



Partnership Handbook

PGCE with QTS 2024-2025

Initial Teacher Education Partnership

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Welcome

Welcome to our PGCE Initial Teacher Education (ITE) programmes and to the Department of Education at Brunel University London (BUL). To Brunel Student Teachers (BSTs), I extend my thanks for choosing to study with us and, to Professional Coordinators, Mentors and Class Teachers, thank you for your essential contribution to the ITE programmes. This document contains essential information for all those involved with the Postgraduate Certificate in Education (PGCE) with Qualified Teacher Status (QTS). The BUL ITE Partnership Curriculum is an ambitious curriculum which has been developed with our Partnership Schools, and our accredited provider, Bath Spa University. You should refer to this document throughout the year.

At Brunel University London, we are very proud of our long-standing history in and track record for high-quality partnership provision for ITE. Indeed, Brunel University London's predecessor colleges are some of the oldest colleges of teacher education in the British Commonwealth, with Borough Road College dating back to 1798. Formal partnerships with schools date back to the 1980s, long before they were made statutory in 1992. Over time, we have collaboratively evolved effective ways of integrating university- and school-based work and opportunities for impactful professional learning. The PGCE programmes are subject to rigorous ongoing evaluation and development to reflect the changing nature of education in the wider context of government policy and legislation. This process is facilitated by a close working relationship with our valued partners through the Brunel University London Partnership Management Group (PMG), which comprises head teachers and senior teachers from schools and other educational contexts; members of the ITE teaching team; and the Partnership Office.

The BUL partnership takes pride in the high level of expertise and wide range of experience of our staff at all levels, informed by an ongoing commitment to research and scholarship in their respective fields. BSTs benefit enormously from the expertise of our school colleagues while on placements and also as invited contributors to our university-based provision. We can confidently state that our BSTs receive the best possible professional learning, graduating from Brunel University London prepared to embrace the challenges and reap the rich rewards of teaching in schools and other educational contexts. The high quality of both our primary and secondary PGCE ITE programmes has been recognised and is highly regarded by the schools with whom we work so closely, as well as by our BSTs. Additional significant external validation of the strength of ITE provision at BUL also came from Ofsted in June 2023. Our high quality ITE provision is distinctive, innovative and has a reputation for both rigour and integrity. The four key principles of collaboration, critical thinking, creativity, and care (4Cs) underpin the commitment to social justice and define the professional dimension of the ITE programmes. They form the foundation of our practice and partnership, and are interwoven through all aspects of the ITE Partnership Curriculum.

As the Head of the Department of Education at Brunel University London, I send my very best wishes to you joining us for what I know will be a stimulating and thoroughly rewarding year. We are grateful to colleagues in the wide variety of schools and other educational settings we work with for your commitment to ITE, and helping to support and develop the next generation of teachers for the profession. We look forward to an ever-closer and developing collaborative partnership and wish you all every success for the academic year ahead.

Dr Anne Chappell

Head of Department, Education

Brunel University London Teacher Education Partnership Vision & Aims

We embrace diversity and promote equality, recognising and celebrating contributions made by all teachers (please refer to [BUL's Equality, Diversity and Inclusion Strategy](#)). We support and empower members of our teacher education community to achieve individual and collective goals; from student teachers in initial teacher education through to mentors and senior leaders supporting ITE or school colleagues, through our continuum of academic awards or professional learning opportunities offered through the Partnership.

The above statement underpins the learning and teaching which takes place as part of the Brunel University London Partnership, as demonstrated in the vision and aims outlined below.

Our Vision

- For our teaching and practice, contestable knowledge exchange, based on research and research activity to be at the centre of a local, national and global initial and ongoing teacher education community.
- For our ongoing teacher education community to inspire all BSTs to work, think and learn together to meet the challenges of education for the future in a range of contexts.
- For all aspects of our work in teacher education to align with and contribute to the UN's Sustainable Development Goals in relation to education and the promotion of inclusive and socially just societies.
- To contribute to the development of a flexible and diverse teacher workforce who are prepared to meet the challenges of and contribute to an ever-changing educational landscape. Our vision places equality and diversity at the heart of all we do and inspires us to excel by working together to maximise the benefits of our diversity.

Our Aims

- To ensure that supporting pupils' educational progress and development is at the heart of our ITE provision, taking account of their varied backgrounds and educational needs.
- To prepare the teacher education community, with a sustained commitment to offering young people the best possible educational experiences.
- To support student teachers to develop into socially responsible professionals who work towards a more just society upholding the highest standards of ethical practice.
- To create competent and confident professionals who are independent thinkers, recognising and understanding that educating is a professional, thoughtful and intellectual endeavour. This will enable BSTs to understand that knowledge is contestable, provisional and contingent, so they have the capacity to use theory and research to underpin their teaching and learning, as well as feel empowered to challenge or illuminate practice in their professional contexts.
- To promote critical enquiry-rich practice, enabling our student teachers to be intellectually curious, innovative, creative and receptive to new ideas through individual and collaborative endeavour.
- To inspire our student teachers to be dedicated professionals with the knowledge, skills and understanding to design and teach a curriculum for a changing world but one that is informed by principles of equality and social justice and innovative and creative pedagogical practice.

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Key dates & deadlines

The key dates and deadlines of the PGCE Programme are laid out in the yearly overview below. This maps placement dates and university days. Please note that school holidays may vary slightly, and BSTs should follow the dates of their placement school.

| Course Week | Brunel University Week Number | Date | | Monday | Tuesday | Wednesday | Thursday | Friday | Phases | LTVs |
|-------------|-------------------------------|------------|----|------------------|------------------|-----------|----------|--------|---------|--------------------------|
| 1 | 51 | 2/9/2024 | 1 | | | | | | Phase 1 | LT Initial Contact |
| 2 | 52 | 9/9/2024 | 2 | | | | | | | |
| 3 | 53 | 16/9/2024 | 3 | | | | | | | |
| 4 | 0/54 | 23/9/2024 | 4 | | | | | | | |
| 5 | 1 | 30/9/2024 | 5 | | | | | | | |
| 6 | 2 | 7/10/2024 | 6 | | | | | | | |
| 7 | 3 | 14/10/2024 | 7 | | | | | | | |
| 8 | 4 | 21/10/2024 | 8 | | | | | | | |
| | 5 | 28/10/2024 | | | | | | | | |
| 9 | 6 | 4/11/2024 | 9 | | DL: Assignment 1 | | | | | |
| 10 | 7 | 11/11/2024 | 10 | | | | | | Phase 2 | P1 LTV1 F2F |
| 11 | 8 | 18/11/2024 | 11 | | | | | | | |
| 12 | 9 | 25/11/2024 | 12 | | | | | PRP1 | | |
| 13 | 10 | 2/12/2024 | 13 | | | | | | | |
| 14 | 11 | 9/12/2024 | 14 | | | | | | | |
| 15 | 12 | 16/12/2024 | 15 | | | | | | | |
| | 13 | 23/12/2024 | | | | | | | | |
| | 14 | 30/12/2024 | | | | | | | | |
| 16 | 15 | 6/1/2025 | 16 | | DL: Assignment 2 | | | | | |
| 17 | 16 | 13/1/2025 | 17 | | | | | | | |
| 18 | 17 | 20/1/2025 | 18 | | | | | PRP2 | | |
| 19 | 18 | 27/1/2025 | 19 | | | | | | Phase 3 | P2 LTV1 F2F |
| 20 | 19 | 3/2/2025 | 20 | | | | | | | |
| 21 | 20 | 10/2/2025 | 21 | | | | | | | |
| | 21 | 17/2/2025 | | | | | | | | |
| 22 | 22 | 24/2/2025 | 22 | | | | | | | |
| 23 | 23 | 3/3/2025 | 23 | | | | | | | |
| 24 | 24 | 10/3/2025 | 24 | | | | | | | |
| 25 | 25 | 17/3/2025 | 25 | | | | | | | |
| 26 | 26 | 24/3/2025 | 26 | | | | | | | |
| 27 | 27 | 31/3/2025 | 27 | | | | | | | |
| | 28 | 7/4/2025 | | | | | | | | |
| | 29 | 14/4/2025 | 28 | | | | | | Phase 4 | P2 LTV2 online |
| 28 | 30 | 21/4/2025 | 29 | | | | | PRP3 | | |
| 29 | 31 | 28/4/2025 | 30 | | | | | | | |
| 30 | 32 | 5/5/2025 | 31 | | | | | | | |
| 31 | 33 | 12/5/2025 | 32 | DL: Assignment 3 | | | | | | |
| 32 | 34 | 19/5/2025 | 33 | | | | | | | |
| | 35 | 26/5/2025 | | | | | | | | |
| 33 | 36 | 2/6/2025 | 34 | | | | | | | |
| 34 | 37 | 9/6/2025 | 35 | | | | | | | |
| 35 | 38 | 16/6/2025 | 36 | | | | | PRP4 | | |
| 36 | 39 | 23/6/2025 | 37 | | | | | | | |

| | |
|--|--|
| University based learning | |
| Placement 1 | |
| Intensive training and practice - University | |
| Intensive training and practice - school | |
| Alternative setting week | |
| Placement 2 | |
| Professional development time | |
| Holidays | |

Roles & responsibilities

Clarity of expectations, roles and responsibilities is essential to BSTs achieving success and ensuring all children and young people make progress in their learning. It also supports all those involved in teacher education in a shared understanding of the ITE Partnership Curriculum expectations in order to maintain a high-quality provision.

The university has a responsibility to ensure appropriate checks have been completed by BSTs prior to registering for a PGCE with QTS programme. A letter of assurance is sent to partner schools from the Head of Department confirming all compliance requirements have been met.

As a partnership, we provide collaborative opportunities for all stakeholders to review, evaluate and make an active contribution to the development of the ITE Partnership Curriculum. In each of the sub-headings below the roles and responsibilities of all those involved in teacher education are clarified in order to ensure that all understand their role in the ITE Partnership Curriculum.

Mentor

Mentors are experienced expert practitioners within schools and settings with a formal responsibility to support a BST undertaking a placement at their school. As such, mentors must be qualified, i.e., hold Qualified Teacher Status (QTS), and be suitably experienced having already completed their Early Career Teacher (ECT) induction years.

Mentors must spend at least 1.5 hours with the BST each week and provide support, input, and feedback in line with the Initial Teacher Education (ITE) curriculum and complete the relevant mentor development (DfE criteria and supporting advice 2024/25).

Note for mentors who work as part of a job share

When mentors are part of a job share, it is important to decide who will be the named mentor. There are different ways to meet this requirement and two strategies that have been successful across the partnership are:

Strategy 1: One teacher takes on the role of mentor and the other teacher acts as the class teacher.

The class teacher:

- completes informal observations of the BST's practice,
- gives daily support and advice,
- on occasion completes a formal observation.

The mentor:

- completes most formal observations,
- completes all Weekly Professional Learning Records (WPLRs) and Progress Review Points (PRPs), liaising with the class teacher for both,

- engages fully with all mentor briefings and mentor development, disseminating information as needed,
- meets with the Link Tutor (LT) and works with them during moderation/Quality Assurance (QA) visits.

Strategy 2: The roles and responsibilities are shared between the two teachers.

Both mentors:

- attend the mentor briefings and mentor development,
- contribute to PRPs,
- either can meet with the LT and works with them during moderation/QA visits depending on the working pattern of the job share.

One mentor:

- completes the formal lesson observations of the BST's practice and has the professional post lesson discussion with the BST.

The other mentor:

- completes the weekly meeting and Weekly Professional Learning Records (WPLRs).

Mentor development expectations

- Engage fully with all aspects of mentor development to fully understand the mentor role, expectations and to support their own development,
- Engage with current educational research and maintain high levels of subject knowledge to ensure high quality support for student teachers.

Partnership

- Liaise with the university promptly if there are any concerns about the BST or placement,
- Work collaboratively to deliver a consistent, coherent, and high quality ITE Partnership Curriculum including Intensive Training and Practice (ITAP) weeks,
- Engage fully with communications from the partnership team and Link Tutor (LT), promptly responding or taking action as appropriate,
- Promptly ensure full access to the Professional Learning and Practice Portfolio (PLPP) on Pebblepad and engage with this as the key ongoing system for monitoring, assessing, and reviewing BST's progress. Contact cbass-po@brunel.ac.uk if there are problems,
- Consider contributing your expert knowledge to the ITE Partnership Curriculum.

Timetable

- Agree a timetable that provides a range of appropriate professional experiences across relevant subjects and age phases being mindful of BSTs' workload and wellbeing in line with phase expectations (in secondary this will be a placement timetable including a tutor group, whereas in primary this will be on a week-by-week basis).

