What is 'powerful knowledge'?

Absolutist ('traditional') view of knowledge	Social constructivist view of knowledge
Fixed; to be transmitted.	Dynamic; reflects power relations of society.

Powerful knowledge (social realism)

- Michael Young (formerly a social constructivist).
- Knowledge can be ascribed a value by society due to the *processes* of knowledge-making and knowledge claims.
- Knowledge offers explanatory power or can allow new ways of thinking about the world.
- Knowledge is dynamic and open to challenge.
- Access to knowledge – social justice.

1. An argument for a subject-based curriculum | **2. Principles for designing a geography curriculum**

Assessment in Geography

Monitoring progress at different timescales

Scale/focus	Practice, e.g.:	Progress and standards
Short term: day to day	AfL classroom practice, e.g. questioning, formative feedback/response etc	Evident in teaching and learning, in pupils' ongoing work, response to feedback etc
Frequent: basic knowledge/skills	Short test, identified piece of homework More in-depth marking	Progress check (confidence vs concern?) – can give you a number
Half/Termly: conceptual, procedural knowledge	Short research task, problem-solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment	Criterion marking and feedback linked to pitch/age- related expectations
Long term: Year/Key Stage: substantial, conceptual development	A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing learning together ©GA 2014	As above, plus opportunity to develop portfolio of geog work exemplifying & sharing standards and illustrating progress.

Underpinned by key findings about assessment for high quality geography Geographical Association Assessing-progress

Inclusive Practice in Geography

Follows the principles of Inclusion by Design (IBD) across the pedagogy including AfL. what-is-inclusive-design-principles-and-examples/

Includes creative pedagogies to model varied ways of teaching geography e.g. P4C, mysteries and silent debate.

Key Vocabulary

- Place
- Space
- Scale
- Relational/ critical thinking
- Environment
- Field work
- Geographical information systems
- Sustainability
- Powerful knowledge

Key Pedagogies and Theories

Geographical theory:

Lambert: Lambert, D. Teaching Geography Spring 2007, pp 9-10 *Included because of its pre-eminence and significance in developing the OFSTED research review.*

Scoffham, S. 2022 Sustainability Education: A classroom guide, Routledge, London

and

2017, Teaching geography creatively, Second edn, Routledge, London.

Lambert and Young

Dolan, A. (2022) Teaching climate change in primary schools: an interdisciplinary approach. London: Routledge

Dolan, A.M. (2020) Powerful Primary Geography: a toolkit for 21st Century Learning London: London: Routledge

Educational theory:

Vygotsky- Social Constructivism/ Social realism

Dewey – Learning through play/ discovery learning

Rosenshine- Principles of instruction

Key Pedagogy:

P4C- links to Dewey, lambert and Young

Mysteries- Lambert, Young, Scoffham and Dewey

Silent Debate – Scoffham, Dolan and Vygotsky

Subject:	Languages
Completed by:	Genea Alexander and Katie Mayne
Statement of Intent:	Trainee teachers are inspired and supported to value, plan and deliver a purposeful, high-quality primary languages curriculum that captures both the uniqueness and connectedness of the subject and celebrates the opportunities it offers learners. Through engagement with a carefully sequenced and ambitious curriculum underpinned by relevant literature, trainee teachers develop a coherent knowledge and understanding of languages pedagogy and curriculum. Trainee teachers are encouraged to think creatively and critically to support them in making effective, confident and informed decisions about high-quality, inclusive teaching, enabling them to promote curiosity, motivate and inspire all pupils, connecting them to the wider world as they learn and make progress.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** ***Pedagogy and Curriculum sessions:*** **Language Teaching and Learning:** • To identify the requirements of the national curriculum in England: languages programmes of study • To develop curriculum and pedagogical knowledge • To reflect on language teaching and learning perspectives **Phonics:** • To explore practical ideas and resources • To progress curriculum and pedagogical knowledge to support effective planning • To reflect on language teaching and learning perspectives **Vocabulary and Grammar:** • To explore practical ideas and resources • To advance curriculum and pedagogical knowledge to support effective planning • To reflect on language teaching and learning perspectives ***Language sessions:*** • To develop subject knowledge to support effective teaching • To practise and apply language skills • To reflect on language teaching and learning ❖ **Links to the CCF: Standards 3, 4, 5 and 8** **Key Research/Reading:** ⇒ Department for Education (2013) *National curriculum in England: languages programmes of study - key stage 2.* Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study ⇒ Research in Primary Languages (RiPL). *Research.* Available at: https://ripl.uk/research ⇒ 'Pillars of progression in the curriculum: phonics, vocabulary, grammar' in Ofsted (2021) *Research review series: languages*. Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages ⇒ Adeniji, W. and Park, J. (2022) *Tried and Tested – The ultimate guide to teaching primary languages*. Woodbridge: John Catt Educational Ltd. ***Pedagogy and Curriculum sessions:*** **Sequences of Learning:** • To advance curriculum and pedagogical knowledge • To reflect on the features of a carefully structured and sequenced curriculum that enables progression for all • To evaluate approaches to assessment and feedback **Creative Resources:** • To advance curriculum and pedagogical knowledge • To explore practical ideas and resources • To develop knowledge of progression for all **Curriculum Design:** • To apply curriculum and pedagogical knowledge • To evaluate practical ideas and resources • To develop high-quality and creative sequences of learning as part of a broad and balanced curriculum ***Language sessions:*** • To develop subject knowledge to support effective teaching

	• To practise and apply language skills • To reflect on language teaching and learning ❖ **Links to the CCF:** Standards 1, 3, 4, 5 and 6 **Key Research/Reading:** ⇒ Ambrossi, P. and Constant-Shepherd, D. (2018) *Mastering Primary Languages.* London: Bloomsbury Publishing Plc. ⇒ Christie, C. (2019) 'Creative approaches to promoting target language use in the primary classroom', in Hood, P. (ed.) *Teaching Languages Creatively*. Oxon: Routledge, pp. 28-46 ⇒ 'Planned and purposeful progression in the curriculum: from novice to expert learner' in Ofsted (2021) *Research review series: languages*. Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages
UW Curriculum Links PB P C A CT IDG	

LANGUAGES OBSERVATION GUIDANCE

'… unlocking the world and its cultures'

Ofsted (2021)

'Since there are a variety of ways that schools can construct and teach a high-quality languages curriculum, it is important to recognise that there is no single way of achieving high-quality languages education.'

Ofsted (2021)

Reflect on the following questions to support professional practice.

1) Are plans carefully structured and sequenced to build systematically on

prior learning, enabling purposeful progression for all?

2) Are there opportunities for:

explicit teaching

intentional learning

meaningful assessment?

3) Do plans include clear links to: National curriculum in England: languages programmes of study - key stage 2 (DfE, 2013)?

4) Are there opportunities for pupils to:

be inspired, motivated, challenged and experience creativity?

be exposed to carefully planned and tailored use of the target language that builds

systematically on prior knowledge?

make connections between phonics, vocabulary and grammar as part of their learning?

develop listening and reading (comprehending language) and speaking and writing

(producing language) abilities over time?

practise, use and revisit language, including in different contexts?

demonstrate their knowledge, skills and understanding?

engage with carefully chosen resources?

develop cultural awareness and deepen their understanding of the world?

feel successful in their learning and know how to make progress?

5) Are assessment approaches valid, meaningful and aligned to a carefully structured and sequenced curriculum?

6) Are there opportunities for pupils to engage with salient, focused and clear feedback?

7) How does assessment impact on planning, teaching and learning?

References, acknowledgements and further reading:

Ambrossi, P. and Constant-Shepherd, D. (2018) Mastering Primary Languages. London: Bloomsbury Publishing Plc. Department for Education (2011) Teachers' Standards. Available at: https://www.gov.uk/government/publications/teachers-standards

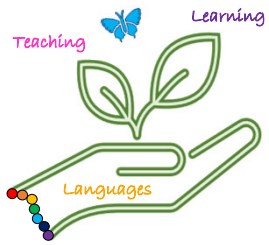
Department for Education (2013) National curriculum in England: languages programmes of study - key stage 2. Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study Department for Education (2019) ITT Core Content Framework. Available at: https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

Ofsted (2021) Research review series: languages. Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages

Pachler, N. and Broady, E. (eds.) (2022) 'Special Issue: The OFSTED Curriculum Research Review for languages: what the research says and implications for policy and practice', Language Learning Journal, 50(2), pp. 135-272. Available at: https://www-tandfonline-com.apollo.worc.ac.uk/toc/rllj20/50/2?nav=tocList

Languages Knowledge Organiser

'… unlocking the world and its cultures' Ofsted (2021)



National Curriculum

A purposeful, high-quality primary languages curriculum

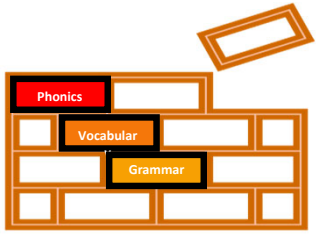
'Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.'

Department for Education (2013)

Modern languages: practical communication
Ancient languages: linguistic foundation for reading comprehension and an appreciation of classical civilisation

Exploring practical ideas and resources

Phonics, vocabulary and grammar



'Curriculum planning of vocabulary, grammar and phonic knowledge and progression should go hand in hand, as they are all related and connected.'

4 Modalities

Listening | Reading | Speaking | Writing

Listening and reading (comprehending language)
Speaking and writing (producing language)

Ofsted (2021)

Assessment in Languages

Impact on planning, teaching and learning.