School processes and policy

- Introduce BSTs to school processes, systems and school/subject curricula to enable them to work as professionals in the school/setting,
- Ensure that the BST has read the school's Child Protection Policy, the Staff Code of Conduct, knows the name of the Designated Safeguarding Lead and has read and understood Keeping Children Safe in Education,
- Ensure that the BST is explicitly introduced to your other key school policies, e.g., safeguarding, anti-radicalisations policy, behaviour, SEND, assessment, adaptive teaching.

Ongoing support

- Facilitate a formal one-hour weekly meeting to review progress towards targets and agree professional foci for the following week. At the end of each week, formally record this in the Weekly Professional Learning Record,
- Review and provide feedback on the BST's lesson planning, lesson evaluations and evidence in the School Placement File,
- Support BSTs in the classroom and model good practice,
- Signpost BSTs to relevant expert subject support,
- Facilitate teacher education activities to support BSTs in addressing targets and in making connections between theory and practice,
- Facilitate specified curriculum activities and inputs, including subject knowledge and pedagogy,
- Include the BST in any professional development opportunities in the school,
- Support the BST in engaging with their wider responsibilities and the wider life of the school,
- Provide a range of opportunities for the BST to experience the full range of subject and age phase expectations,
- Support BSTs in monitoring, assessing, recording, and feeding back on pupil progress over time (quantitatively and qualitatively),
- Be aware of assignment expectations and supports BSTs as needed.

Observation of the BST

- Ensure a formal observation is completed of the BST each week by a qualified teacher,
- In each placement, complete a joint observation with the Link Tutor (LT) and lead the post-lesson dialogue for this observation (there may be more than one if agreed with the LT that this is necessary to support the BST's progress).

Assessment of the BST

- Draw on formative assessment frameworks to inform and comment on assessment of BST progress and to support setting the professional foci in WPLRs and at Progress Review Points (PRPs), evidencing progress within the ITE Partnership Curriculum and, at the end of the programme, the Teachers' Standards thus contributing to the partnership recommendations for QTS.

Professional Coordinator

School-based teacher education expectations

- Work with the Lead Mentor to ensure that all mentors in a school have received the required mentor development,
- Ensure that the school provides a high-quality teacher education environment and selects the most appropriate, qualified, and expert colleagues to get involved in the teacher education and mentoring of BSTs,
- Ensure time is protected for full engagement with Intensive Training and Practice (ITAP) weeks,
- Engage with Professional Coordinator briefings.

Partnership

- Work collaboratively to deliver a consistent, coherent, and high quality ITE Partnership Curriculum including ITAP weeks,
- Be the first point of contact within a school,
- Determine how many placements are available in the school including which subjects/Key Stages,
- Select the mentors who will provide effective support for BSTs to ensure their progress and development against the ITE Partnership Curriculum,
- Provide mentor details to the Partnership Office team,
- Contribute to the recruitment and selection of student teachers to the ITE programme,
- Have access to each BST's Profile of Professional Learning (PPL) on Pebblepad and ensure that mentors have access and can use Pebblepad,
- Liaise with university promptly if there are any concerns,
- Facilitate professional working relationships between mentors and BSTs.

School processes and policy

- Organise an induction to the school for BSTs,
- Ensure that BSTs have access to the school email/data systems,
- Work with all mentors to support BSTs in engaging with school documentation, systems and processes to support their progress,
- Ensure that the BSTs have read the school's Child Protection Policy, the Staff Code of Conduct, knows the name of the Designated Safeguarding Lead and has read and understood Keeping Children Safe in Education,
- Ensure that BSTs know, understand and engage with key school policies, e.g., safeguarding, anti-radicalisation policy, behaviour, SEND, assessment, adaptive teaching.

Ongoing support

- Regularly engage with BSTs to review their teacher education, progress and wellbeing,
- Regularly quality assure all processes and documentation relating to the monitoring and assessment of BSTs. This includes WPLRs and other PPL documentation,
- Ensure the BSTs are meeting their allocated teaching expectation and facilitate the BSTs to observe other colleagues,

- Ensure that the BSTs have a weekly professional meeting with their mentor and the mentor is checking their WPLR,
- Be aware of assignment expectations, as per the annual PGCE calendar above, and support BSTs as needed,
- Maintain knowledge and awareness of mentoring and BST's progress through engagement with practice, e.g., lesson drop-ins,
- Check that the BSTs have a form tutor link, who is preferably not the mentor (this applies to secondary only).

Lead Mentor

- To engage fully with all aspects of teacher education (university and school-based) to fully understand the mentor and lead mentor role,
- Lead on delivery of mentor development,
- Engage with current educational research and university processes to ensure high quality support for BSTs,
- To attend lead mentor team monthly meetings,
- Collate and share best practice from feedback and observations to share with mentors and link tutors,
- Feedback and contribute to future design and development of mentor development activities,
- Develop bespoke mentor development in response to mentor/placement needs,
- Working with the Partnership Office team ensure that: a) the mentor attendance record for live sessions is accurate, and b) the Professional Coordinators will keep a record of this,
- Ensure that all mentors of allocated BSTs have engaged with the required live mentor development,
- Liaise with the Partnership Office team to determine if any mentors have not attended live mentor development sessions, liaising with Professional Coordinators to follow-up on any missed mentor development sessions,
- Work with the Professional Coordinator to ensure: a) an overview of progress and wellbeing of the BST, b) quality assurance of a sample of WPLRs between mentors and BSTs.

Link Tutor

Mentor development

- Identify, with mentors, professional development opportunities for mentors,
- Engage fully with all aspects of mentor development to ensure mentors fully understand the mentor role and expectations whilst supporting the further development of mentors,
- Engage with current educational research and maintain high levels of subject and pedagogical knowledge to inform teaching and provide professional development opportunities for mentors.

Partnership

- Liaise with school staff (e.g., mentor, professional coordinator) and the Partnership Office team promptly if there are any concerns about the BST or placement,

- Design and deliver the ITE Partnership Curriculum in partnership with school colleagues, including appropriate subject/phase education (subject knowledge and pedagogies) and professional development to complement, enhance and support all aspects of teaching,
- Work collaboratively to deliver a consistent, coherent and high quality ITE Partnership Curriculum including Intensive Training and Practice weeks,
- Work closely with Partnership colleagues to ensure the recruitment of high quality candidates for the PGCE programme,
- Engage fully with communications from Partnership and school colleagues, promptly responding and taking action as appropriate,
- Promptly ensure BSTs have provided full access to the Professional Learning and Practice Portfolio (PLPP) on Pebblepad and engage with this as the key ongoing system for monitoring, assessing and reviewing BSTs' progress.

Timetable

- Review BSTs' agreed timetable to ensure that they provide a range of appropriate teacher education experiences across relevant subjects and age phases being mindful of BST workload and wellbeing in line with phase expectations.

School processes and policy

- Ensure BSTs have been introduced to school processes, systems and school/subject curricula to enable them to work as professionals in the school/setting,
- Ensure BSTs have read the school's Child Protection Policy, the Staff Code of Conduct, know the name of the Designated Safeguarding lead and have read and understood Keeping Children Safe in Education,
- Ensure BSTs have been introduced to other key school policies, e.g., safeguarding, anti-radicalisation policy, behaviour, SEND, assessment, adaptive teaching.

Ongoing support

- Provide support for BSTs with regards to wellbeing and workload,
- Engage with WPLRs and offer reflections,
- Facilitate teacher education activities to support BSTs in addressing professional learning foci and in making connections between theory and practice,
- Provide specified curriculum inputs, including subject knowledge and pedagogy,
- Work collaboratively with the Personal Tutor to ensure a smooth transition to the Early Career Teacher (ECT) phase.

Observation of the BST

- Ensure a formal observation is completed of the BST each week by a qualified teacher and this has been uploaded to Pebblepad,
- In each placement, complete one in-person moderation visit. A joint observation with the mentor should be conducted, with post-lesson dialogue for this observation being led by the mentor (there may be more than one moderation visit if agreed with the LT that this is necessary to support the BST's progress).

Assessment of the BST

- Regularly monitor and review the school placement file,
- Draw upon formative assessment frameworks to inform and comment on assessment of BST progress and to support setting professional learning foci in WPLRs and Progress Review Points (PRPs), evidencing progress within the ITE Partnership Curriculum,
- At the end of the programme, moderate the assessment of BSTs against the Teachers' Standards and complete the ECT Induction Plan to support BSTs' transition into their ECT phase.

Programme Lead

Professional support

- Ensure that all Professional Coordinators have received the required briefing.

Partnership

- Lead on the recruitment of high-quality candidates for the PGCE programmes,
- Manage the provision of a high-quality ITE Partnership Curriculum and documentations for BSTs and all teacher educators including improvement planning and self-evaluation.

Manage quality assurance through:

- Monitoring assessment documentation and processes to ensure consistent and expected progress at the end of each phase of the ITE Partnership Curriculum,
- Ensuring high quality feedback, precise and routine target setting and high-quality advice and support,
- Oversight of placements to ensure that they are compliant with DfE criteria and offer an appropriate range of teacher education experiences,
- Coordinate regular opportunities for discussion and feedback within the partnership,
- Ensure a smooth transition to the Early Career Teacher (ECT) phase.

Ongoing support

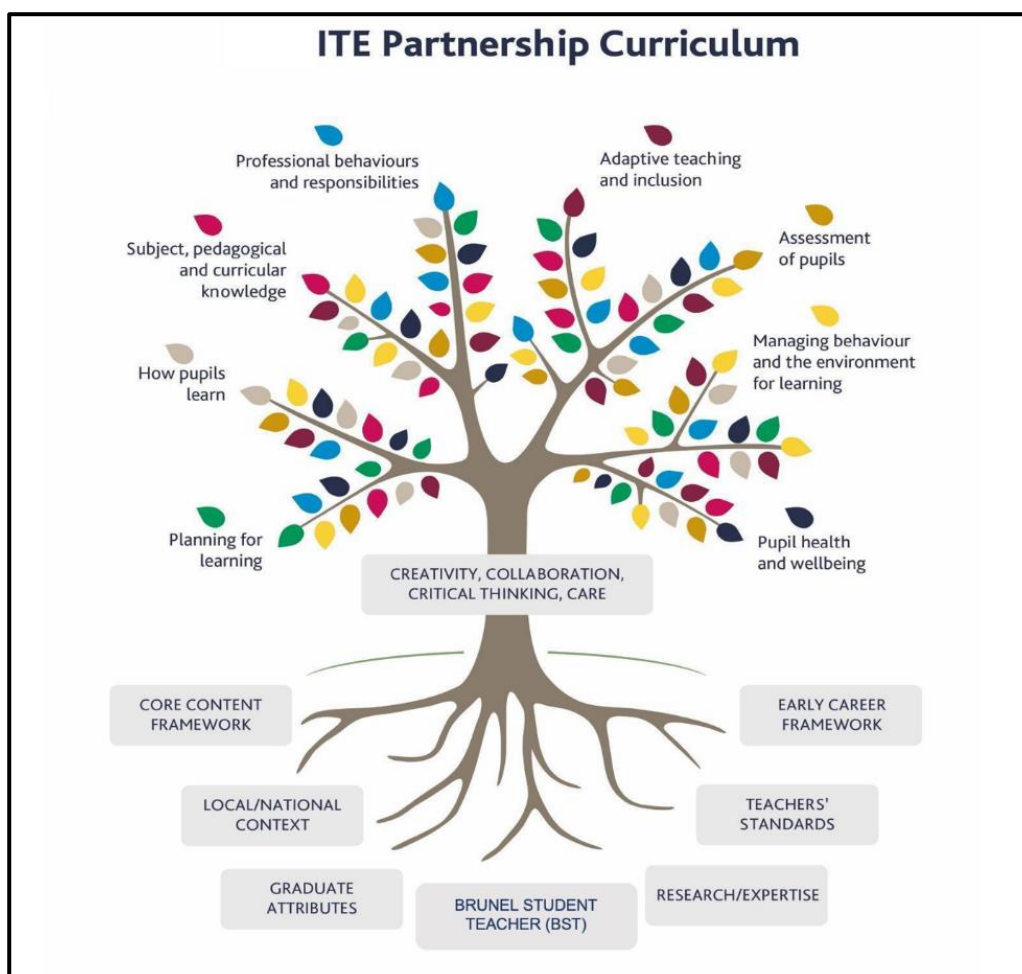
- Regularly engage with course representatives to review teacher education, progress and wellbeing,
- Monitor the workload of BSTs,
- Regularly quality assure all processes and documentation relating to the monitoring and assessment of BSTs. This includes Weekly Professional Learning Records and other documentation,
- Work to ensure a smooth transition to the ECT phase and provide additional support as required.

Observation of the BST

- Quality assure moderation visits across a range of age phase routes, subjects and placements.