Assessment
valid
meaningful
aligned

Feedback
salient
focused
clear

Inclusive Practice in Languages

Curriculum Plans

- carefully structured and sequenced
- build systematically on prior learning
- enable purposeful progression for all

Key Vocabulary

• Phonics • Vocabulary • Grammar	• Pronunciation • Intonation • Meaning	• Culture • Listening • Reading	• Speaking • Writing • Sequence

References, Acknowledgements and Further Reading

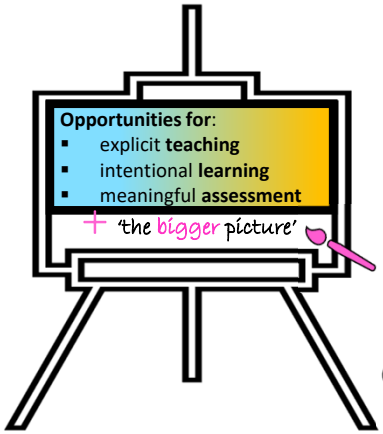
Ambrossi, P. and Constant-Shepherd, D. (2018) *Mastering Primary Languages.* London: Bloomsbury Publishing Plc.
Department for Education (2013) *National curriculum in England: languages programmes of study - key stage 2.* Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study
Mitchell, R., Myles, F. and Marsden, E. (2019) *Second language learning theories.* Fourth Edition. London: Routledge
Ofsted (2021) *Research review series: languages.* Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages
Pachler, N. and Broady, E. (eds.) (2022) 'Special Issue: The OFSTED Curriculum Research Review for languages: what the research says and implications for policy and practice', *Language Learning Journal*, 50(2), pp. 135-272. Available at: https://www-tandfonline-com.apollo.worc.ac.uk/toc/rllj20/50/2?nav=tocList
Research in Primary Languages (RiPL). *Research.* Available at: https://ripl.uk/research/

Key Pedagogies and Theories

High-quality languages education

'Since there are a variety of ways that schools can construct and teach a high-quality languages curriculum, it is important to recognise that there is no single way of achieving high-quality languages education.' Ofsted (2021)

A world of opportunity



The Association for Language Learning (ALL)
https://www.all-languages.org.uk/

Subject:	Art, Craft and Design
Completed by:	Kaytie Holdstock
Statement of Intent:	The University of Worcester curriculum for art and design aims to give trainees the skills they need to inspire authentic creativity in primary school. They will learn how to give children starting points from which to develop their own, individual journeys, learning the practical, disciplinary and theoretical skills of the art curriculum along the way. Our trainees will consider the place of the art curriculum through lenses of diversity and inclusion and recognise the importance of the visual arts in the development of children's mental health.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • What is Primary Art? An introduction to the EYFS, National Curriculum and the visual elements that underpin the subject (line, shape, colour, pattern, texture, form and space.) • Drawing and Mark Making. • Painting and Colour. • Working in 3 Dimensions (Sculpture, ceramics, installation/site specific, craft). • Printing • Developing other art specialisms (photography, collage, printing, digital/graphics). • **Links to the CCF:** Standard 3 **Key Research/Reading:** • Eisner, E. (2006) *Ten lessons the arts teach*. Available at: https://www2.gvsu.edu/hipshean/resources/Ten%20LessonsArts.pdf (Accessed 27 February 2022). • Gibbs, J. (2021) *A webinar from the East Midlands Region – art and design curriculum*. Available at: https://www.youtube.com/watch?v=cFKzGpWcwFg (Accessed 27 February 2022). • Ofsted (2023) Research Review Series: Art and Design. Available at: https://www.gov.uk/government/publications/research-review-series-art-and-design/research-review-series-art-and-design. (Accessed 30 June 2023) In the enriching phase, trainees are taught to plan and assess inclusive sequences of learning in art and design, using different methods to encourage diverse outcomes for all children. Trainees are also taught how to break the artistic process into small steps so that children have opportunity to develop automaticity in the skills they need to become confident, authentic artists. • Curriculum • Pedagogy • Planning • Assessment • Diversity and Inclusion • Pulling it all together • **Links to the CCF:** Standards 4, 5 and 6
UW Curriculum Links PB BM P C A CT IDG RW	**Key Research/Reading:** • Jump, K. (2019) *Principles and techniques that underpin art teaching*. Available at: https://impact.chartered.college/article/principles-and-techniques-underpin-art-teaching (Accessed on: 18 December 2021). • Ogier, S. (2017) *Teaching Primary Art*. London: Sage Publications.

ART, CRAFT AND DESIGN (ACD) OBSERVATION GUIDANCE

Art lessons should form part of a sequence where children explore, develop ideas, try new things and arrive at something new. This process should be evident in their sketchbooks.

Within the sequence:

Are children developing their **PRACTICAL** understanding of art, craft and design?

- Are the children using technical artistic language e.g) the 7 elements of art?

(colour, line, shape, form, space, pattern and texture)

- Is it clear which artistic specialism is being developed?

(Drawing, painting, sculpture, ceramics, photography, printing, collage, graphics, site-specific art, textiles, design, craft)

- Are children being given opportunities to practice and perfect their skills before applying them to more divergent tasks?

Are children developing their **THEORETICAL** understanding of art, craft and design?

- Are children being inspired by a diverse range of art and artists?
- Do children understand where these artists fit into the history of art?
- Do children have an understanding of what has come before in the discipline they are exploring?

Are children developing their **DISCIPLINARY** understanding of art, craft and design?

- Are they exploring the multiple ways that art can exist e.g) that "drawing" can mean many things.
- Are the children expressing opinions and making comparisons with the art they are engaging with?
- Is there opportunity for children to make links between the artists they are studying and others that they know?
- Are children encouraged to engage in "big questions" of art?

Are children being given the opportunity to become:

FLUENT (practice makes perfect!)

EXPERIMENTAL (by trying out new ideas)

AUTHENTIC (by expressing their own feelings and understanding of a subject or topic)

ASSESSMENT

Development of ideas should be evident in sketchbooks. Children should be encouraged to demonstrate their artistic thinking through their own annotations and self-assessment.

The children's outcomes should demonstrate **DIVERSITY OF RESPONSE**

Art, Craft & Design Knowledge Organiser

National Curriculum

"A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own work"

KS1	KS2
*Draw, paint and sculpt *Understand the elements of art *Be inspired by the work of a range of artists, makers and designers	*Use sketchbooks to develop ideas *Develop mastery of techniques *Develop an understanding of art that has come before

"Have the confidence to celebrate the places where pupils diverge from the task as this is a sign that they are owning their learning"

(AccessArt, 2022)

The 7 Elements of Art	
Colour	Yayoi Kusama:Claude Monet
(tone)	Maurits Escher:Kenturah Davis
Pattern	Keith Haring:Anni Albers
Texture	Gerard Lovell:Anselm Keifer
Line	Jackson Pollock:Zaha Hadid
Shape	Hilda af Klint:Wassily Kandinsky
Form	Barbara Hepworth:Yinka Ilori
Space	Piet Mondian:Kara Walker

"Teachers of the arts encourage DIVERSITY of response"

(Eisner, 2006)

Assessment in Art, Craft & Design

Collect evidence of:

Curiosity, Persistence, Imagination
Collaboration and Discipline

Spencer et al (2012)

This could be through:

Children's annotations, photographs, peer / self-assessment, and evaluations

Teachers should not write in children's sketchbooks – they are a personal journal of artistic thinking.

Inclusive Practice in Art, Craft & Design

Inclusion in ACD

- ★ Check for understanding
- ★ Encourage individuality
- ★ Break down instructions
- ★ Display key vocab
- ★ Organise equipment to allow independence
- ★ Give options of tools, scale, and materials
- ★ Allow autonomy of material and subject matter
- ★ Provide examples that demonstrate a breadth of art and artists

CHOOSE A DIVERSE RANGE OF ART AND ARTISTS – EVERY CHILD SHOULD SEE THEMSELVES REPRESENTED IN YOUR ART CURRICULUM

Key Vocabulary

- Abstraction
- Realism
- Composition
- Perspective
- Symbolism
- Figurative
- Contemporary
- Complimentary
- Contrast
- Primary / Secondary colours

Key Pedagogies and Theories

Children should be:

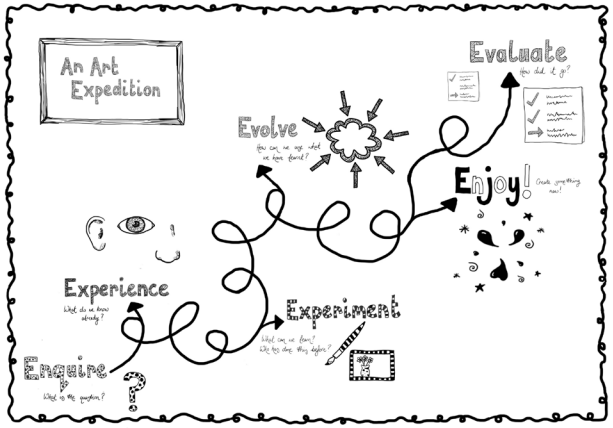
FLUENT, EXPERIMENTAL, AUTHENTIC

…and understand these domains of art:

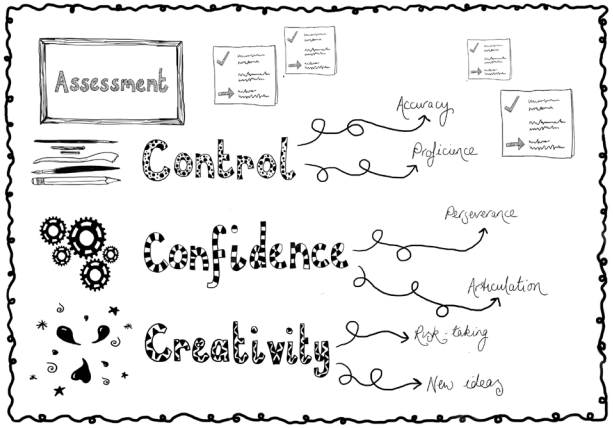
Practical – Skills for making
Theoretical – Art History
Disciplinary – Big questions of art

Ofsted (2023)

PLANNING A SEQUENCE OF LEARNING:



THINK ABOUT WHAT YOU ARE ASSESSING:



Join in!
Model creative thinking
Encourage and Inspire
Go on the journey together!