ITE Partnership Curriculum

The curriculum components



As a partnership, we provide BSTs with challenging and highly effective teacher education and support that will impact positively on their progress throughout their PGCE year, and into their early careers as teachers. The minimum entitlement of the ITT Core Content Framework is fully embedded within the ambitious ITE Partnership Curriculum. It is ensured that the quality of the ITE Partnership Curriculum, as well as the accurate assessment made of BSTs' progress and attainment, will build capacity within their future employment settings. The ITE Partnership Curriculum also enables BSTs to meet the Teachers' Standards by the end of their PGCE.

The ambitious ITE Partnership Curriculum has been co-constructed by the partnership and is integrated across university and school-based teacher education. The carefully sequenced and developmental curriculum spans across four phases of teacher education, allowing a firm and common understanding of the BST's learning throughout the programme. By the end of the course, successful learning of the ITE Partnership Curriculum will enable BSTs to meet the Teachers' Standards and be recommended for Qualified Teacher Status (QTS); this will be made through our accredited provider Bath Spa University.

The ITE Partnership Curriculum is made up of 8 curriculum components:

- Professional responsibilities and behaviours
- Subject, pedagogical and curriculum knowledge

- How pupils learn and progress
- Planning for learning
- Adaptive teaching and inclusion
- Assessment of pupils
- Managing behaviour and the environment for learning
- Pupil health and wellbeing

These components form the structure for our BSTs and teacher educators (school and university-based) to monitor progress throughout the PGCE programme.

The 4Cs

We believe that education plays a key role in promoting social justice and reducing social inequalities, and that well qualified and highly skilled teachers make a difference to the lives and futures of the learners they teach. Central to our practice is our belief that:

‘All children deserve the very best teachers’

The four key principles (4Cs) are fundamental to the commitment to social justice and define the professional aspect of the initial teacher education programmes and curriculum. These are critical thinking, care, creativity and collaboration:

- Critical thinking is at the heart of powerful teaching. We develop critical thinking through BSTs’ engagement with diverse perspectives, reflexivity and the integration of theory and practice. This empowers BSTs to contribute to an educational system that is inclusive, research-informed and representative and to examine and adapt pedagogies, resources and approaches to teaching and learning that results in the best outcomes for children.
- Care is essential in education. We are committed to care, recognising the needs of all individuals, supporting personal wellbeing and helping BSTs to develop empathy and emotional resilience. Building on this, they engage in creating supportive, inclusive and predictable environments, carefully selecting appropriate pedagogies and effectively employing adaptive teaching approaches. As such BSTs are empowered to support the wellbeing of those they teach, enabling the children to thrive in their learning and beyond.
- We nurture creativity around innovative pedagogy to prepare BSTs to become confident professionals. This enables them to provide teaching that inspires, motivates and challenges children using well chosen, carefully curated resources that promote a love of learning and individual success. We foreground problem-solving, promoting a positive, resilient and agile approach in an ever-changing educational landscape.
- A high-quality education depends on collaboration. Our diverse Partnership is a network of engaged professionals who form a mutually respectful community of practice. This community collaborates towards a shared vision of a well-qualified and highly skilled teaching profession, built on each other’s strengths and expertise. This enables BSTs to develop as collaborative professionals, skilled at working within diverse teams to respond to the needs of learners, sharing strengths and expertise across a wide range of contexts.

These beliefs and principles form the foundation of our practice and partnership and are interwoven through all aspects of the ITE Partnership Curriculum. The ITE Partnership

Curriculum has inclusion as its heart. Building on the Core Content Framework (DfE, 2019) this curriculum is ambitious and purposefully integrated, focusing on high expectations and how children learn. It allows BSTs to gain, apply and refine deep subject content, pedagogic and curricular knowledge, skills and behaviours needed to provide high quality learning opportunities for all children.

The Primary and Secondary ITE Partnership Curriculum is developmental and carefully sequenced. It is structured around four phases of teacher education and adopts a spiral approach to ensure concepts are revisited throughout the course. This ensures that BSTs gain, apply and refine the knowledge, skills and behaviours required to meet the Teachers' Standards by the end of the programme.

The ITE Partnership Curriculum:

- Fully embeds the ITE Core Content Framework but is ambitious and distinctive, going beyond this minimum entitlement
- Is responsive to the local, regional and national context
- Is underpinned by up-to-date, robust and relevant research
- Embeds the Teachers' Standards to support successful assessment against these at the end of the programme
- Supports a seamless transition to the Early Career Framework
- Is built around eight key components
 - Professional behaviours and responsibilities
 - Subject, pedagogical and curricular knowledge
 - How children learn
 - Planning for learning
 - Adaptive teaching and inclusion
 - Assessment of children
 - Managing behaviour and the environment for learning
 - Children's health and wellbeing

General Professional Education (GPE) curriculum

It is expected that BSTs will pass through four phases of development. During each phase, the BSTs' knowledge, skill and understanding will grow, preparing them to be Early Career Teachers (ECTs).

The first University phase supports BSTs in gaining fundamental knowledge in all eight components of the ITE Partnership Curriculum. These are explored each week during core sessions delivered by academic tutors and visiting lecturers. Theories, ideas and approaches are then reinforced during subject sessions so that BSTs refine their understanding and apply it to their own subject areas. On Fridays BSTs work with expert practitioners from within our Partnership. This enables BSTs to get a classroom-based perspective on the week's components.

The sequence of learning has been designed to support BSTs understanding of each curriculum component and is revisited throughout the Programme.

BSTs return to University each Wednesday until Christmas. The purpose of this day is to integrate BSTs learning of the curriculum between school and University. This integration is captured through the reflective review cycle that continues throughout the year. This happens through the Weekly Professional Learning Record which is a critically reflective process that articulates BSTs' learning and progress within the ITE Partnership Curriculum.

[An overview of the General Professional Education sessions](#)

Professional behaviours and responsibilities are explored first as the highest level of professional and personal conduct is expected by our Partnership. A key strand throughout the programme is encouraging BSTs to work with a variety of other education professionals and engage with the wider educational community. It is important that BSTs understand that our programme is professional learning, and a high level of accountability is demanded of them. The emphasis at the start of the course focuses upon our high expectations; BSTs are required to sign and understand the Personal and Professional Code of Conduct. To ensure BSTs understand the importance of their role and their statutory duties to young people, BSTs all undergo safeguarding and prevent training. Professional behaviours and responsibilities are revisited throughout school placement looking further at the teacher and the law, British Values, professionalism and workload. This component also explores the role that all teachers play in sustainability and climate change. A General Professional Education session on "Applying for first posts" supports BSTs in the job application process. At the end of the programme BSTs are also formally introduced to the Early Career Framework in sessions supported by our partnership.

Subject, pedagogical and curricular knowledge interleaves with the General Professional Education curriculum. Sessions will focus on the BST's emerging identity as a subject specialist. BSTs learn about their role in promoting and developing pupils' literacy and numeracy skills in their subject. Subject, pedagogical and curricular knowledge continues to be developed later in the programme when BSTs learn about systematic, synthetic phonics and early reading. During this placement, BSTs learn about the progression between Primary and Secondary phases of education through a series of practical tasks. This component is further developed through bespoke sessions tailored by academic tutors who will identify areas for development in their subject cohorts. Subject, pedagogical and curricular knowledge is revisited through subject sessions with attention paid to ongoing subject and pedagogical development. During ITAP weeks BSTs will develop their understanding of how to inspire learning in their subject through signature pedagogies. Needs will be identified through the BSTs' WPLRs, subject meetings, moderation visits and Progress Review Point. BSTs' progress and coverage of the ITE Partnership Curriculum is rigorously monitored through the Progress Review Points.

How pupils learn is a core component introduced to BSTs before the start of the programme in September. It draws on evidence-based research, specifically from the fields of cognitive science and neuroscience (known collectively as the learning sciences) to inform teaching and learning. Foundational concepts like those related to memory, are explored early on, and applied to individual subjects. BSTs are encouraged to assess the validity of using such concepts in the classroom, both in terms of the impact they have on teaching and learning, and

on pupil progress. During ITAP weeks BSTs will explore ideas around retrieval practice and how this can be used in lessons to support pupils understanding. BSTs' understanding of how pupils learn quickly progresses after this point, as they are introduced to more complex ideas around the ways in which pupils process information. Conceptualisations related to schema and approaches that favour the way pupils process information, like the visual argument, double memory trace and dual coding, are considered in greater depth and all aim to support BSTs in becoming critical pedagogues in this area.

Planning for learning can be thought of as the range of actions and strategies that teachers deploy during the planning stages of the teaching and learning process. Whilst the procedural aspect of planning is a key focus during university sessions in September, this component also highlights those strategies that research identifies as most effective. Some of the strategies that BSTs will learn about are: chunking, modelling, questioning, practice, high-quality talk, metacognitive strategies and scaffolding. During the early university sessions, BSTs learn how to use the BSU planning template and how this functions as a way to communicate the intended pupil and teacher activities over the course of the lesson. BSTs will also learn about the importance of identifying appropriate lesson objectives and outcomes. BSTs are then asked to critique a lesson plan and consider to what extent the activities meet the intended learning objectives and to identify any effective strategies (chunking, modelling, questioning) included in the plan. The mid-week subject sessions give BSTs the opportunity to plan in smaller groups under the guidance of their academic tutors. These episodes are followed by delivery of the planned lesson and collaborative feedback activities. It is worth noting that there are significant crossovers with the content in this component with both the 'Adaptive Teaching' and 'How Pupils Learn' component. Emphasis is also given to the interconnectedness between planning and assessment and the provision of feedback and reflective professional discussions. Over time BSTs will gain the confidence and skills to contribute to the design and implementation of an effective curriculum.

Adaptive teaching and inclusion is introduced early in the curriculum, developing BSTs' understanding of their statutory responsibilities and regulations around SEND. Sessions are led by expert practitioners. BSTs develop their understanding of how learners are given support in school through the SEN department and documents such as the EHCP. Local EAL specialists provide a range of practical strategies and ideas for adaptive teaching for pupils with EAL. In all sessions emphasis is given to teachers having high expectations of all pupils and challenging assumptions and stereotypes. BSTs learn about the importance of quality first teaching ahead of starting school placement. Strategies such as modelling, flexible grouping and scaffolding are explored. Sessions on social justice, racial inequality and teaching race in schools supports BSTs understanding of their role as an advocate for inclusion. During ITAP weeks BSTs will develop their understanding of scaffolding to ensure all pupils have access to a rich curriculum. BSTs refine their understanding of how to adapt their teaching for learners in their classes ensuring all pupils make progress.

Alongside planning for learning BSTs are introduced to **Assessment of pupils** developing their understanding of the types of assessment and how and when to use formative and summative assessment. BSTs will learn about the purpose of different types of assessment and how to

plan for assessment both within a single lesson and a sequence of lessons. Sessions are complemented by subject studies where statutory assessment and subject specific formative assessment approaches are explored in more detail. Emphasis is given to time efficient methods of assessment and learning from expert colleagues. BSTs will develop their understanding of school policy around assessment, homework and feedback and scrutinise examples of feedback learning about how written and verbal feedback is used. BSTs will learn about how the information from assessment should inform future planning. BSTs understanding progresses through the programme to consider the intersection between **Assessment of pupils** and **Professional behaviours and responsibilities**, exploring how to use and interpret data and develop their understanding of school progress measures. Expert practitioners will lead a session on understanding disadvantage, monitoring performance of disadvantaged pupils and closing attainment gaps. BSTs develop their understanding of how to track and monitor pupils in their subject, developing their understanding of setting professional learning foci. BSTs refine their understanding of how patterns of performance can be used to draw conclusions and strategies for efficient targeted feedback.

Managing behaviour and the environment for learning is introduced in week four as gaining a good understanding of all other areas of the curriculum help BSTs understand that behaviour management is closely linked to all the other components. During ITAP weeks BSTs will develop their understanding of how to establish routines that promote positive behaviours, acting as role models as they develop supportive and inclusive environments. They will learn about a range of approaches that can be adopted to support the creation of positive learning environments. These strategies are then proactively used by BSTs in schools in conjunction with the established school processes. BSTs will apply their understanding of behaviour and of positive learning environments to their own subject areas, actively taking responsibility for the learning in their classes and proactively involving other colleagues and parents when necessary. BSTs will gain further opportunities to continue to refine their pedagogical practice both within their departments and across their school communities. They will embed a nurturing yet confident presence in order to facilitate a structured and safe environment meeting the needs for all learners.