Subject:	Design and Technology
Completed by:	Lorna Williams & Gerard Doyle
Statement of Intent:	Trainees will develop knowledge, skills and understanding in DT whilst exploring subject specific pedagogies. This will support the planning and delivery of a carefully sequenced, purposeful, and coherent primary DT curriculum. Specialist tutors and colleagues design, develop and review the ambitious DT curriculum based on up-to-date research. Trainees will gain a coherent knowledge and understanding of the principles of DT and the iterative design process through the research, design, make and evaluate sequence. Trainees will develop technical skills in materials, textiles, structures, and cooking and nutrition, enabling them to motivate pupils and teach effectively in their classroom practice. Trainees will think creatively and critically within a subject through discussions with expert colleagues.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Introduction to DT in relation to the EYFS/NC. • Introduction to the iterative design process. • Principles and strategies to teach the research, design, make, and evaluate sequence of learning. • Subject skills and technical knowledge in materials (Pneumatics), food technology (Pizza, Nutritional information & packaging), textiles (Puppets), and structures (Moving pictures). • Research ways in which DT has shaped our world (diversity and inclusion, e.g., female impact in DT). • Planning DT 'big ideas' following the research, design, make and evaluate sequence of learning, sharing these with expert colleagues and peers. ❖ **Links to the CCF:** Standards 2 and 3 **Key Research/Reading:** ⇒ Flinn, E & Patel, S. (2016) *The Really Useful Design and Technology Book.* Abingdon: Routledge. ⇒ Design And Technology Association (DATA) 'Primary Design and Technology' • Deepen understanding of DT - EYFS/NC. • Develop high-quality medium-term plans reflecting the research, design, make and evaluate sequence of learning. • Apply the iterative design process; enhancing subject skills and technical knowledge in materials (Light up faces, Fridge magnets), cooking & nutrition (Stir fry & Packaging), textiles (bunting) and structures (Thinking Outside the Box). • Explore wider contemporary issues in DT: classroom management, assessment, risk assessment, resourcing, subject coordinator roles, meeting the diverse needs of the learner and promoting inclusivity, EAL and SEND. • Plan a DT medium term plan following the research, design, make and evaluate sequence of learning, applying the iterative design process, sharing with expert colleagues and peers. ❖ **Links to the CCF:** Standards 4, 5 and 7 **Key Research/Reading:** ⇒ Benson, C. & Lawson, S. (2017) *Teaching Design and Technology Creatively.* Abingdon: Routledge. ⇒ Design And Technology Association (DATA) 'Design and Technology Progression Framework – KS1 and KS2' [Online] Available at: https://www.data.org.uk/media/1462/clickable-progression-framework-ks1-2.pdf (Accessed 22 February 2022).
UW Curriculum Links PB BM P C A CT IDG	

DESIGN AND TECHNOLOGY (DT) OBSERVATION GUIDANCE

Does the lesson cover one of the following within the DT sequence of learning?

- Research
- Design
- Make
- Evaluate

Does the lesson give the opportunity for children to explore any of the principles of design?

- User (who is it for?)
- Purpose (what is it for?)
- Functionality (how will it work?)
- Design decisions (what informed choices will be made?)
- Innovation (is the design original?)
- Authenticity (is it real, believable and can it be evaluated?)

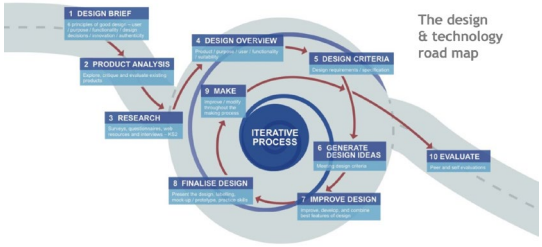
Are there opportunities for the development of ideas, as well as making iterations?

Is there clear opportunity to explore and develop technical knowledge and skills within the DT lesson/sequence of learning as it develops?

Does the DT lesson/sequence of learning allow the opportunity to design and make purposeful and functional products that can be tested against a design criteria?

Design and Technology Knowledge Organiser

National Curriculum



Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an *ITERATIVE PROCESS* of designing and making.

Aims:

- Develop creative, practical & technical expertise
- Build & apply a repertoire of knowledge, understanding & skills
- Critique, evaluate & tests own & others' ideas & products
- Understand & apply the principles of nutrition & learn how to cook

DESIGN - Engage with and research ideas & products to inform designs

MAKE - Select tools, equipment, components & materials for aesthetics & increasing accuracy

EVALUATE - Investigate & analyse ideas and products against design criteria; understand how key events and individuals in design & technology have helped shape the world

TECHNICAL KNOWLEDGE - Secure structures, programming, mechanical & electrical systems

Assessment in Design and Technology

Focus on Design: understanding of contexts, users, and purposes; developing, modelling, and communicating ideas; researching relevant products and ideas

Focus on Make: capacity to plan for the use of appropriate tools, materials, and equipment; realisation of relevant practical skills and techniques - with accuracy

Focus on Evaluate: quality of communication in thinking about own ideas and products; consideration of others' views and, the intended product-user and purpose

Inclusive Practice in Design and Technology

Avoid a rigid approach curriculum design and delivery

Employ a variety of recording methods for designing, planning, and evaluating

Consider adaptation and adjustments for the child's access to the curriculum and their knowledge & skill development

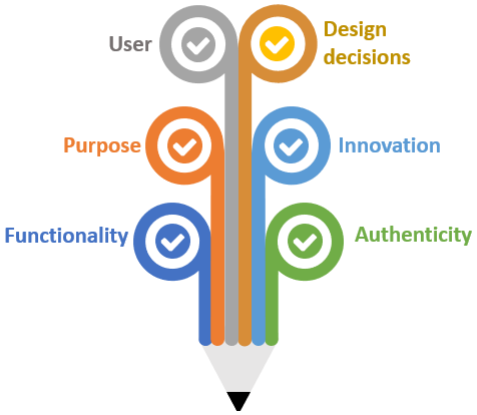
Encourage children to work as independently as possible

Key Vocabulary

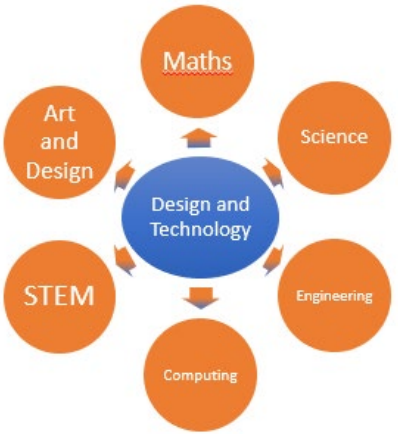
function, mechanism, design, equipment, join, draw, practical, template, tool, cut, shape, material, develop, programme, mock-up, textile, build, cooking, evaluate, finish, recipe, ingredient, model, make, product, construct, structure

Key Pedagogies and Theories

The 6 principles of good quality design projects



Design and Technology gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products…it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.



Design and technology along with the other STEM subjects present the ideal context for development of a wide range of knowledge, understanding and skills

Subject:	Computing
Completed by:	Dan Whittaker (lead), Fran Dockerty
Statement of Intent:	Within our computing curriculum, we aim to equip our trainees with computing teaching competence and confidence so they are able to teach their own pupils successfully. A key part of the computing national curriculum is the 'computer science' strand (BERRY REF) which incorporates the fundamental concepts of coding, coding for a purpose and computational thinking. Trainee teachers traditionally arrive into initial teacher training with a low concept of their computing knowledge and confidence for this strong. As a result, we wish to empower trainees and their pupils by providing them with this computing content knowledge in a way that develops their confidence. We aim to embed this content knowledge within computing-specific pedagogical considerations and approaches so our trainees can critically appraise both traditional and cutting-edge teaching approaches so they are best able to support their own pupils.

Building
 
Enriching
 
Thriving
 	
UW Curriculum Links
PB
P
C
A
CT
IDG
RW
	How the content is sequenced:
	• Exploring the computing national curriculum, including (Berry, 2013):
	  ○ How it can be split into 'computer science' (CS), 'information technology' (IT) and 'digital literacy' (DL).
	  ○ The phase-specific expectations of computing teaching and learning.
	• Key subject knowledge, particularly relating to the computer science strand.
	• Computing subject knowledge in various pedagogical approaches so the students can begin to deconstruct and identify effective practice in context. For example:
	  ○ Teaching algorithms using unplugged approaches.
	  ○ Teaching computational thinking and coding concepts using UMC (Lytle *et al*, 2019) – use, modify, create – and PRIMM (Sentance *et al*, 2019) – predict, run, investigate, modify, make.
	• Begin to consider the various barriers for learning in computing, including considerations of children SEND and EAL.
	• Explore general and computing specific research – including cutting edge evidence-based practice – and its implications to practice, including:
	  ○ Cognitive Load Theory (Shibli and West, 2018)
	  ○ Rosenshine's principles of instruction (Rosenshine, 2012)
	  ○ PRIMM (Sentance *et al*, 2019), UMC (Lytle *et al*, 2019)
	  ○ Semantic waves (Raspberry Pi, 2021)
	❖ **Links to the CCF:** Standards 2, 3 and 4
	Key Research/Reading:
	⇒ Berry, M., (2013) *Computing in the national curriculum. A guide for primary teachers*. Computing at school. Available at: https://www.computingatschool.org.uk/teaching-resources/2014/september/computing-in-the-national-curriculum-a-guide-for-primary-teachers (Accessed 20 July 2020).
	⇒ Lytle, N., Cateté, V., Boulden, D., Dong, Y., Houchins, J., Milliken, A., Isvik, A., Bounajim, D., Wiebe, E. and Barnes, T. (2019) 'Use, Modify, Create: Comparing Computational Thinking Lesson Progressions for STEM Classes' In *Proceedings of the 2019 ACM Conference on Innovation and Technology in Computer Science Education,* pp. 395-401.
	