A unique aspect of our curriculum is the emphasis given to **Pupil health and wellbeing** and it considers how pupils make healthy choices, lead successful lives and are able to flourish in school. At the start of the programme, we refine understanding of the implications of **Pupil health and wellbeing** and give further consideration to teacher well-being and maintaining a healthy work life balance. Sessions on SMSC and sex and relationships allow novice teachers to understand their wider role in the development of young people. We draw expertise from the University to give an overview of attachment awareness and the implications for teachers. Furthermore, we consider the wellbeing of BSTs themselves. We provide sessions that focus upon educator's psychological wellbeing, identifying the risk factors that influence stress and wellbeing. The unique risks to staff psychological wellbeing are named and explained for those colleagues in education experiencing adversity and/or trauma and ways of supporting wellbeing are promoted.

These eight components are then revisited during placements through the BSTs' Weekly Professional Learning Record. BSTs have weekly subject meetings with their mentors to discuss their learning of the ITE partnership curriculum.

Visit **Appendix 5** to access an overview of the General Professional Education curriculum, the sessions ILOs and the links to the [ITTECF framework](#). These will need to inform the school-based teacher education of the BST.

Primary curriculum

Intent: How is the curriculum designed?

| 1. How is the curriculum designed (intent)? | |
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| 1. Professional behaviours and responsibilities | <p>We intend BSTs to proactively, reflectively and critically engage in a wide range of educational research, seeking opportunities and taking responsibility for their professional development, including observations of expert colleagues and peers. They will demonstrate and develop a teacher identity based on experience, professional dialogue, observations and theoretical frameworks. They will understand statutory responsibilities and the 'big picture' of the wider life of the school including the ethos and values of the school and the roles of leadership and management including Academies, clusters, OFSTED, etc. BSTs will also consider themselves as researchers, actively engaging with evidence-based research to demonstrate a secure understanding of pedagogical knowledge.</p> <p>Our curriculum is designed to enable BSTs to demonstrate professionalism through collaborative working, mutual respect and consideration for BSTs and colleagues across a range of contexts. They will demonstrate and model the positive values, attitudes and behaviours to ensure all children from all backgrounds, abilities and dispositions are included in all teaching and learning activities. In working sensitively with parents and carers, BSTs will develop effective professional relationships, working collaboratively to safeguard children for the benefit of children's learning and wellbeing. They will work empathetically with all children, showing kindness and patience, particularly to vulnerable learners. BSTs will also demonstrate self-care and a healthy work/life balance as a professional.</p> <p>BSTs will demonstrate flexibility and the ability to find creative solutions to a range of challenges, experimenting with a range of innovative pedagogical approaches in the classroom, followed by careful self-reflection and attention to reflective discussions with experienced colleagues (school and university-based). They will work effectively with colleagues, sharing and contributing to their key stage teams and the wider life of the school.</p> <p>BSTs will have a high regard for the ethos, policies and practices of the school and maintain high standards of punctuality and attendance. They will engage in critical reflection with expert colleagues and peers, whilst making a positive contribution to the wider school community.</p> |
| 2. Subject Pedagogical curriculum knowledge | <p>Our ITE Partnership Curriculum is designed to enable BSTs to gain, apply and refine their understanding of best pedagogical practice. BSTs will evidence a secure knowledge of the National Curriculum and EYFS, including taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. They will demonstrate a secure understanding of systematic synthetic phonics and appropriate teaching strategies for early mathematics. They will be confident in articulating how children progress within the Early Years Foundation Stage, KS1 and KS2, demonstrating a clear understanding of how subjects connect across the curriculum. Through engaging with our curriculum, BSTs will develop a clear understanding of curricular design and sequencing of lessons. They will also learn how to teach an adaptive, inclusive curriculum that meets the needs of all children in the class regardless of background, ability and disposition. BSTs will develop a professional voice and confidence in subject knowledge. The curriculum will enable BSTs to demonstrate secure subject knowledge and develop skills in creative pedagogies which promote the engagement of children in their learning. They will be creative in exploring ways to adapt teaching to meet the needs of all children while maintaining accuracy in the subject knowledge being taught. BSTs will</p> |

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| | <p>learn how to embed cross curricular approaches to teaching and learning, working closely with subject experts in schools/settings in order to develop professional practice.</p> |
| <p>3. How children learn</p> | <p>Our ITE Partnership Curriculum will enable BSTs to engage critically with a range of theories of learning. This includes, but is not limited to, the learning sciences (including the ECRA framework), elicitation of prior learning and social constructivism. They will use reflective frameworks to enable them to evaluate their practice and the impact of this on children's progress in the classroom. BSTs will understand the physical, social and intellectual development of children and demonstrate an understanding of teaching the whole child, recognising that children can only learn when they feel safe and secure.</p> <p>The curriculum is designed to enable BSTs to learn how to establish a positive learning environment. They will learn about the importance of wellbeing, ensuring each child has a voice including children with EAL. BSTs will demonstrate an awareness of how the socio-economic context will affect how children learn. BSTs will seek creative solutions to support children in overcoming barriers to learning. They will show an awareness of children's developing creativity and how this can be nurtured in the classroom, including through fostering self-expression, imagination and possibility thinking.</p> <p>The curriculum is designed to enable BSTs to develop an understanding of the importance of collaboration when children learn, appreciating the value of child-child and teacher-child dialogic and exploratory talk. BSTs will show an understanding of the effect that different approaches to grouping have on children's learning and progress. The curriculum is also designed to support BSTs in understanding the valuable role that expert colleagues and additional adults play in supporting learning.</p> |
| <p>4. Planning for learning</p> | <p>Our ITE Partnership Curriculum is designed to enable BSTs to learn and critically reflect on a range of pedagogical approaches appropriate to the age phase. They will critique curriculum frameworks and resources, showing awareness of the development and history of the school curriculum. BSTs will learn how to develop appropriate sequences of learning, identifying and addressing misconceptions whilst using lesson time effectively. They will learn how to plan lessons which cater to the specific needs of a range of children, showing care and attention to all learners (understanding children's starting points and backgrounds) and maintain an empathetic response to children when they struggle with aspects of their learning. BSTs will show accountability for children's progress and outcomes, providing resources which show appropriate care for children and their individual needs including planning for the deployment of other adults. They will value and promote child-centred learning and ensure planning is informed by an understanding of how children learn through play across the phases.</p> <p>BSTs will learn how to approach lesson planning in a variety of ways in order to develop innovative approaches to children's learning. This includes making links across the curriculum and using thematic and topic-based approaches whilst retaining subject specificity. BSTs will learn how to take managed risks when planning and delivering lessons in order to engage fully and creatively with the learning process. They will learn how to support children's intellectual curiosity and recognise the importance of modelling work in the classroom.</p> <p>BSTs will learn how to include children's voices in planning and delivery of lessons. They will plan collaboratively with peers and colleagues where possible acting on feedback from mentors/peers/colleagues. Our curriculum design also supports BSTs in understanding learning beyond the classroom.</p> |

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| <p>5. Adaptive teaching and Inclusion</p> | <p>Our ITE Partnership Curriculum intends for BSTs to critique a range of methods of adapting teaching, developing understanding of how best to meet children's needs, based on engagement in research on teaching for social justice. They will challenge assumptions and stereotypical behaviour and show an awareness of opportunities to develop cultural capital. They will effectively support children with individual needs. e.g. SEND, EAL, High Attainers ensuring that teaching is adapted to reduce inequality and increase access to learning for all. They will work with target groups/individuals to help them to reach their potential, showing care and empathy for their individual needs, exercising patience, kindness and listening skills and being mindful of unconscious bias and British Values.</p> <p>BSTs will learn how to use a variety of pedagogical approaches in order to motivate, inspire and challenge all children, explaining concepts in a variety of ways. They will think creatively of ways in which to decolonise the curriculum in schools and use creative strategies to meet children's needs and overcome barriers for learning. They will work with additional adults to offer children the best possible learning experience and work with colleagues to create a range of adapted resources. Alongside exploring ways to collaborate with outside agencies and specialist professionals to promote inclusion and diversity within classrooms, BSTs will work in 3-way partnership with children, parents and carers to understand children's starting points and previous experiences as a rich resource for learning.</p> |
| <p>6. Assessment of children</p> | <p>Our ITE Partnership Curriculum is designed to enable BSTs to engage critically in research on assessment to recognise the purpose, strength and limitations of a range of different assessment strategies. They will know why, when and how to assess in a subject/phase. They will critically analyse relevant class data to set appropriate targets for children and to plan subsequent lessons. They will develop approaches to assessment that are fair and grounded in understanding of children's needs and provide feedback to children that is supportive and sensitive, promoting progress, motivation and engagement. They will respond creatively to assessment to inform subsequent planning and teaching incorporating creative assessment approaches and recognising the range of ways in which pupil progress can be evidenced.</p> <p>BSTs will learn how to recognise and celebrate progress in children's creativity, including through their developing fluency, flexibility, elaboration and originality. They will draw on assessment to work collaboratively to develop sequences of lessons that meet curriculum requirements and children's needs, sharing resources with colleagues/peers to support good assessment practice. They will engage in moderation of assessments and report on assessment to children, parents, carers, staff and other education professionals.</p> |
| <p>7. Managing behaviour and the environment for learning</p> | <p>Our ITE Partnership Curriculum is designed to enable BSTs to show awareness of different strategies and their suitability for different children. They will engage critically in research on behaviour for learning and critique differing approaches to managing behaviour, showing awareness of theoretical underpinnings and their benefits/drawbacks. They will observe and evaluate colleagues' behaviour strategies as well as explore and trial their own.</p> <p>BSTs will develop collaborative, respectful relationships with children, acknowledge prior learning and life experience and show care and empathy for all children particularly those who are vulnerable. They will implement positive behaviour for learning strategies consistently and exercise self-care when dealing with challenging behaviour.</p> <p>BSTs will show an explicit awareness of the needs for children to develop independent emotional regulation with an awareness of attachment awareness. They will have consistently high expectations for all children. BSTs will seek creative</p> |

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| | solutions to challenging bullying and work with colleagues and children on anti-bullying strategies. They will create a safe and stimulating classroom environment to facilitate behaviour for learning, working with mentors, tutors, colleagues and peers to respond to challenging behaviours. They will seek to work collaboratively with children by negotiating expectations and listening to their needs/concerns. |
| 8. Children's health and wellbeing | We intend for our ITE Partnership Curriculum to facilitate BSTs' critical engagement in research on wellbeing and health, taking professional and institutional responsibility for children's wellbeing and demonstrating awareness of national approaches to children's mental health. BSTs will understand and fulfil the safeguarding responsibilities of a teacher and how to act on identified issues. They will show empathy in interactions with children, planning for learning 'with' children rather than delivering lessons 'to' children. They will listen to children and create a comfortable atmosphere which gives children the confidence to talk. BSTs will 'think outside the box' to incorporate children's well-being into all lessons, finding creative approaches to building relationships with children during formal and informal learning. They will lead engaging sessions to support children's health and wellbeing. They will work with support/care teams, SENCO, other professionals to promote children's wellbeing and with subject leaders / Mentors to incorporate wellbeing into medium and longer-term planning. They will work sensitively with parents to safeguard children's wellbeing. |

Implementation: How are BSTs prepared to teach?

| 2. How are BSTs prepared to teach (implementation)? | | | | |
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| 1. Professional behaviours and responsibilities including: | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| 1. Professional behaviours and responsibilities including: <ul style="list-style-type: none"> • Taking responsibility for children's progress and outcomes • Professional identity • Teacher presence and decision making • Critical thinking and reflective practice | Level 1 safeguarding training Identifying and understanding school policies Professionalism online Live and asynchronous university sessions and school based tasks Understanding / challenging beliefs and assumptions Introductions to critical thinking | Teacher wellbeing From wellbeing to welldoing Live and asynchronous university sessions and school tasks Gaining and applying an understanding of how to work effectively with other adults Contributing to lunchtime / after school clubs | Identifying and understanding school policies Refining understanding and practice of working with other adults Pre and post experience days Live and asynchronous university sessions and school tasks Contributing to lunchtime / after school clubs and/or whole school events | Moving from BST to ECT Report writing Working with other adults Contributing to lunchtime / after school clubs and/or whole school events Encourage engagement with wider educational communities Taking responsibility for professional development |

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| <ul style="list-style-type: none"> • Work/life balance • Safeguarding • Statutory responsibilities • Working with other adults • Engagement with wider educational communities • Engaging with up to date and pertinent research • Supporting and fostering parental/carer engagement • Taking responsibility for own professional development • Demonstrating and modelling positive attitudes to learning • Positive contribution to the school community • Effective communication with | <p>Statutory responsibilities of the teacher (inc Prevent)</p> <p>Contributing to whole school events</p> <p>Introduction to reflective practice and target setting</p> <p>Introduction to wider educational communities</p> | <p>and/or whole school events</p> <p>Understanding home learning</p> <p>Developing critical reflection and setting of professional learning foci</p> <p>Encourage engagement with wider educational communities</p> | <p>Understanding home learning</p> <p>Deepening critical reflection and setting of professional learning foci</p> <p>Encourage engagement with wider educational communities</p> | <p>Refining critically reflective practice and setting of professional learning foci</p> |
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| parents/carers | | | | |
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| 2. Subject / Phase Pedagogical curriculum knowledge including: <ul style="list-style-type: none"> • Phase specific subject content knowledge (including early reading/phonics and early maths) • Phase specific subject pedagogical knowledge • Cross-curricular learning • Curricular design and sequencing • Accurate use of verbal and written standard English | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| | <p>Introduction to statutory curricula</p> <p>Introduction to subject curricula as appropriate to phase (EYFS/ KS1 and KS2)</p> <p>Gaining understanding of progression from National Curriculum to long term and medium term subject planning to planning lessons</p> <p>Reflect on use of standard spoken and written English</p> <p>Subject knowledge development as per individual subject specific curriculum overviews</p> | <p>Applying a developing understanding of cross curricular teaching and learning</p> <p>Applying an understanding of progression from National Curriculum to long term and medium term subject planning to inform planning sequences of lessons</p> <p>Developing and refining use of standard spoken and written English</p> <p>Subject knowledge development as per individual subject specific curriculum overviews</p> | <p>Refining an understanding of cross curricular teaching and learning</p> <p>Drawing from National Curriculum and long / medium term plans to refine structured planning sequences of lessons</p> <p>Developing and refining use of standard spoken and written English</p> <p>Subject knowledge development as per individual subject specific curriculum overviews</p> | <p>Embedding cross curricular teaching in practice</p> <p>Refining knowledge of National Curriculum and long / medium term plans to structure planning sequences of lessons over time</p> <p>National Numeracy Challenge certification</p> <p>Developing an understanding of learning environments beyond the classroom</p> <p>Subject knowledge development as per individual subject specific curriculum overviews</p> |
| 3. How children learn including: <ul style="list-style-type: none"> • Theories of learning • Learning sciences • Retrieval practice | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| | <p>Introducing theories of learning and how pupils learn</p> <p>Gaining understanding how children learn in each</p> | <p>Developing use of ECRA in practice</p> <p>Gaining an understanding of low stakes assessment and</p> | <p>Tracking progress and addressing learning needs</p> <p>Applying and embedding use of ECRA in practice</p> | <p>Refining use of ECRA in practice to enable high quality learning</p> <p>Applying knowledge of misconceptions, and how to</p> |

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| <ul style="list-style-type: none"> • Prior learning and elicitation • Enable children to understand key concepts • Ensure children embed key concepts in long term memory • Metacognition • Myth busting • Working with misconceptions as valuable learning opportunities • Awareness of children's physical, social and intellectual development | <p>subject of the curriculum</p> <p>Introduction to ECRA (Learning Sciences)</p> <p>Neuromyths</p> <p>Introduction to memory, retrieval and application</p> <p>Observing expert practice to understand how children learn</p> <p>In taught sessions, gaining an understanding of subject specific misconceptions and how to address these</p> <p>Introduction to child development (through subject and phase learning)</p> | <p>start to apply in practice</p> <p>Focused observations of expert practice to develop understanding of how children learn</p> <p>Applying knowledge of how children learn to inform pedagogical decision making</p> <p>In taught sessions, developing understanding subject specific misconceptions and how to address these and then applying this in practice</p> | <p>Focused observations of expert practice to deepen understanding of how children learn</p> <p>Critically reflecting on BSTs use of ECRA (Learning sciences) and application of theory to practice</p> <p>In taught sessions, refining understanding of subject specific misconceptions and how to address these and then applying this in practice</p> <p>Teaching sequences of lessons that draw on assessment practices and a secure understanding of how children learn to secure strong pupil outcomes</p> | <p>address these, consistently in planning and practice</p> <p>Consistently teaching sequences of lessons that draw on assessment practices and a secure understanding of how children learn to secure strong pupil outcomes</p> <p>Developing an understanding of learning environments beyond the classroom</p> |
| <p>4. Planning for learning including:</p> <ul style="list-style-type: none"> • Understand different approaches to planning • Planning for use of appropriate resources | <p>Phase 1</p> <p>Gaining an understanding key elements of planning for effective learning</p> <p>Introduction to key concepts for constructing learning</p> <p>Introduction to frameworks to support the planning process</p> | <p>Phase 2</p> <p>In taught sessions, gaining a developing understanding subject specific misconceptions and how to address these and then applying this in practice</p> | <p>Phase 3</p> <p>In taught sessions, gaining a deepening understanding subject specific misconceptions and how to address these and then applying this in practice</p> | <p>Phase 4</p> <p>Applying knowledge of misconceptions, and how to address these, consistently in planning and practice</p> <p>Consistently teaching sequences of</p> |

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| <ul style="list-style-type: none"> Sequences of learning Planning for the deployment of other adults Using appropriate starting points/ children's interests and backgrounds Learning beyond the classroom Effective use of lesson time | <p>Understanding the importance of relationships in supporting learning</p> <p>In taught sessions, gaining an understanding of subject specific misconceptions and how to address these</p> <p>Teaching lessons that draw on a developing understanding of how children learn</p> <p>In individual lessons apply ECRA - Engage, Construct, Retain, Apply - to support planning</p> <p>Introduction to and rehearsal of modelling in subjects</p> <p>Using 3 profile children to monitor learning and progress</p> | <p>Understanding the principles of planning a sequence of learning</p> <p>Beginning to teach sequences of lessons that apply assessment practices and a secure understanding of how children learn</p> <p>Building on prior learning</p> <p>Working effectively with other adults</p> <p>In individual lessons and sequences of lessons refining use of ECRA - Engage, Construct, Retain, Apply - to support planning</p> <p>Developing an understanding of the role assessment plays in planning</p> <p>Understanding school processes for monitoring learning and progress</p> | <p>Teaching sequences of lessons that draw on assessment practices and a secure understanding of how children learn to secure strong pupil outcomes</p> <p>Drawing on assessment practices to inform planning that focuses on pupil outcomes</p> <p>Taking ownership of planning, drawing upon children's interests and backgrounds</p> | <p>lessons that draw on assessment practices and a secure understanding of how children learn to secure strong pupil outcomes across the curriculum</p> <p>Applying a secure understanding of the plan, teach, assess cycle by planning lessons and sequences of lessons that focus on strong pupil outcomes</p> <p>Developing an understanding of learning environments beyond the classroom</p> |
| 5. Adaptive teaching and Inclusion including | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| | Challenging assumptions | Further developing understanding of | Making the environment inclusive and | Understanding Statutory assessment and |

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| <ul style="list-style-type: none"> • Promoting inclusion • Challenging assumptions and stereotypical behaviour • Unconscious bias • Meeting the needs of different children including SEND and EAL, higher attaining • Identifying and addressing barriers to learning • Celebrating difference and diversity • British Values • Decolonising the curriculum • Cultural capital • Working with specialist professionals • Modelling | <p>Unconscious bias</p> <p>Gaining understanding British values, identity, parliament and democracy</p> <p>Teaching for social justice</p> <p>Understanding statutory regulations and definitions related to SEND</p> <p>Introduction to inclusion and inclusive practice</p> <p>Celebrating difference and diversity e.g. through children's literature</p> <p>Exploring cultural capital through the lens of curriculum subjects</p> | <p>Quality First Teaching;</p> <p>Developing skills in planning Quality First teaching and making use of inclusive strategies</p> <p>Knowing how learners can be given additional support through the SEN Support and EHCP processes;</p> <p>Developing skills in identifying and prioritising specific areas where learners need additional support.</p> <p>Engaging with SENCo and other professionals</p> <p>Identifying and addressing barriers to learning through subject</p> <p>Challenging assumptions in subject</p> <p>Decolonising the curriculum (subject specific input e.g. science, English)</p> <p>Challenging notion of perceived lack of cultural capital in</p> | <p>enabling for children learning EAL</p> <p>Learning and teaching approaches that support curriculum access and English language development for EAL pupils</p> <p>Engaging with SENCo and other professionals</p> <p>Applying of principles of adaptive teaching in planning and teaching</p> <p>Exploring understandings of 'disadvantaged learners' and the possible effects of disadvantage</p> <p>Gaining an understanding of Pupil Premium funding and its use</p> <p>Gaining and applying an understanding of practices that impact positively on progress of disadvantaged learners</p> | <p>adaptations for children with SEND/ EAL</p> <p>Applying principles of adaptive teaching throughout the curriculum</p> <p>Developing an understanding of learning environments beyond the classroom</p> |
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| | | children who have EAL | | |
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| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| <p>6. Assessment of children including</p> <ul style="list-style-type: none"> Understand rigorous assessment processes Know the difference between formative and summative assessment Using assessment to promote learning Why, when and how to assess in a subject/phase Understand statutory assessment and accountability Reporting assessment Use of data to monitor progress Providing feedback and identifying next | <p>Understanding the purpose of assessment</p> <p>Gaining an understanding of the different types of assessment</p> <p>Exploring the principles of formative assessment</p> <p>Gaining a subject specific understanding of how to plan for assessment within a lesson</p> <p>Understanding how to elicit children's prior knowledge</p> <p>Marking children's work and giving appropriate feedback</p> <p>Applying approaches to formative assessment within individual lessons and monitoring progress of profile children</p> | <p>Gaining and applying knowledge of assessment for learning and formative assessment when planning sequences of lessons</p> <p>Gaining an understanding of the role of summative assessment</p> <p>Gaining and applying an increasing understanding of the plan, teach assess cycle</p> <p>Marking children's work and giving appropriate feedback that enhances pupil outcomes</p> <p>Gaining an understanding of accountability for pupils' progress within lessons</p> | <p>Applying and refining knowledge of assessment for learning and formative assessment when planning sequences of lessons</p> <p>Gaining an understanding of the principles of summative assessment</p> <p>Gaining an understanding of how summative data can be used to inform teaching and learning</p> <p>Gaining an understanding of summative assessment in practice</p> <p>Applying and refining a deepening understanding of the plan, teach assess cycle</p> <p>Marking children's work and giving high quality feedback that enhances pupil outcomes and informs subsequent planning</p> | <p>Refining and embedding knowledge of assessment for learning and formative assessment when planning sequences of lessons</p> <p>Applying and refining knowledge of summative assessment in practice</p> <p>Refining and embedding a secure understanding of the plan, teach assess cycle</p> <p>Writing school reports</p> <p>Marking children's work and giving high quality feedback that enhances pupil outcomes and informs subsequent planning</p> <p>Applying understanding of how data can be used to support pupil progress</p> <p>Refining and embedding</p> |

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| steps/target setting | | | subsequent planning Applying understanding of accountability for pupils' progress within lessons and across sequences of lessons | understanding of pupils' progress by being accountable for pupils progress within lessons, across sequences of lessons and over time |
| 7. Managing behaviour and the environment for learning including <ul style="list-style-type: none"> • Emotion coaching • Attachment • Building relationships with children • Key principles and approaches to behaviour management • Anti-bullying • High expectations • Creating a safe and stimulating classroom environment to allow children to focus on learning • Establishing routines | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| | <p>Gaining an understanding of the importance of, and strategies for, developing strong, caring relationships with children rooted in mutual respect</p> <p>Gaining an understanding of strategies to establish high expectations of learning behaviour</p> <p>Knowing how to develop a confident teacher presence</p> <p>Gaining an understanding of how bullying is addressed in school, engaging with relevant policies and school staff</p> | <p>Engaging in knowledge development and appropriate school based activities related to anti-bullying week</p> <p>Applying understanding of subject specific approaches to supporting positive behaviour e.g. in PE, music etc.</p> <p>Applying understanding of how to promote positive behaviour for learning strategies in line with school behaviour policy</p> <p>Critiquing different perspectives/ approaches to managing and understanding behaviour and their impact on</p> | <p>Gaining and applying understanding of how bullying is addressed in school, including engaging with relevant policies and school staff</p> <p>Applying and refining understanding of how to promote positive behaviour for learning strategies in line with school behaviour policy</p> <p>Establishing a confident teacher presence in an alternate age-phase</p> <p>Applying and adapting approaches to supporting behaviour for learning strategies to an alternate age-phase</p> <p>Applying understanding of</p> | <p>Refining and embedding understanding of how to promote positive behaviour for learning strategies in line with school behaviour policy</p> <p>Embedding and evidencing a nurturing yet confident teacher presence to facilitate a well structured, safe environment for learning which meets the needs of all children</p> <p>Developing an understanding of learning environments beyond the classroom and how these can enhance engagement, motivation and learning</p> <p>Refining and embedding pedagogical</p> |