	• Secure computing subject knowledge by application and critical evaluation, with a particular focus on individual pupil needs and using forms of assessment for learning.
	• Develop a repertoire of possible resources that may be used to support computing teaching and learning, including, for example:
	  ○ Various block-based coding applications (e.g Scratch, Kodu).
	  ○ Text-based coding applications (Rapid Router).
	  ○ Teaching enhanced learning tools (such as collaborative documents and the SAMR model (Hamilton *et al*, 2016)).
	• Critically evaluate teaching resources and pedagogical approaches to explore the suitability for children:
	  ○ Across ages and key stages
	  ○ With SEND, EAL and other potential barriers to learning.
	• Explore effective planning for computing, including deconstructing schemes of work and considering how we can adapt them for individual pupils needs.
	❖ **Links to the CCF:** Standards 2, 3, 4, 5, 6 and 8
	Key Research/Reading:
	⇒ Sentance, S., Waite, J., & Kallia, M. (2019) 'Teaching computer programming with PRIMM: a sociocultural perspective.' *Computer Science Education*. 29:2–3, pp. 136–176.

COMPUTING OBSERVATION GUIDANCE

Does the lesson cover one of these aspects of the computing curriculum (after CAS, 2013, p. 5)?

- **Computer Science (CS)**–the foundation

Creating logical algorithms/programs/instructions to complete a task, debugging (correcting) mistakes, understanding computer networks (e.g., the internet).

- **Information Technology (IT)** – the implementation

Use technology purposefully to create, organise, store, manipulate and retrieve digital content to accomplish given goals.

- **Digital Literacy (DL)** – the implication

Using technology safely, respectfully and responsibly to make the most of its opportunities while protecting yourself and others around you.

Are key vocabulary and key concepts explained or explicitly acknowledged throughout the lesson?

Where computing is often taught with a cross-curricular approach, which is taking a greater role (such as most time or cognitive resources): computing or the content/project/product? For example, if programming a history quiz game, is it the planning, creating or debugging the program or the history content that is taking up most time/cognitive resources?

Does the teacher explicitly address computing-specific concepts (such as sequencing or variables), or does this get lost while focusing on the project/product?

Can the teacher justify the software/hardware used or the choice of cross-curricular links?

Are safeguarding and online safety concerns identified and addressed? e.g., safe management of search engines to avoid inappropriate content or teaching pupils what to do if they witness cyberbullying.

References

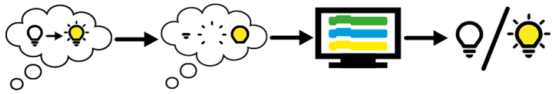
Computing at School (2013) Computing in the national curriculum: A guide for primary teachers. Available at: https:// www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf (Accessed: 24 March 2020).

Dan Whittaker, Fran Dockerty

Computing knowledge organiser

National curriculum

CS - Computer Science

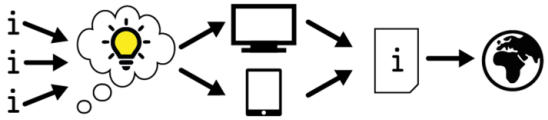


The core of computing is **computer science**, [...] the principles of **information** and **computation**, how digital systems work, and how to put this knowledge to use through **programming**.

National Curriculum
Computing Purpose of Study

Key applications: Scratch, Bee-bots, unplugged

IT - Information Technology



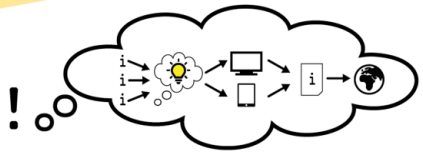
Building on this knowledge and understanding, pupils are equipped to use **information technology** to create **programs**, **systems** and a **range of content**.

National Curriculum
Computing Purpose of Study

DL - Digital Literacy

[...] pupils become **digitally literate** – able to **use**, and **express themselves** and **develop their ideas** through, information and communication technology – at a level suitable for the future workplace and as **active participants in a digital world**.

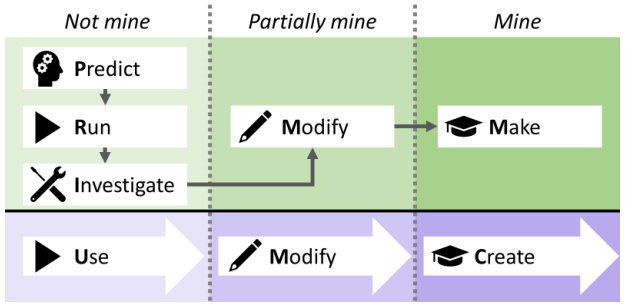
National Curriculum
Computing Purpose of Study



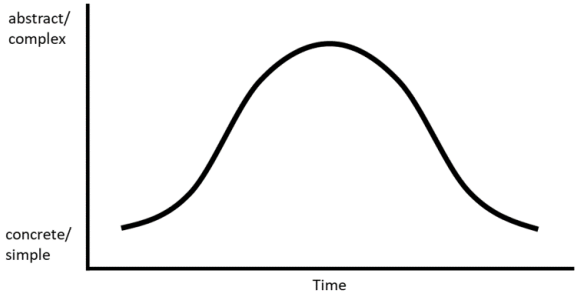
Key applications: Google Be Internet Awesome, KSCIE

Key Theories & Pedagogies

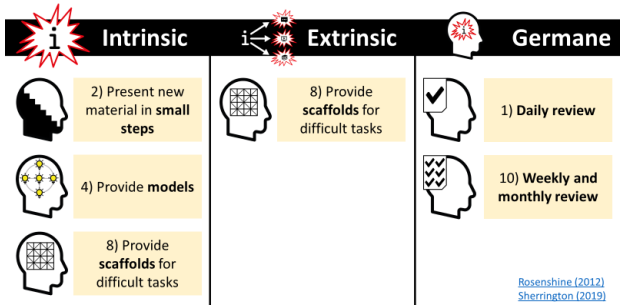
UMC vs PRIMM



Semantic waves

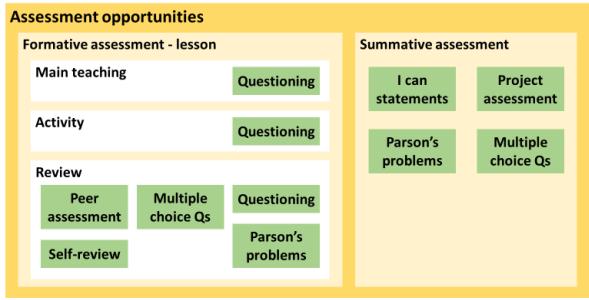


Rosenshine's Principles of Instruction



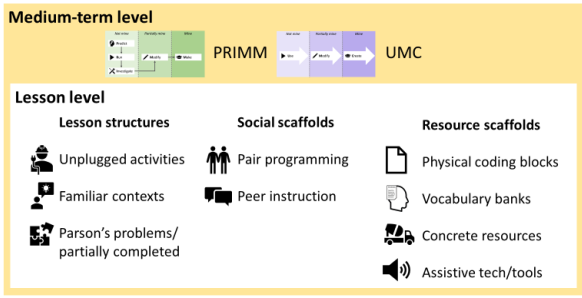
Assessment in computing

Assessment in computing



Inclusion in computing

Removing barriers in computing



Key vocabulary

algorithm, debug
block/text language
precise, unambiguous
software, hardware
digital literacy
technology enhanced learning
computational thinking
decomposition
abstraction
pattern recognition
input, output
selection, sequence, repetition, loop

Subject:	Music
Completed by:	Julie Sutton
Statement of Intent:	Trainees will develop subject specific knowledge, pedagogical skills and understanding to be able to plan and deliver carefully sequenced, purposeful and coherent music lessons. Specialist tutors and colleagues design, develop and review the ambitious Music curriculum based on up-to-date research. The music curriculum is so designed to develop trainees' confidence in understanding their own musical abilities and will equip them with a coherent knowledge and understanding to teach music effectively through the development of practical skills in composition, listening, appraising and performing. Progression is understood following the principle of the spiral curriculum through which the relationships between the inter-related dimensions and how they contribute to an overall performance are developed. Trainees will develop their musicality by thinking creatively and critically within Music and through discussions with expert colleagues.
Building **Enriching** **Thriving**	**How the content is sequenced:** • Introduction to the National Curriculum for Music and EYFS. • Developing an understanding of the inter-related dimensions through practical engagement. • Exploring strategies for composition, listening, appraising and performing. • Subject skills and technical knowledge in notation (graphic, rhythmic, pitch) and strategies for song teaching and learning. • Designing and evaluating music lesson plans with peers and expert colleagues. • Exploring wider contemporary issues through engagement in music history and music from around the world. • Classroom management, resourcing, consideration of cross-curricular links and adaptive practice. ❖ **Links to the CCF:** Standards 2, 3 and 7 **Key Research/Reading:** ⇒ Daubney, A. (2017) *Teaching Primary Music.* London: Sage. ⇒ DfE (2021) *Model Music Curriculum: Key Stages 1 to 2.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1__2_FINAL.pdf (Accessed 3 March 2022). • Enriching understanding of EYFS/ NC in Music through composition, listening, performing and appraising. • Consideration of inter-disciplinary topics and cross-curricular themes with music. • Developing high quality medium-term plans and evaluating sequences of learning with peers and expert colleagues. • Consideration of the importance of progression in music through assessment, recording and reporting. • Enhancing subject knowledge through further exploration of inter-related dimensions (musical structure, use of music technology, music from around the world). • Deepening understanding of wider contemporary issues in music through listening and appraising music from around the world and different historical periods; meeting the diverse needs of the learner and inclusive practice, resourcing and classroom management. ❖ **Links to the CCF:** Standards 4, 5, 6 and 7
UW Curriculum Links PB BM P C A CT IDG RW	**Key Research/Reading:** ⇒ Burnard, P. & Murphy, R. (2017) *Teaching Music Creatively.* Abingdon: Routledge. ⇒ Daubney, A. and Fautley, M. (2019) *ISM – The National Curriculum for Music; A revised framework for curriculum, pedagogy and assessment across Primary Music.* Available at: https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_Primary_2019_digital.PDF (Accessed 3 March 2022).

MUSIC OBSERVATION GUIDANCE

Does the lesson include:

Aspects of singing, performing, composing, listening and appraising

- A focus on developing at least one of the inter-related dimensions (duration [rhythm and pulse], pitch, structure, texture, timbre, dynamics, tempo)
- Practical engagement with musical sound
- Opportunities to develop pupils' musical responses

Has progression in musical learning been considered?

- Is there improvement in the quality, depth and breadth of pupils' musical responses?
- Are opportunities provided for pupils to discuss, refine and improve individual and group compositions and performances?
- Are pupils encouraged to develop their musicality through appropriate questioning?
- Are children encouraged to discuss musical responses using appropriate musical vocabulary?
- Has the lesson been appropriately adapted to take different needs and abilities into consideration?

Does planning appropriately reflect the relevant age phase?

- Is appropriate reference made to the EYFS / NC?
- Are the songs and related activities relevant to the age phase and do they actively encourage musical understanding?
- Are children encouraged to be active listeners, focusing on developing their musical understanding?

Assessment

Is opportunity provided throughout the lesson for:

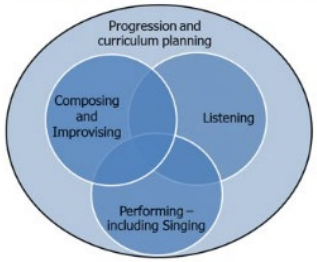
- Effective questioning which encourages children to make improvements to their musical responses?
- Individual, peer and group feedback resulting in refining and developing musical responses?
- Using music technology to record practical activity, listening, responding and refining to improve the quality of the response?

Recording through graphic, pictorial or standard notation?

Music Knowledge Organiser

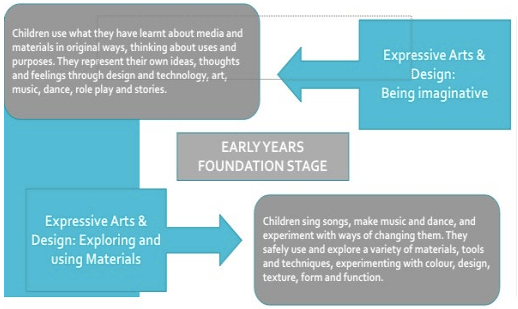
National Curriculum

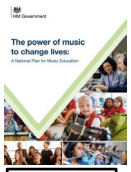
Key musical processes



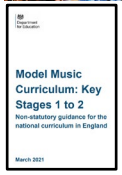
Aims of the National Curriculum for Music

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: **pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations**.





National Plan for Music Education DfE, 2022



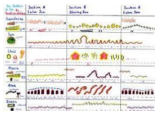
Model Music Curriculum, DfE, 2021

Assessment in Music

Formative Assessment is integral to all music practice.

Questioning | Feedback | Self Assessment | Peer Assessment

Assessment through Graphic scores / Pictorial representations / Recording and refining



ISM Assessment and Progression Framework for Music (Daubney & Fautley, 2019)

Inclusive Practice and Diverse Representation in Music

As Primary Educators, we can teach the evolution of music, rather than giving the children facts about people and sounds that seem unrelated.

We can show the children how to look behind the history books and find the influences, the gender, the race, the religion, the historical, geographical, sociological, psychological, technological and emotional context of the composer, genre and particular pieces of music in order to understand differences and celebrate similarities.

We can use our understanding of our own musical journeys to apply this to the National Curriculum and how we find the people behind the music as we learn about Music History, performance, composition and through active listening and appraisal of a variety of genres of music.

Key vocabulary and The Inter-related Dimensions of Music

Inter-related dimensions of Music-
Duration (Rhythm / Pulse)
Tempo
Pitch
Dynamics
Structure
Timbre
Texture

Beat, Pulse, perform, unison, structure, ostinato, composition, tuned, untuned, percussion, graphic score, notation, soundscapes, call and response, pentatonic scale, melody, harmony, drone and names of instruments.

Key Pedagogies and Theories

Our role is to show the children what makes music, how the interrelated dimensions of music evolve through finding relevance in the people behind the music and through purposeful integration of knowledge and skills.

The main strands of the Music National Curriculum (Singing, Performing, Composing [and Improvising], Listening and Appraising) are often interwoven, with the Music Curriculum being seen as a Spiral Curriculum, linking with the theorist Bruner.

Paynter | Kodaly

Music Theorists and Approaches

Dalcroze | Orff

Swanwick | Suzuki

- Development of our own unique musical timelines
- Practical exploration of Global Traditions in Music (including Western Music)
- Understanding of the History of Music
- Musical planning and progression
- Adaptive teaching strategies

Subject:	RE
Completed by:	Karen Bubb
Statement of Intent:	The intent for Religious Education (RE) on the PITE course at the University of Worcester is to ensure trainees are equipped with the subject knowledge, pedagogical skills and ability to plan, teach and assess inspiring RE across EYFS, KS1 and KS2. The curriculum demonstrates and encourages RE to be taught using engaging approaches alongside the other Foundation Subjects as part of a Broad and Balanced curriculum. Expert tutors ensure the RE curriculum content is current and ambitious based on up-to-date knowledge and research. The ambitious curriculum looks at local and global contentious issues whether they relate to religious or non-religious views.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Policy and frameworks in RE. • The RE curriculum in EYFS, Key Stage 1 and Key Stage 2. • Using a Locally Agreed Syllabus. • Using stories and artefacts. • Utilising a place of worship. • Planning for creative and meaningful RE. • Introduction to assessing RE. • Subject knowledge, based on the main religions taught in Primary Education (Introduction to Hinduism, Judaism, Buddhism, Christianity, Sikhism, Islam and Humanism). ❖ **Links to the CCF:** Standards 3, 4 and 6 **Key Research/Reading:** ⇒ McCreery, E., Palmer, S. and Voiels, V. (2017) *Teaching religious education: primary and early years.* Exeter: Learning Matters. ⇒ Teece, G. (2012) *The primary teacher's guide to religious education: key subject knowledge, background information, teaching tips.* Scholastic: Witney. • Pedagogy of RE. • Current RE practices in Primary education. • Long term planning and how to plan for progression in a sequence of learning. • Creative approaches to assessing RE. • Planning a places of worship visit / virtual visit. • Contentious issues in RE. • Subject knowledge based of the main religions taught within the primary curriculum (Hinduism, Judaism, Buddhism, Christianity, Sikhism, Islam and Humanism). ❖ **Links to the CCF:** Standards 2, 3, 4 and 6 **Key Research/Reading:** ⇒ McCreery, E, Palmer, S. and Voiels, V. (2017) *Teaching religious education: primary and early years.* Exeter: Learning Matters. ⇒ Webster, M. (2010) *Creative approaches to teaching primary RE.* Longman: Harlow. ⇒ Commission on Religious Education (2020) *FINAL REPORT. Religion and Worldviews: the way forward. A national plan for RE.* Available at: https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/ (Accessed 22 March 2022).
UW Curriculum Links PB P C A CT IDG	

RELIGIOUS EDUCATION (RE) OBSERVATION GUIDANCE

Good practice in planning:

- Use of a Locally Agreed Syllabus (LAS) or the school's RE curriculum
- Considered the sensitive nature of RE
- Acknowledged any children that may be withdrawn from RE
- Opportunities to develop subject knowledge, skills and communicate/express ideas
- Use of range of assessment opportunities

Good practice in the lesson:

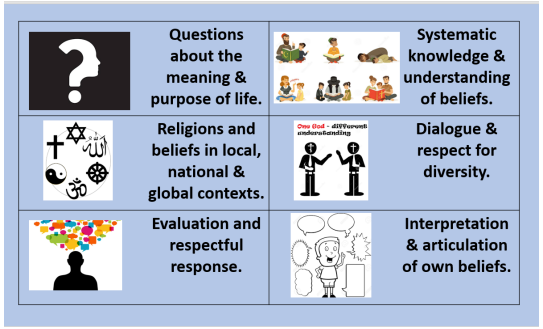
- Use of questions
- Address any misconceptions that may be offensive
- Practical element (use of artefacts, photos, videos etc.) to bring RE to life
- 'Real life' links, i.e., links to children's own beliefs, religions and values
- Opportunity for discussion to share views/own opinions in safe environment
- Links to other religions, beliefs and values

Religious Education Knowledge Organiser

Curriculum

Principal aim

Religious Education sits outside the DfE National Curriculum and is covered by local curriculum documents (e.g. Locally Agreed Syllabus). The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.



Substantive Knowledge:

EYFS

In the EYFS RE sits within PSED and Knowledge & Understanding of the World.

Developing a positive sense of themselves & others, & learning how to form positive and purposeful relationships.

Beginning to understand and value the differences of individuals & groups within their own community.

Children will have the opportunity to develop their emerging moral and cultural awareness.

Key Stage 1 and 2

Substantive knowledge is laid out in individual curriculum documents (e.g. Locally Agreed Syllabus). The UoW curriculum respects the following principles:

A Making sense of a range of religious and non-religious beliefs.

B Understanding the impact and significance of religious and non-religious beliefs.

C Making connections

Assessment in Religious Education

Can assess:

Knowledge, for example factual knowledge about Christian worship.

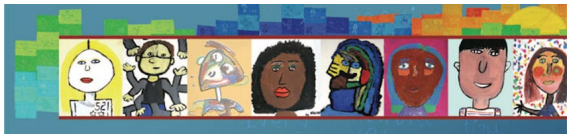
Understanding, for example of concepts such as belief, commitment, forgiveness. **Skills**, for example ability to interpret through drawing meaning from artefacts, works of art, texts, symbols.

Cannot assess:

How "religious" or "spiritual" a person is.

Levels of spiritual or moral development.

Inclusive Practice in Religious Education



Togetherness… Equality… Participation… Acceptance.

Opportunities for all learners to express their views. People of all faiths & no faith feel valued, respected and one of the team.

Follows principles of Inclusion by Design.