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| | | <p>children's learning and wellbeing</p> <p>Establishing a confident teacher presence</p> <p>Gaining an understanding of the importance of appropriate support and challenge in engaging children in learning</p> | <p>the importance of appropriate support and challenge in engaging children in learning</p> | <p>practices that provide appropriate support and challenge that engage children in learning</p> |
| <p>8. Children's health and wellbeing including</p> <ul style="list-style-type: none"> • Understanding how to promote good physical and mental health • Recognise and respond to individual needs • Know how to access specialist support where appropriate | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| | <p>Understanding the statutory requirements of teachers including safeguarding, the prevent duty and the PSHE curriculum</p> <p>Gaining an understanding of the PSHE curriculum and associated pedagogies</p> <p>Engaging with school staff to understand support available to children and families and how to access this</p> <p>Understanding the importance of building strong relationships based on trust and mutual respect</p> <p>Gaining understanding of adaptive teaching to ensure all children's needs are met</p> | <p>Gaining an understanding of how to support children's mental health and wellbeing in schools</p> <p>Gaining an understanding of how to promote children's wellbeing</p> <p>Critically reflect on strategies used by schools to support children's wellbeing</p> <p>Understanding the impact of the Covid-19 pandemic/ lockdown on children and the longer-term impact in school</p> | <p>Gaining an understanding of Sex and Relationships Education</p> <p>Engaging with school staff to understand support available to children and families and how to access this</p> <p>Applying and refining understanding of adaptive teaching to ensure all children's needs are met</p> <p>Applying knowledge of how to access specialist support in a school/ setting context</p> <p>Continuing to work sensitively with parents to</p> | <p>Building on strong relationships with the children to create safe environments</p> <p>Refining and embedding understanding of adaptive teaching to ensure all children's needs are met</p> <p>Continuing to work sensitively with parents to safeguard children's wellbeing</p> <p>Refining and embedding the use of creative approaches to building relationships with children during formal and informal learning, demonstrating</p> |

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| | <p>Using creative approaches to building relationships with children during formal and informal learning, demonstrating empathy in all interactions</p> <p>Gaining an understanding of how to support pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> | <p>Gaining an understanding of subject-specific practices/ approaches in improving children's health and wellbeing</p> <p>Applying understanding of adaptive teaching to ensure all children's needs are met</p> <p>Learning to work sensitively with parents to safeguard children's wellbeing</p> <p>Continuing to use creative approaches to building relationships with children during formal and informal learning, demonstrating empathy in all interactions</p> <p>Developing skills in supporting pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> | <p>safeguard children's wellbeing</p> <p>Using creative approaches to building relationships with children during formal and informal learning, demonstrating empathy in all interactions</p> <p>Applying and refining skills in supporting pupils to develop resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> | <p>empathy in all interactions</p> <p>Continuing to support pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> |
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Impact: How well has the curriculum been learned?

| 3. How well has the curriculum been learned (impact)? | |
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| 1. Professional behaviours and responsibilities | BSTs are reflective practitioners who act with honesty and integrity at all times, whilst having the highest personal expectations of themselves and their children, confidently fulfilling their professional duties. They act as positive role models, demonstrating the positive attitudes and behaviours that they expect from children. They consistently forge positive professional relationships with colleagues, specialists and support staff, whilst also seeking opportunities to engage parents and carers in the education of their children. |
| 2. Subject Pedagogical curriculum knowledge (see individual Subject Handbooks) | BSTs have strong subject, curriculum and pedagogical knowledge based on robust and pertinent research. They model a passion and curiosity for learning that promotes the value of scholarship. BSTs effectively scaffold subject-specific dialogue and collaborative learning opportunities, enabling children to act upon feedback provided to support progress. BSTs take responsibility for their continual subject knowledge development as relevant to the age phase. |
| 3. How children learn | BSTs recognise that there are numerous and complex factors that contribute to how children learn. They consider these factors, including metacognition, cognitive overload, self-regulation and motivation when planning for learning. They develop their understanding of how children learn through careful, consistent and comprehensive critical reflection on their practice and its outcomes. They take responsibility for staying abreast of current research on learning and apply this understanding to pedagogical decision-making. |
| 4. Planning for learning | BSTs engage in consistently high-quality planning and develop a robust professional habit of self-reflection and evaluation. They independently draw on knowledge of various approaches to plan engaging lessons for children, building upon prior learning so they become successful creative learners. They demonstrate understanding of how sequences of lessons should be adapted and tailored in response to children's needs using the plan, teach, assess cycle. They understand and cater for the range of ways children can learn and the different factors that can affect these, including various theoretical perspectives. They are critically conversant with the strengths and limitations of resources, selecting from a range of resources available to teachers and recognising the appropriateness of these to the learning needs of the children. |

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| 5. Adaptive teaching and Inclusion | <p>BSTs display a genuine passion for inclusion, displaying a deep understanding of equality and diversity. They show care for all children, regardless of ability or attitude, whilst being mindful of their own unconscious bias and the importance of British Values. BSTs effectively respond to learners' individual starting points, including by flexibly grouping pupils, language use, level of adult support, scaffolds, the learning environment and resources. They meet learners' needs and overcome their barriers including through high quality teaching and by starting to make use of teaching and resources made available through Pupil Premium funding and distinctive approaches to teaching SEND.</p> |
| 6. Assessment of children | <p>BSTs seek to understand the 'big picture' of assessment by engaging in published research. They are accountable for the attainment, progress and outcomes of the children. They justify the purpose of any assessment, being clear about how the information will be used to secure children's progress. They have the knowledge and confidence to apply a range of formative assessment strategies to practice. They understand the importance of collaborative moderation in terms of developing accuracy when assessing. BSTs adapt and tailor high-quality and targeted feedback which supports pupils to monitor and regulate their own learning.</p> |
| 7. Managing behaviour and the environment for learning | <p>BSTs confidently use a range of behaviour management / behaviour for learning strategies, critically reflecting on these strategies in school through observation, practice and published research. Furthermore, they use proactive, rather than reactive, behaviour management approaches where possible, exercising appropriate authority and acting decisively when necessary. BSTs recognise the importance of understanding the whole child and take a holistic approach to supporting behaviour for learning to establish a positive classroom environment. They identify bullying through its many different contexts and address this, creating a safe and inclusive culture for all. BSTs demonstrate a 'team' approach to behaviour management - consulting with colleagues across the school as necessary, whilst always considering the ethical implications of their decision-making.</p> |
| 8. Children's health and wellbeing | <p>BSTs are empathetic teachers who care about the children they teach. They understand their legal and ethical obligations and work with other adults and teaching professionals to access a range of specialist support where appropriate, recognising and responding to individual health and wellbeing needs through discussion with expert colleagues. They support pupils in developing resilience and self-belief by ensuring all pupils have the opportunity to experience meaningful success. They consider the use of national initiatives to support children's health and well-being, whilst also recognising the significant role of PSHE in this area.</p> |

Secondary curriculum

Curriculum intent: What are we trying to achieve?

Our aim is to educate teachers who will have a profound impact on the lives of young people in their care and who can guide pupils to achieve their full potential. Our BSTs are supported to inspire a sense of awe and wonder in the pupils they teach. Our programme intends to develop teachers who are empathetic practitioners, responsive to the needs of all pupils. Safety and wellbeing are at the heart of BSTs' practice and our curriculum seeks to ensure they promote equality and inclusion and challenge discrimination. Our curriculum intends to offer BSTs the skills to meet the challenges of everyday classrooms, including reaching those pupils who are disadvantaged, those with SEND, or for those who speak EAL.

Our curriculum intends to support BSTs to become critical practitioners through consistent linking of theory to practice. BSTs are guided to reflect critically and consistently on their practice, which enables them to make secure professional judgments and develop metacognition. The curriculum is academically rigorous, drawing on a range of up-to-date and relevant research in both core and subject sessions. Through this, we intend to prepare BSTs for the dynamic world of teaching and provide them with the skills to positively impact and transform the educational landscape. To do this, it is essential that BSTs are supported to develop resilience and agility to allow them to flourish in a lifelong career in education.

BSTs are trained to become excellent teachers through acquiring knowledge of a range of pedagogical approaches, including signature pedagogies related to their subjects. Our intent is to introduce BSTs to a suite of innovative and creative teaching methods, with which they are encouraged to experiment in their classrooms, reflecting critically on the outcome. BSTs are guided to work collaboratively, drawing on expert support to further develop their practice.

Successful engagement with our curriculum allows BSTs to meet the Teachers' Standards, be recommended for Qualified Teacher Status through our accredited provider and thrive as compassionate, critically reflective, collaborative and creative Early Career Teachers.

Professional Behaviours and Responsibilities - What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|---|--|---|--|
| <p>Proactively, reflectively and critically engage in a wide range of educational research.</p> <p>Seek opportunities and take responsibility for professional development, including observations of colleagues and peers.</p> <p>Articulate a developing teacher identity based on experience, research and engagement in subject associations.</p> <p>Understand statutory responsibilities and the 'big picture' of school systems and protocols - the roles and relationships of LEAs, Academies, OFSTED, etc.</p> <p>BSTs will consider themselves as researchers, actively undertaking their own research, rather than having research "done to them".</p> | <p>Exercise self-care: being ready for teaching (resilience etc), work/life balance.</p> <p>Show consideration for colleagues in schools - team work.</p> <p>Demonstrate mutual respect between BST, colleagues and pupils.</p> <p>Work sensitively with parents for the benefit of pupils' learning and wellbeing.</p> <p>Work empathetically with all pupils, showing kindness and patience, particularly vulnerable learners.</p> <p>Work sensitively with parents to safeguard pupils' wellbeing.</p> <p>Demonstrate and model positive attitudes to learning.</p> | <p>Demonstrate flexibility and the ability to find creative solutions to a range of challenges.</p> <p>Experiment with a range of innovative pedagogical approaches in the classroom, followed by careful self-reflection and attention to feedback.</p> <p>Take responsibility for their own professional development.</p> | <p>Work well with colleagues, sharing and contributing to their departments and the wider life of the school.</p> <p>Work in a collegiate way with parents.</p> <p>Work collaboratively with peers in University sessions.</p> <p>Have a high regard for the ethos, policies and practices of the school and maintain high standards of punctuality and attendance.</p> <p>Engage with other communities of practice.</p> <p>Make a positive contribution to the wider school community.</p> |

Subject, Pedagogical and Curricular Knowledge: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|---|--|---|---|
| <p>Keep abreast of developments and curricular research in subject pedagogy.</p> <p>Phase specific subject content knowledge (including links to literacy, oracy and numeracy) and addressing any misconceptions.</p> <p>Critically reflect on approaches to teaching the subject and curriculum design</p> | <p>Identify and champion the connections between individual subjects and SMSC in teaching</p> <p>Carefully consider the impact of different topics on pupils who may have had a range of experiences that necessitate compassionate teaching (ie depictions of racism in literature)</p> <p>Ensure that own subject expertise is no barrier to empathy with pupils who struggle in the subject</p> <p>Making connections to wider communities and cultural contexts as part of an inclusive approach to teaching the subject</p> | <p>Seek creative pedagogical solutions to subject-specific barriers to learning</p> <p>Become familiar with a subject's 'signature pedagogies' in order to create effective and innovative lessons</p> <p>Model, consider and appropriately facilitate the environments and attitudes necessary for creativity in the subject</p> | <p>Actively engage in subject professional development opportunities, seeking opportunities through professional networks in and outside of school</p> <p>Participate fully in subject association, collaborating with peers and mentors in the subject community beyond school</p> <p>Collaborate with peers and mentors in school to trial and reflect on subject-specific educational research</p> <p>Engage in collaborative planning with subject mentors and/or peers</p> |

How Pupils Learn: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|--|---|--|--|
| <p>Engage critically with a range of theories of learning, including, but not limited to: science of learning, memory retrieval practice, elicitation of prior learning, social constructivism, learner motivation.</p> <p>Use careful reflective practice (and, where appropriate action research) to notice and evaluate successful approaches to promoting pupil progress in the classroom.</p> | <p>Show awareness of physical, social and intellectual development of pupils.</p> <p>Show appreciation of Maslow's hierarchy of needs, recognising that children can only learn in an environment where they feel safe and secure.</p> <p>Recognise and respond to student context (wellbeing/socio/economic etc.), which affects how pupils learn.</p> | <p>Seek creative solutions to barriers to pupils' learning.</p> <p>Consider what forms of knowledge pupils are learning and ensure the appropriate pedagogy is applied</p> | <p>Appreciate the value of pupil-pupil collaboration in their learning.</p> <p>Understand the benefits of collaboration with other colleagues in subject teaching, and its power in developing pupil learning.</p> |