Key Vocabulary

- empathy
- expression
- communication
- tolerance
- faith
- respect
- reflection
- diversity
- values
- cooperation
- belonging
- beliefs
- community

Key Pedagogies and Theories

Phenomenology	Ninian Smart The "seven dimensions" of religion: ritual, practice, narrative, doctrinal, ethical, social and material.
Concept Cracking	Trevor Cooling Evaluating claims to truth by understanding the underlying concepts.
Critical Realism	Andy Wright Discovering and critiquing truth claims.
Human Development	Michael Grimmitt Development of spiritual understanding. Students are spiritual beings and this aspect of their self needs to be educated and developed.
Interpretive Approach	Robert Jackson Exploring and responding to individuals and their experiences of religion.
Spiritual Development	David Hay Experiences of religion and religious practice, using the senses and extensive use of role-play, drama, dance and other sensate activities.
Deconstruction-ism	Clive Erriker Understanding and deconstructing the world-views that religions propagate and building world-views of their own.
Contextualisat-ion	Liam Gearon Religious traditions as part of historic and current cultural and present day realities.

Subject:	PSHE/RSE
Completed by:	Victoria Pugh
Statement of Intent:	The PSHE ITE curriculum allows students to develop their subject knowledge, skills and understanding of key issues within PSHE education. Trainee teachers will explore the statutory relationships, sex and health education (RSHE) curriculum as well as the wider PSHE curriculum which includes living in the wider world, environmental sustainability, aspirations and financial education topics. Trainees will explore the use of a spiral curriculum which shows careful sequencing of lessons to ensure subject knowledge acquisition and progression. The UW PSHE curriculum is closely linked to current affairs, key issues in social justice and diversity and equality themes. Trainees are encouraged to develop confidence in teaching sensitive issues using a culturally responsive and trauma informed approach. The intent for the PSHE ITE programme is to support trainees to deliver meaningful, theory informed PSHE lessons which support the academic and holistic development of the pupils they teach.
Building **Enriching** **Thriving**	**How the content is sequenced:** • Legislation and statutory requirements of PSHE in schools. • Support Social Skills through PSHE education and how this links to behaviour management. • How to deal with controversial or sensitive issues in PSHE. • Working with parents and carers. ❖ **Links to the CCF:** Standards 3 and 7 **Key Research/Reading:** ⇒ Pugh, V. and Hughes, D. (2020) *Teaching personal, social, health and economic and relationships and sex education in primary schools: enhancing the whole curriculum.* London: Bloomsbury. ⇒ PSHE Association. Available at: https://pshe-association.org.uk/. • Relationships and Sex Education including LQBTQ+ whole school approach. • Global Sustainability and the Sustainable Development Goals. • Resilient friendships (planning and pastoral support). • Planning and Delivering Health Education and First Aid. • Assessment in PSHE. • The role of Financial Education and links to PP and socio-economic backgrounds. ❖ **Links to the CCF:** Standards 3, 4, 5 and 6 **Key Research/Reading:** ⇒ Mason, S. and Woolley, R. (2019) *Relationships and sex education 3-11: supporting children's development and well-being.* London: Bloomsbury.
UW Curriculum Links PB BM P C A IDG	

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) OBSERVATION GUIDANCE

Does the lesson cover one of the following aspects of PSHE education?

- Relationships Education (statutory)
- Health Education (statutory)
- Sex Education (non–statutory)
- Economic Education (non-statutory)
- Global and environmental Education (non-statutory)
- Citizenship Education (non-statutory)
- Has the lesson been linked to specific objectives taken from the DfE Relationships, Sex and Heath E ducation guidance (2019) or from the PSHE Association 'Living in the Wider World' objectives?
- Has the teacher co-created with or drawn pupils' attention to ground rules which must be followed during the lesson?
- Are there opportunities for pupils to discuss subject content, develop particular, new skills or devel op existing skills? How do they plan to progress this knowledge, or the skills developed in future lessons?
- Do pupils have the opportunity to voice their opinions or ideas in a range of ways? Do these strategies take into account the need for distancing from some topics which might be sensitive? These might include, graffiti walls, role play, journals, cartoon strips and scenarios.
- Is the teacher aware of any aspects of a pupil's life which may need to be taken into consideration prior to the session due to the sensitive/personal nature of a topic? E.g., talking about loss if a child's grandpare nt or loved one has recently died.
- Are PowerPoint images, language and topics shown, used or discussed inclusive and take into account diversity in relationships, body image, gender identity and race and culture?
- Has the teacher considered any "difficult" questions which might be raised within the session and ways in which they would deal with these?
- How has the teacher chosen to assess the content or skills learnt during the lesson? Is the assessment inclusive in nature and is it sensitive to the topic being respectful that some children may not want to share their ideas (e.g., if discussing what makes a friendship unhealthy some children may not wish to share this if th ey are experiencing unhealthy friendships or relationships within their own lives).
- Has the teacher shown a clear understanding, or can they talk about how they would deal with any disclosures which might be made within a PSHE lesson and how this links to the PSHE policy and Safeguarding?

PSHE
Knowledge Organiser

National Curriculum

PSHE is not part of the National curriculum, however Relationships and Health Education are STATUTORY for all primary schools.

PSHE (don't forget the economic !)

Relationships and Sex Education

Living in the Wider World

Health Education

R(S)HE within PSHE

ttps://tinyurl.com/wmeeokw

Schools should tailor their PSHE to reflect the needs of their pupils.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge & skills necessary to make safe & informed decisions.

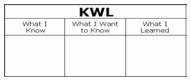
Implementing high quality PSHE Education

Assessment in PSHE

What might baseline assessments look like?

Draw and Write

Key Words cloud



KWL Grid

Reflective Journal

Graffiti Walls

Group discussion or recorded discussion

Inclusive Practice in PSHE

Key Strategies

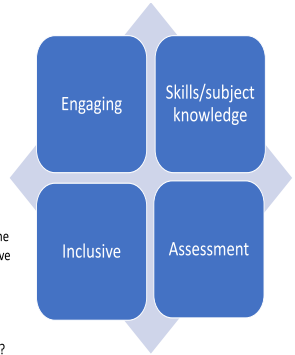
Images | Stories | Pupil Voice | Staff Training | Curriculum Review

Key Vocabulary

- Sex Education
- Living in the wider world
- Pupil Voice
- Safe Space
- Self - Awareness
- Empathy
- Puberty
- Health Education
- Personal, Social, Health and Economic Education
- Living in the wider world
- Relationships education

Key Pedagogies and Theories

Key Question
Resources
Video
Theme
Visiting Speaker
Creative



What skills or subject knowledge are they developing? How relevant are these to their lives?

Are pupils represented in the materials you have designed?
What resources might be useful?
How will pupils access resources?

What do they already know? How did you assess previous knowledge?
What do they need to know – how will you assess and record this?

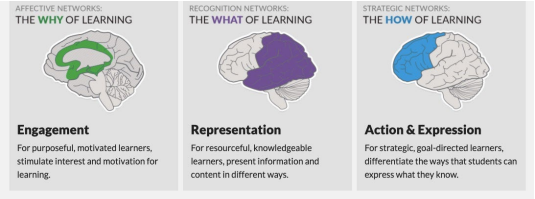
From – To grid showing shift in the role played by pupils in an active classroom environment

From:	To:
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Being 'spoon fed'	Taking responsibility for their own learning - reflective learners
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others
Learners of individual subjects	Connecting their learning

From – To grid showing shift in the role of the teacher in creating an active classroom environment

From:	To:
Teacher-centred classroom	Learner-centred classroom
Product-centred learning	Process-centred learning
Teacher as a 'transmitter of knowledge'	Teacher as an organiser of knowledge
Teacher as a 'doer' for children	Teachers as an 'enabler', facilitating pupils in their learning
Subject-specific focus	Holistic learning focus

These changes in the role of the teacher will inevitably result in transforming the role of pupils in the classroom.



UDL FRAMEWORK

Priority Area:	Behaviour
Completed by:	Andrew Taylor
Statement of Intent:	At the University of Worcester (UW) we aim to create teachers who are confident at managing behaviour and are equipped with a range of strategies and the skills to reflect on the effectiveness and impact of these strategies on the behaviour of the pupils they work with throughout their training and beyond. Behaviour management is not seen in isolation and is integrated into other subject areas. Trainees are clear that behaviour management is not only an integral part of their classroom practice but enables pupils to be a productive member of the wider school, local and global community. This creates learning environments that are safe and secure for pupils, allowing them to thrive and perform to the best of their ability.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Trainees understand the impact of their own behaviour on their teacher presence and pupil behaviour. • Trainees will develop the understanding of the importance of building positive relationships with the students that they teach. • Trainees know the importance of having clear expectations for pupils' behaviour that they communicate clearly. • This is in line with the responsibility and influence they have at this stage of their training. ❖ **Links to the CCF:** Standard 7 **Key Research/Reading:** ⇒ Paige, R., Lambert, S. and Geeson, R. (2020) *Building skills for effective primary teaching: a guide to your school-based training*. 2nd edn. London: Learning Matters. ⇒ Roffey, S. (2010) *Changing behaviour in schools: promoting positive relationships and wellbeing*. London: Sage. ⇒ Chaplain, R. (2016) *Teaching without disruption in the primary school: a practical approach to managing pupil behaviour*. 2nd edn. Abingdon: Routledge. • Behaviour management is viewed through the lens of meeting individual pupils needs and specific to the context. • Trainees develop an understanding that behaviour management strategies may need to be adapted to meet individual pupils' needs. • Trainees further develop a range of strategies through placement experience and the importance of clear expectations and how these are communicated to pupils. ❖ **Links to the CCF:** Standard 7 **Key Research/Reading:** ⇒ Brooks, R. and Adoption UK (Organization) (2020b) *The trauma and attachment-aware classroom: a practical guide to supporting children who have encountered trauma and adverse childhood experiences*. London: Jessica Kingsley Publishers. • Trainees identify how their values and beliefs shape the way they support the behaviour of pupils. • Trainees continue to develop and refine their use of behaviour management strategies including moving from intrinsic to extrinsic motivation. • Trainees reflect on the strategies they have seen and used and the underpinning research/theory and can make informed choices about the strategies they choose to use. • Some students will develop their understanding of behaviour further through engagement with independent research in this area. ❖ **Links to the CCF:** Standard 7 **Key Research/Reading:** ⇒ Bennett, T. (2020) *Running the Room: The Teacher's Guide to Behaviour*. Woodbridge: John Catt Educational. ⇒ Dix, P. (2017) *When the adults change, everything changes: seismic shifts in school behaviour*. Carmarthen: Independent Thinking Press.
UW Curriculum Links PB BM CT	

Behaviour Management Knowledge Organiser

CCF

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

3.The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.