Planning for Learning: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|--|--|--|--|
| <p>Reflect critically and comprehensively on lessons and act on reflective discussions with expert colleagues.</p> <p>Reflect critically on observed lessons, showing understanding of a range of pedagogical approaches.</p> <p>Critique curriculum frameworks and resources, showing awareness of the development and history of the school curriculum.</p> <p>Identify and address misconceptions.</p> <p>Show awareness of international and/or alternative secondary school pedagogical approaches.</p> <p>Develop appropriate sequences of learning</p> <p>Demonstrate effective use of lesson time.</p> | <p>Plan lessons which cater to the specific needs of a range of pupils, showing care and attention to all learners. (Understanding pupils' starting points and backgrounds)</p> <p>Maintain an empathetic response to pupils when they struggle with aspects of their learning.</p> <p>Show accountability for pupils' progress and outcomes.</p> <p>Provide resources which show appropriate care for pupils (ie handouts on coloured paper for dyslexic pupils).</p> <p>Plan for the deployment of other adults.</p> <p>Value and promote pupil centered learning.</p> | <p>Recognise the importance of play as part of learning.</p> <p>Approach lessons in a variety of ways in order to develop innovative approaches to pupils' learning</p> <p>Take risks when planning and delivering lessons in order to engage fully and creatively with the learning process.</p> <p>Demonstrate conscious methods to encourage pupils' intellectual curiosity.</p> <p>Recognise the importance of modelling work in the classroom</p> <p>Promote learning beyond the classroom.</p> | <p>Seek opportunities to include 'pupil voice' in planning and delivery of lessons.</p> <p>Plan collaboratively with peers and colleagues where possible.</p> <p>Act on feedback from mentors/peers/colleagues</p> |

Adaptive Teaching and Inclusion: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|---|---|--|---|
| <p>Critique a range of methods of differentiation, developing understanding of how best to adapt teaching for pupils' needs.</p> <p>Engage in research on teaching in a diverse society.</p> <p>Challenge assumptions and stereotypical behaviour</p> <p>Show an awareness of opportunities to develop cultural capital</p> | <p>Effectively support pupils with individual needs. e.g. SEND, EAL, High Attainers</p> <p>Ensure that teaching is adapted to reduce inequality and increase access to learning for all.</p> <p>Work with target groups/individuals to help them to reach their potential, showing care and empathy for individual needs, exercising patience, kindness and listening skills.</p> <p>Be mindful of unconscious bias</p> <p>Be mindful of British Values</p> | <p>Use a variety of pedagogical approaches in order to motivate, inspire and challenges pupils of all abilities.</p> <p>Explain concepts in a variety of ways.</p> <p>Think creatively of ways in which to decolonise the curriculum in schools.</p> <p>Use creative strategies to address barriers for learning</p> | <p>Work with additional adults to offer pupils the best possible learning experience.</p> <p>Work with peers to create a range of differentiated resources.</p> <p>Explore ways to collaborate with outside agencies and specialist professionals to promote inclusion and diversity within classrooms.</p> |

Assessment of Pupils: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|--|--|--|--|
| <p>Recognise the purpose, strength and limitations of a range of different assessment strategies.</p> <p>Know why, when and how to assess in a subject/phase</p> <p>Critically analyse class data from tests and books to set appropriate targets for pupils and to plan subsequent lessons.</p> <p>Engage critically in research on assessment.</p> | <p>Develop approaches to assessment that are fair and grounded in understanding of pupils' needs.</p> <p>Provide feedback to pupils that is supportive and sensitive, promoting progress, motivation and engagement.</p> | <p>Experiment with a variety of different assessment strategies that promote pupil progress.</p> <p>Consider non-traditional assessment routes in order to build confidence and/or creativity.</p> | <p>Work in subject teams to develop schemes of learning that meet assessment requirements.</p> <p>Share resources with colleagues/peers to support good assessment practice.</p> <p>Engage in departmental moderation of assessments especially at KS4 / 5.</p> <p>Report on assessment to pupils, parents, staff and other education professionals.</p> |

Managing Behaviour and the Environment for Learning: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|--|---|--|---|
| <p>Show awareness of different strategies and their suitability for different students.</p> <p>Observe and evaluate colleagues' behaviour strategies.</p> <p>Engage critically in research on behaviour management.</p> <p>Critique reward and sanction frameworks, showing awareness of theoretical underpinnings and their benefits/drawbacks.</p> | <p>Develop collaborative, respectful relationships with pupils.</p> <p>Acknowledge prior learning and life experience when managing pupils.</p> <p>Show care and empathy for all pupils when managing behaviour, particularly vulnerable pupils.</p> <p>Implement positive behaviour management strategies consistently.</p> <p>Exercise self-care when dealing with challenging behaviour: keeping behaviour in perspective.</p> <p>Show an explicit awareness of the needs for pupils to develop independent emotional regulation.</p> <p>Demonstrate awareness of attachment awareness.</p> <p>Consistently have high expectations for all pupils.</p> | <p>Experiment with a range of behaviour management strategies which might not be in the school policy</p> <p>Seek creative solutions to challenging Work with colleagues and pupils on anti-bullying strategies.</p> <p>Create a safe and stimulating classroom environment to allow pupils to focus on learning. behaviour.</p> | <p>Work with mentors, tutors, colleagues and peers to respond to challenging behaviours.</p> <p>Seek to work collaboratively with pupils i.e. by negotiating expectations and listening to their needs/concerns.</p> <p>Gather solutions and strategies by careful observation of colleagues.</p> |

Pupil Health and Wellbeing: What are we trying to achieve (intent)?

| Critical thinking | Care | Creativity | Collaboration |
|---|--|---|---|
| Explore some of the critical issues involved in taking professional and institutional responsibility for pupil wellbeing. | Understand and fulfil the safeguarding responsibilities of a teacher and how to act on identified issues. | Think outside the box to incorporate pupil wellbeing into all lessons | Work with support/care teams, SENCO, other form tutors (pastoral roles) to promote pupils' wellbeing. |
| Demonstrate awareness of national approaches to young people's mental health. | Show empathy in interactions with pupils. | Find a creative approach to tutor time: delivering engaging sessions to support pupil health and wellbeing. | Work with their subject departments to incorporate wellbeing into schemes of learning. |
| Engage critically in research on wellbeing and health. | Deliver an education; with; students rather than 'to' students. Listen to pupils and create a comfortable atmosphere which gives them the confidence to talk. | | Work sensitively with parents to safeguard pupils' wellbeing. |

Curriculum implementation: How do we organise learning?

The ITE Partnership Curriculum is ambitious in shaping our vision that all children deserve the very best teachers. It is co-constructed with partners and enables BSTs to meet regional and local priorities. At the heart of our programme is strong relationships with stakeholders.

BSTs are supported by a subject specialist academic tutor for the duration of their teacher education. The academic and link tutors work closely with the mentors and professional coordinators, providing vital support and challenge to facilitate their progress and development across the programme. Underpinning this process is the nurturing relationship between BST and link tutor. The curriculum is framed around the '4 Cs' - collaboration, creativity, critical thinking and care - and builds on the ITT Core Content Framework.

To provide coherence to our implementation across the Partnership, it is divided into eight components. These have been clustered into four areas for Progress Review points (PRPs) to allow BSTs to see the interconnectedness of the professional practice. These are:

| | | |
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| Cluster A | Professional behaviours and responsibilities | Managing behaviour and the environment for learning |
| Cluster B | Subject pedagogical and curricular knowledge | How pupils learn |
| Cluster C | Planning for learning | Assessment of pupils |
| Cluster D | Adaptive teaching and inclusion | Pupil health and wellbeing |

The first University phase allows BSTs to gain fundamental knowledge in all eight components allowing them to begin school practice ready to apply and refine their learning. Core curriculum and subject curriculum sessions are sequenced to move BSTs from general understanding of core educational ideas and apply and explore these in their subject.

We use a number of modes of learning to develop BSTs' knowledge and skills, including:

- Learning through doing - practical experiences and practising skills in professional environments
- Interactive lectures with follow up question and answer sessions from expert practitioners
- Collaborative activity with other BSTs including discussion and peer teaching
- Modelling from expert practitioners
- Blended learning, utilising online tools to support ongoing practice
- Reflective and academic writing drawing on reflective models
- Wider academic reading
- Subject and pedagogical knowledge development
- Coaching and developmental discussion
- Guided reflection and setting of professional learning foci
- Independent study

Whilst on placement BSTs are encouraged to draw on the knowledge and skills they have gained at university to support their practice. This is achieved through regular academic tutor interaction (bi-weekly subject meetings) and dialogue with expert colleagues. Their progress against the Curriculum is monitored carefully at key points throughout the year using the Tracking Progress. This makes clear how BSTs' understanding and practice might develop and is a key tool used in setting specific targets that encourage progress, first within the ITE Partnership Curriculum and later on, against the Teachers' Standards.