5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

Assessment in Behaviour Management

Observations can be used to identify Antecedents, Behaviours and consequences.

ABC

This can then be used to support pupils and minimise behaviour incidents

Inclusive Practice in Behaviour Management

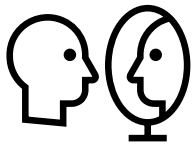
Behaviour is viewed through the lens of pupil needs.

A consistent approach to behaviour is needed to support all pupils

Key Vocabulary

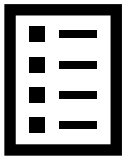
- Behaviour support
- Rewards
- consequences
- Distressed behaviour
- Intrinsic motivation
- Extrinsic motivation

Key Pedagogies and Theories



Teachers need to manage their own behaviour and emotions to manage pupil behaviour effectively

Relationships are key to managing pupil behaviour.



Clear and consistent routines support pupils with behaviour expectations.

Consistent and appropriate responses support positive relationships and should be used to reinforce consistent routines

Pupils are motivated by both extrinsic and intrinsic factors. Intrinsic motivation has a longer lasting effect on motivation

Priority Area:	EAL
Completed by:	Gerard Doyle
Statement of Intent:	Focus on the knowledge and skills that teachers require for planning, teaching and assessing children learning EAL in primary schools and early years settings. Research informed pedagogy for local and national contexts. **The curriculum is divided into two parts**: • **Core knowledge and understanding**: Discrete sessions on theories and pedagogies of language acquisition, the national context, inclusion and diversity for children learning EAL and, progression, planning and assessment for EAL. • **Subject integration**: Teaching children learning EAL in mainstream classrooms: curriculum and language acquisition – subject considerations
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • **Core knowledge and understanding:** – Developing an empathetic and ethical relation to children learning EAL – Understanding the cultural and linguistic diversity of mainstream classrooms – Planning for and teaching children learning EAL ❖ **Links to the CCF:** Standard 5 **Key Research/Reading:** ⇒ The Bell Foundation (2022) Diversity of Learners who use English as an Additional language. Available at: https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/ • **Core knowledge and understanding:** – Developing knowledge and understanding of assessment for EAL • **Subject integration:** – Planning for, and teaching children learning EAL in science lessons – Securing progress for children learning EAL in DT lessons ❖ **Links to the CCF:** Standards 4 and 5 **Key Research/Reading:** ⇒ EAL MESH Guide https://www.meshguides.org/guides/node/112 ⇒ Somani, N. and Mobbs, M. (2011) *Using Pauline Gibbons Planning Framework: Examples Of Practice*. Available at: https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Documents/Using_Gibbons_Framework.pdf • **Core knowledge and understanding:** – Reflection on knowledge and skills for practice for inclusion and diversity: EAL learners – Critical engagement with best practice for EAL learners in primary schools – Examination of EAL pedagogy, teaching curriculum and teaching language in context of enriching phase ❖ **Links to the CCF:** Standard 5 **Key Research/Reading:** ⇒ The Bell Foundation (2022) Effective Teaching of EAL. Available at: https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/
UW Curriculum Links PB P C A IDG CT RW	

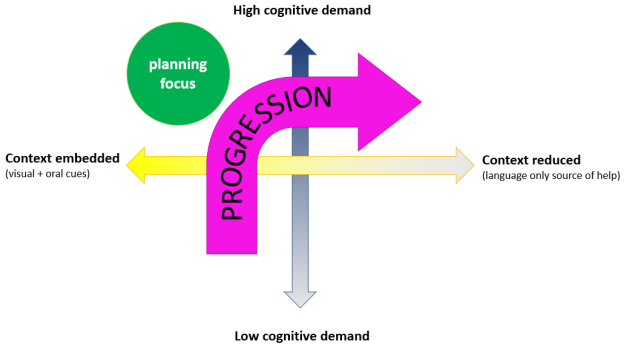
English as an Additional Language Knowledge Organiser

National Curriculum

Inclusion

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.



Cummins' Planning Framework

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience, and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Assessment in EAL

Build up a profile of the child learning EAL to gain a broader picture

- First language proficiency and literacy practices
- Previous education and attainment
- Child's background in and exposure to English
- Family, cultural, and religious background

Adopt and embed an EAL assessment framework
English language proficiency + Curriculum understanding

Identify needs to plan for individualisation of learning and promote potential development. Plan for English language use and development across the curriculum and learning contexts.

EAL and SEND

Speaking English as an Additional Language is NOT a Special Educational Need or Disability

Sometimes specific learning needs are difficult to identify if the child is not fluent in English

Slow progress may be related to the child's age and their time of arrival in the school year, gaps in previous education, proficiency, and literacy in the child's first language.

Persistently low scores in non-verbal tests might suggest an additional need.

Assessments using a child's first language can provide an indication of potential learning needs.

Proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)

Key Pedagogies and Theories

Safe and welcoming environments

Authentic engagement with and response to children's experiential knowledge and individual identity

Promote social support and peer relationships

Assess English language proficiency and adapt curriculum input accordingly

Use of the child's first language (L1): preview texts with elements of L1; use of translation to support understanding; use of L1 to ease cognitive load and allow learners to focus on lesson objectives

Reduce cognitive load through use of visuals and artefacts

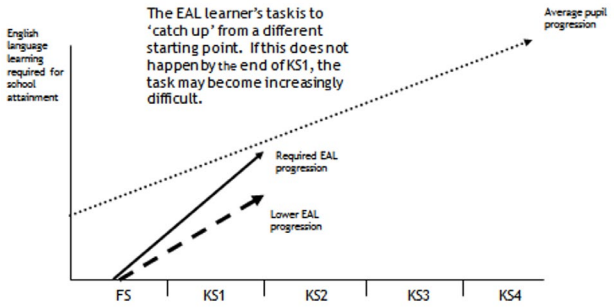
Plan for academic language development – planning for talk, vocabulary, and language structures

Use of good models of English language and small group work

Check for children's understanding to promote comprehension

Sensitive recasting of grammatical errors

Develop critical awareness of own use of language – idioms and metaphors



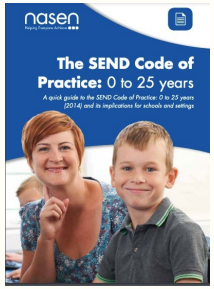
Some aspects of our provision do not require every element within this subject booklet. Therefore, on the following pages you will find:

- A knowledge organiser for our Diversity, Inclusion and Global Citizenship curriculum area
- Lesson Observation guidance for EYFS lessons
- A subject page for our Wellbeing and Resilience for All curriculum area.

Diversity, Inclusion and Global Citizenship Knowledge Organiser

National Curriculum

The SEND Code of Practice (2014)



The code explains that local authorities (LAs) **must** ensure that children, their parents, and young people are involved in discussions and decisions about their individual support and about local provision.

Early years providers, schools and colleges should also "take steps to ensure that young people and parents are actively supported" in contributing to needs assessments, developing and reviewing education health and care (EHC) plans.

The assessment and planning process should enable parents, children and young people to express their views, wishes and feelings, and to be part of the decision-making process

The Equality Act (2019)

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and also provided some changes.

In England and Wales, the Act applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

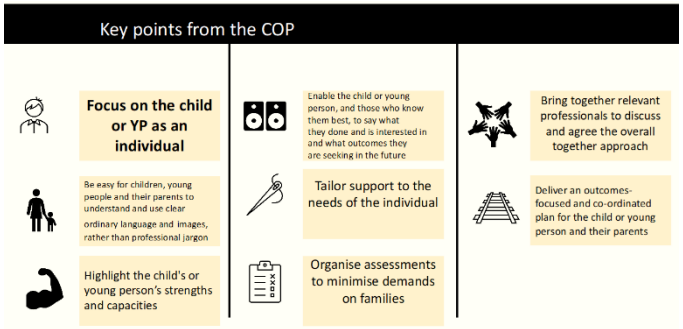
The Act provides a single, consolidated source of discrimination law.

In a school setting the general principle is that you have to treat pupils equally regardless of race, gender or sexuality - but you may be required to treat disabled pupils differently, in a more favourable way.

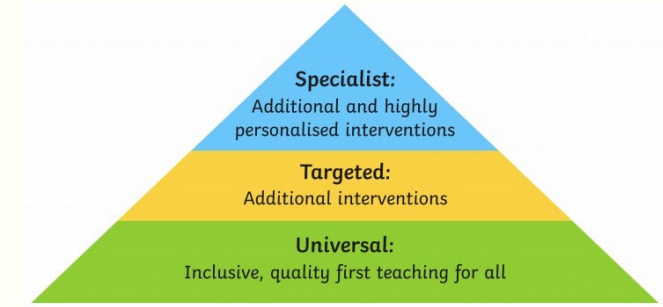
Key Vocabulary

- Decolonisation
- Sustainable Development Goals
- Inclusion
- Diversity
- Representation
- Medical Model
- Adaptive Teaching
- Specific Learning Difficulties
- Adverse Childhood Experiences (ACEs)
- Equality
- Social Model
- Quality First Teaching

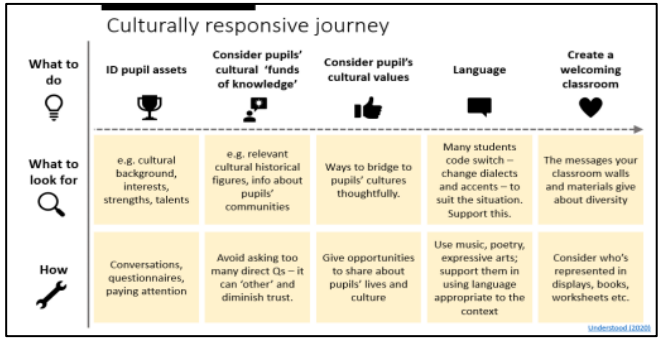
Key points from the COP



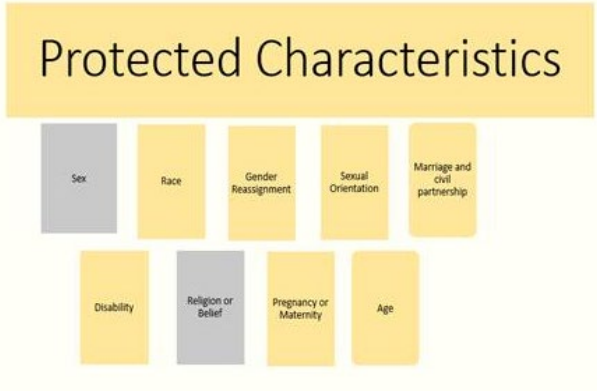
The Graduated Approach



Assessment in Diversity, Inclusion and Global Citizenship



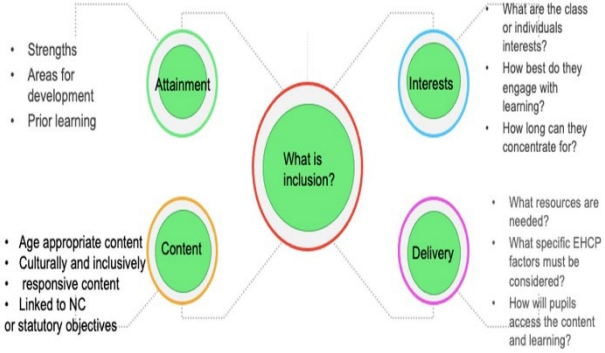
Key Pedagogies and Theories



'One of the key ingredients of an inclusive classroom is a flexible approach to teaching that may, when appropriate, be adapted to address educationally significant differences among students' (Westwood 2018 pg 60)

Janney and Snell (2013) have stated that it makes more sense to improve general teaching practices to the benefit of all students, rather than making adaptations only for specific students with disabilities. (Westwood 2018 pg 76)

What is planning for inclusion?



Inclusive Practice in Diversity, Inclusion and Global Citizenship

The way we present information – Representation – The way we structure lessons – Questioning – Feedback – Tasks

EARLY YEARS FOUNDATION STAGE OBSERVATION GUIDANCE

When observing teaching and learning in the EYFS, children may be engaged with a range of opportunities covering all areas of development. The four overarching principles of the EYFS and the following question prompts, provide a framework for observing students.

The unique child:

- Is there a respectful relationship and acknowledgement that all children are individuals?
- Does the student respond to the individuals' needs, scaffolding the child's interests and curiosities?

Positive Relationships:

- Does the student Interact with children, using age-appropriate language and open body language?
- Is praise used effectively to reinforce learning and behaviour for the children?
- Are children being supported to feel confident and secure?
- Are activities adapted to each child's ability?
- Do activities provide challenges to all children?
- Are there clear routines that support the children?

Enabling Environment:

- Is the learning environment rich and stimulating and do planned opportunities (focussed activities and continuous provision) reflect the learning taking place?
- Are children's interests reflected in the planning in order to keep them interested and motivated?
- Are resources for focussed activities and planned continuous provision well organised and age appropriate?
- Are there opportunities for children to work collaboratively and independently within the learning environment?
- Are there opportunities for the children to self-select and learn through child-initiated play?
- Has the student used their knowledge of the EYFS to plan continuous provision opportunities (utilising the indoor/outdoor area)?

Learning and Development:

- Has the student planned for opportunities that build upon what the children already know?

- Does the student use a multi-sensory approach to support learning and development? (e.g., visual aids, movements, touch, sound)
- Are activities appropriately pitched to support children to develop key skills?
- Are open-ended questions used, allowing the child time to answer?
- Do the students' interactions with children help to identify next steps in learning?
- Is the student using ongoing assessment through observation, questioning and looking at individual outcomes?
- Is new vocabulary introduced and explored as part of the learning?
- Has adult support been deployed effectively within the learning environment (to support focussed or child-initiated activities)?
- Are there opportunities for the children to take the initiative and lead learning?

Priority area:	Wellbeing and Resilience for all
Completed by:	Suzanne Allies
Statement of Intent:	Trainees are encouraged to develop a pro-active and autonomous approach to prioritizing their own wellbeing; in addition, they learn the skills and knowledge about how best to appropriately support the wellbeing of pupils.

Building

Enriching

Thriving

How the content is sequenced:

In their first year, trainees are introduced to supporting their own wellbeing in PITE1103 the Developing Self module. They reflect on their personal self and what teacher wellbeing means to them. They learn about stress and self-care, maintaining a life/work balance, and wellbeing strategies such as mindfulness & yoga.

Key Research/Reading:

- Allies, S. (2021) *Supporting Teacher Wellbeing: a practical guide for primary teachers and school leaders*, Abingdon: Routledge.
- Eyre, C. (2016) *The elephant in the classroom: how to reduce stress and improve teacher wellbeing*, Abingdon: Routledge.

❖ **Links to the CCF:** Standard 8

Trainees now develop on the knowledge they have about their own wellbeing needs to learn about how to appropriately support pupil wellbeing and relate this to SEND and PSHE.

Key Research/Reading:

- Glazzard, J. & Bligh, C. (2018) *Meeting the mental health needs of children 4-11 years, Critical* Publishing.
- Whilst in school, trainees work with expert colleagues to learn effective time management skills to maintain a life-work balance and how to address the individual needs of children etc.

❖ **Links to the CCF:** Standard 8

Trainees get the opportunity to train to be mental health first aiders. Some trainees choose to specialise in mental health and wellbeing support for their dissertation (PITE3102). At the ECT conference, trainees learn more about teacher wellbeing and discuss any concerns they have going into their ECT years. They focus upon 5 key messages to remember: 1. Look after yourself before others, 2. Learn to say 'no' nicely, 3. Have regular wellbeing check-ins and talk to others about wellbeing, 4. Aim for 'good enough' and 5. Maintain a life-work balance.

Key Research/Reading:

- Bethune, A. & Kell, E. (2020) *Little Guide for Teachers: Teacher Wellbeing & self-care.* London: Sage publications.
- Boogren, T.H. (2018) *Take Time for You: Self-Care Action Plans for Educators (Using Maslow's Hierarchy of Needs and Positive Psychology*), Solution Tree. Available at: https://ebookcentral.proquest.com/lib/worcester/detail.action?docID=5377979

UW Curriculum Links

PB
BM
P
C
CT
IDG
RW

Wellbeing & Resilience for all Knowledge Organiser

CCF

Learn that…	**1.1**	'Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils'.
	7.4	'Teachers can influence pupils' resilience and beliefs about their ability to succeed…'
Learn how to…	**8p**	'Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach'
	8r	'Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing'

Department for Education

Education Endowment Foundation

ITT Core Content Framework

The ITT Core Content Framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation.

Signposting and support

firstpoint — Welcome to the Counselling & Mental Health Service

Education Support

mind for better mental health

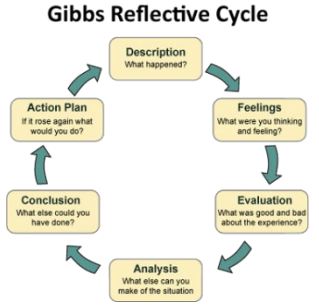
Key Vocabulary

• resilience	• continuum
• wellbeing	• self-care
• mental health	• Para-sympathetic nervous system
• stigma	• stress
• strategies	• vagus nerve
• talk	• mindfulness

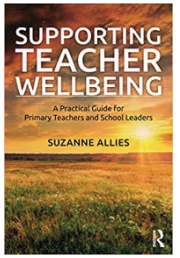
Key Pedagogies, theories and training

nuco training

Mental Health First Aider — MHFA England



Gibbs (1988)



Allies (2020) Supporting Teacher Wellbeing, Routledge

Mentally healthy teacher HEALTHY	Teacher with emerging mental health needs EMERGING	Teacher with advanced mental health concerns ADVANCED	Teacher with severe mental health issues SEVERE
Normal changes in mood Consistent sleep patterns Good energy levels No physical ailments Socially active Performs well in class Happy and thriving in school	Slightly irritable, nervous teacher Some difficulty sleeping Often tired with low energy levels Muscle tension and headaches Decreased social activity Some performance inconsistencies Sometimes unhappy at school	Anxious, angry and frustrated teacher Sleep disturbances are common Tiredness and fatigue Aches and pains Social withdrawal or avoidance Decreased performance 'presenteeism' Feelings of hopelessness and sadness	Teacher with excessive anxiety Unable to sleep or stay asleep Exhaustion and burn-out Extreme tiredness Social isolation Unable to perform 'absenteeism' Severe depression and pervasive sadness
Actions that a teacher can take at each stage of the continuum- further details in Part 2 of Supporting Teacher Wellbeing (Allies, 2020)			
Carry on as you are Continue to focus on self-care Separate jobs into manageable chunks Relaxation strategies when needed Continue to use support networks Help others in school with wellbeing Continue with healthy lifestyle	Become more self-aware to your dips Recognise your limits Identify and minimise your stressors Get adequate rest Practice mindfulness Focus on healthy eating and exercise Share with a trusted colleague Tell a senior manager about your dip Contact the Education Support Partnership (ESP) GP visit?	Identify when you are distressed Alert a senior manager and share Seek social support from colleagues Consider professional support Visit your GP for guidance Contact the ESP for advice	Urgently seek professional help Rest! Keep in touch with support networks Keep in touch with senior staff Take a holiday or break if you are able