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|---|--|---|--|
| Professional behaviours and responsibilities <i>-Professional identity</i> <i>-Teacher presence and decision making</i> <i>-Critical thinking and reflective practice</i> <i>-Work/life balance</i> <i>-Safeguarding</i> <i>-Statutory responsibilities</i> <i>-Working with other adults</i> <i>-Engaging with other communities of practice</i> <i>-Engaging with up to date and pertinent research</i> <i>-Supporting and fostering parental/carer engagement</i> <i>-Taking responsibility for own CPD</i> <i>-Demonstrating and modelling positive attitudes to learning</i> <i>-Positive contribution to the school community</i> <i>-Effective communication with parents/carers</i> | Professionalism, ethics and values Level 1 safeguarding training Identifying and understanding school policies Statutory responsibilities of the teacher (inc Prevent) Introduction to critical thinking and reflective practice Reflecting on professional identity Introduction to subject associations Gaining an understanding of how to work effectively with other adults Understanding how to communicate with parents and carers Introduction to the role of the form tutor and the pastoral role of the teacher Making a positive contribution to the wider life of the school Wellbeing on the PGCE and work life balance | Developing a professional identity Refining criticality and reflective practice Engaging with wider professional networks Identifying and understanding school policies and safeguarding Working effectively with other adults Communicating with parents and carers Working as a form tutor and making a positive contribution to the wider life of the school through lunchtime / after school clubs and/or whole school events Work collaboratively with colleagues Wellbeing on the PGCE and work life balance | Understanding a teachers' role in sustainability and climate change Developing understanding of the wider education system and education policy Preparing for a career in teaching Introduction to the Early Careers Framework Refining criticality and reflective practice Working with other adults to support pupil progress and development. Actively involved parents and carers Leading as a form tutor Making a positive contribution to the wider life of the school Engaging with wider communities of practice Taking responsibility for professional development Embedding critically reflective practice Contribute to whole school ethos and improvement | Moving from BST to Early Career Teacher Working effectively with other adults to support pupil progress and development Understanding teacher psychological wellbeing Communicating with parents and carers Leading as a form tutor Making a positive contribution to the wider life of the school Taking responsibility for professional development Refining critically reflective practice and target setting Understanding pathways for continuing academic study as a teaching professional Contribute to whole school ethos and improvement Managing workload for a sustainable career in teaching |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|--|---|---|---|
| <p>Subject Pedagogical curriculum knowledge (see individual Subject Handbooks)</p> <p><i>Phase specific subject content knowledge (including early reading/phonics and early maths)</i></p> <p><i>Phase specific subject pedagogical knowledge</i></p> <p><i>Cross-curricular learning</i></p> <p><i>Curricular design and sequencing</i></p> <p><i>Accurate use of verbal and written standard English</i></p> | <p>Introduction to statutory curriculum in the subject</p> <p>Gaining an understanding of the progression in the National curriculum in the subject</p> <p>Develop subject knowledge according to feedback on Subject Knowledge Audits</p> <p>Developing pedagogical subject knowledge through modelling and rehearsal</p> <p>Identify relevant sources of external subject support, including online resources and networks</p> <p>Reflecting on emerging identity in the subject</p> <p>Engaging with critical debates around the teaching of subject</p> <p>Reflect upon how the subject is covered long and medium term</p> <p>Develop understanding and application of signature pedagogies in the subject</p> <p>Help pupils to relate new learning to existing knowledge or 'schemas' (mental models)</p> | <p>Identify foundational concepts in the subject ensuring pupils master these to support progress</p> <p>Extend personal subject and curriculum knowledge and using this to address pupils' barriers to learning</p> <p>Identify and challenge pupil misconceptions in the subject area</p> <p>Develop understanding of literacy and numeracy development across key stages 1 and 2</p> <p>Introduction to maths anxiety and its impact in the classroom</p> <p>Gaining an understanding of numeracy across the curriculum and approaches to embedding numeracy development in the subject</p> <p>Introduction to literacy across the curriculum</p> <p>Gain and understanding of approaches to modelling reading comprehension, promoting reading for pleasure, teaching different forms of writing and modelling high quality language.</p> | <p>Introduction to Systematic, Synthetic Phonics and approaches to early reading</p> <p>Gain an understanding of the Primary school structure and curriculum</p> <p>Examine in the development of the subject in the Primary curriculum</p> <p>Refine understanding of the education system structure and policy making in England</p> <p>Develop understanding of the way in which school performance measures shape the school curriculum</p> <p>Apply understanding of strategies for supporting literacy in the subject focused on high quality writing and oracy.</p> <p>Identify the source of pupil misconceptions and address them to avoid cognitive conflict</p> <p>Support pupils' metacognitive practice, reflection and target setting</p> | <p>Explore opportunities for cross curricular learning in the subject</p> <p>Contribute to the department's curriculum planning a series of lessons that demonstrate passion for the subject</p> <p>Experiment with a range of pedagogical approaches taking risks and learning from expert colleagues</p> <p>Critically reflect upon subject knowledge looking for development opportunities through wider professional networks</p> <p>Anticipate pupils' misconceptions and plan to pre-emptively address them</p> |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|--|---|---|---|
| How pupils learn <i>Theories of learning</i> <i>Science of learning</i> <i>Memory retrieval practice</i> <i>Prior learning and elicitation</i> <i>Enable pupils to understand key concepts</i> <i>Low stakes assessment</i> <i>Ensure pupils embed key concepts in long term memory</i> <i>Myth busting</i> <i>Correcting misconception</i> <i>S</i> <i>Awareness of physical, social and intellectual development of pupils</i> | <p>Introduction the theories of learning and how pupils learn</p> <p>Introduction to memory and terms such as chunking and retrieval</p> <p>Observing policy and procedures to support pupil learning</p> <p>Understanding the importance building on prior learning</p> <p>Gaining an understanding of misconceptions and how to challenge these in the subject</p> <p>Introduction to metacognition and self regulated learning</p> <p>Reflect on the ways teachers inspire pupils in the subject</p> <p>Develop understanding of the learning theories</p> <p>Developing understanding of key terms scaffolding, chunking, memory, prior knowledge, misconceptions and metacognition.</p> <p>Introduction to Cognitive Load Theory for Teachers</p> | <p>Applying understanding of the science of learning</p> <p>Identifying the source of pupil misconceptions and addressing them through planning</p> <p>Reducing pupils' cognitive load by using a range of approaches</p> <p>Plan lessons that avoid overloading working memory by using approaches like chunking and building on prior learning</p> <p>Plan lessons that help pupils to relate new learning to existing knowledge or 'schemas' (mental models)</p> <p>Ensuring pupils have repeated opportunities to apply new knowledge.</p> <p>Design lessons which build more complex knowledge and skills over a sequence of lessons</p> | <p>Refining understanding of the science of learning and applying this to planning and teaching</p> <p>Developing understanding of memory, the visual argument and the role of myelin</p> <p>Helping pupils to retain knowledge using a range of approaches</p> <p>Refining planning demonstrating knowledge of dual coding, cognitive load and chunking.</p> <p>Supporting pupils' metacognitive practice, reflection and target setting</p> | <p>Consistently teaching sequences of lessons that draw on a secure understanding of how pupil learn to secure strong pupil outcomes</p> <p>Experimenting with a range of pedagogical approaches to support pupil learning and engagement</p> <p>Anticipating pupils' misconceptions and planning to pre-emptively address them</p> <p>Demonstrating passionate and innovative approaches to teaching that inspires pupils in the subject</p> |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|---|---|---|---|
| <p>Planning for learning</p> <p>Understand different approaches to planning</p> <p>Identifying misconceptions</p> <p>Modelling</p> <p>Planning for use of appropriate resources</p> <p>Sequences of learning</p> <p>Planning for the deployment of other adults</p> <p>Recognise starting points/ children's interests and backgrounds</p> <p>Learning beyond the classroom</p> <p>Pupil centered learning</p> <p>Taking responsibility for pupils' progress and outcomes</p> <p>Effective use of lesson time</p> | <p>Gaining an understanding of key elements of planning for effective learning</p> <p>Introduction to frameworks to support the planning process</p> <p>Developing understanding of sequences of learning and approaches to medium term planning</p> <p>Introduction to metacognition</p> <p>Developing modelling and rehearsal</p> <p>Reflecting on evidence-based practice to support lesson planning</p> <p>Using lesson plans to support effective use of lesson time</p> <p>Planning how to deploy other adults effectively</p> <p>Observing how expert colleagues make effective use of homework</p> <p>Reflect upon Rosenshine's principles of instruction during lesson planning</p> <p>Collaborative planning with school colleagues</p> | <p>Developing sequences of learning over the short and medium term</p> <p>Making effective use of lesson time to develop pupils' subject knowledge</p> <p>Developing understanding of the department homework and marking policy.</p> <p>Reflecting on how information from assessment can be used to inform planning.</p> <p>Reflecting upon and developing approaches to planning using different lesson planning models.</p> <p>Using the outcome of formal assessments to support planning.</p> | <p>Planning and teaching sequences of lessons that draw on assessment practices and a secure understanding of how pupils learn to secure strong pupil outcomes</p> <p>Develop topic/medium term planning ensuring learning is well sequenced and fits in the bigger picture</p> <p>Plan to include opportunities for self-assessment.</p> <p>Experimenting with pupil pairing and grouping</p> <p>Developing understanding of how expert colleagues balance exposition and independent work.</p> <p>Recognising pupils' interests when designing engaging lessons</p> <p>Critiquing and adapt pre-existing resources</p> <p>Discussing with colleagues approaches to planning for tutor time and wider school activities</p> <p>Working with colleagues to contribute to the design and resourcing of an engaging and effective curriculum.</p> | <p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>Approaching lessons in a variety of ways in order to develop innovative strategies (including ICT) to promote pupils' learning, taking risks when planning and reflecting accordingly</p> <p>Use feedback to help support pupils to monitor and regulate their own learning</p> <p>Take ownership of planning, drawing upon pupils' interests and backgrounds</p> <p>Apply a secure understanding of the plan, teach, assess cycle by planning lessons and sequences of lessons that focus on strong pupil outcomes</p> <p>Drawing on assessment practices to inform planning that focuses on pupil outcomes</p> <p>Contribute to the design and provision of an engaging curriculum</p> <p>Move away from scaffolds, like planning templates, and use other systems for planning</p> |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---|---|--|---|---|
| Adaptive teaching and Inclusion <i>Promoting inclusion</i> <i>Challenging assumptions and stereotypical behaviour</i> <i>Unconscious bias</i> <i>Meeting the needs of different pupils including SEND and EAL, HA</i> <i>Identifying and addressing barriers to learning</i> <i>Celebrating difference and diversity</i> <i>British Values</i> <i>Decolonising the curriculum</i> <i>Cultural capital</i> <i>Working with specialist professionals</i> | <p>Understanding statutory regulations and definitions related to SEND</p> <p>Knowing how learners can be given additional support through the SEN support and EHCP processes</p> <p>Considering debates around mainstream and specialist schooling</p> <p>Introduction to inclusion and inclusive practice</p> <p>challenging assumptions and stereotypes</p> <p>Developing understanding of approaches to adaptive teaching and quality first teaching</p> <p>Developed understanding of the autistic spectrum and its impact of learners in the classroom</p> <p>Understanding the role of the SENCO</p> <p>Engaging with the SEND Code of Practice to identify pupils who need content further broken down and identifying barriers to learning</p> <p>Developing and applying a range of strategies to support EAL pupils</p> <p>Working with specific groups/individuals, showing care and empathy for their individual needs, exercising patience, kindness and listening skills</p> <p>Introduction to British values</p> | <p>Using the SEND Code of Practice, along with pupil data and information from colleagues to support inclusive teaching</p> <p>Adapting lesson plan 'on the spot' to respond to pupils' needs</p> <p>Explaining concepts in a variety of ways to increase access for all</p> <p>Actively promoted inclusion and diversity within classrooms</p> <p>Demonstrating awareness of British Values and the importance of respect and tolerance</p> <p>Working with additional adults to offer pupils the best possible learning experience</p> <p>Experimenting with a variety of pedagogical approaches in order to motivate, inspire and challenge pupils of all abilities</p> | <p>Understanding why representation matters in teaching and approaches to anti racist teaching</p> <p>Exploring understandings of 'disadvantaged learners' and the possible effects of disadvantage</p> <p>gaining an understanding of Pupil Premium funding and its use</p> <p>Applying an understanding of practices that impact positively on progress of disadvantaged learners</p> <p>Intensive Training and Practice – Adaptive Teaching – Scaffolding learning to ensure all pupils have access to a rich curriculum</p> <p>Developing understanding of the range of approaches to adaptive teaching and when to apply them.</p> <p>Work with other adults and families to identify effective strategies to support pupils</p> | <p>Actively promoted inclusion and diversity within classrooms</p> <p>Embedding adaptive teaching being responsive and flexible to pupils needs</p> <p>Creatively adapting aspects of the curriculum</p> <p>Grouping pupils flexibly providing more tailored support, monitoring its impact on engagement and motivation</p> <p>Critically reflect on how schools organise pupils into groups, showing understanding of benefits and limitations of groupings</p> <p>Working responsively and proactively with other adults in the school</p> |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|--|---|---|--|
| Assessment of pupils Understand rigorous assessment processes Know the difference between formative and summative assessment Using assessment to promote learning Why, when and how to assess in a subject/phase Understand statutory assessment and accountability Reporting assessment Use of data to monitor progress Providing feedback and identifying next steps/target setting | Understanding the purpose of assessment Gaining an understanding of the different types of assessment Understand the statutory assessment in the subject Exploring the principles of formative assessment Gaining a subject specific understanding of how to plan for assessment within a lesson Understanding how to elicit children's prior knowledge Through observations discuss with teachers how they plan formative assessment and adapt lessons to support pupils' progress Develop understanding of the schools homework and feedback policy | Applying knowledge of assessment for learning when planning sequences of lessons Using formative assessment within individual lessons and monitoring progress of pupils in a lesson Apply understanding of using formative assessment to adapt teaching in the moment. Marking pupil's work (including homework) and giving appropriate feedback that enhances pupil outcomes Using information from assessment to inform decisions ensuring pupils are able to act on feedback | Broadening understanding of education system structure and the purpose of accountability Developing understanding of the role of assessment in school performance measures and teachers' role in understanding data Developing understanding of how summative data can be used to inform teaching and learning Refining knowledge of assessment for learning and formative assessment when planning sequences of lessons Using high quality feedback-both verbal and written, which is accurate and clear to encourage further effort and provide specific guidance to pupils on how to improve Scaffolding self-assessment by sharing model work with pupils highlighting key details Gaining an understanding of how school assessment frameworks connect with statutory assessment | Embedding knowledge of assessment for learning and formative assessment when planning sequences of lessons embedding a secure understanding of the plan, teach assess cycle Applying and refining knowledge of summative assessment in practice drawing conclusions about what pupils have learned through looking at patterns of performance Applying understanding of how data can be used to support pupil progress Using feedback to help support pupils to monitor and regulate their own learning Exploring strategies for intervention and support Working with colleagues to identify efficient approaches to assessment so that it does not have a disproportionate effect on workload |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|---|--|---|---|---|
| <p>Managing behaviour and the environment for learning</p> <p><i>Building relationships with pupils</i></p> <p><i>High expectations</i></p> <p><i>Creating a safe and stimulating classroom environment to allow pupils to focus on learning</i></p> <p><i>Establishing routines</i></p> <p><i>Key principles and approaches to behaviour management</i></p> <p><i>Emotion coaching</i></p> <p><i>Attachment</i></p> <p><i>Anti-bullying</i></p> | <p>Understanding the importance of a positive climate for learning recognising that teachers are role models</p> <p>Gaining an understanding of the importance of developing strong, caring relationships with pupils rooted in mutual respect</p> <p>Gaining an understanding of strategies to establish high expectations of learning behaviour drawing on school policy to support practice.</p> <p>Develop understanding of positive classroom management, physical and emotional security and the communication iceberg.</p> <p>Understand why children may misbehave and how to respond.</p> <p>Subject specific challenges around positive classroom environments</p> <p>Introduction to the school behaviour policy</p> <p>ITP - Positive Classroom environments - creating and supportive, inclusive predictable environment for learning</p> <p>Gaining an understanding of how bullying is addressed in school, engaging with relevant policies and school staff</p> <p>Developing understand of how relationships with parents and carers can support learning.</p> <p>Introduction to the role of the form tutor and the pastoral role of the teacher</p> | <p>Applying understanding of subject specific approaches to supporting positive behaviour</p> <p>Using explicit strategies to establish and positively enforce consistent routines resulting in effective learning environment for all students</p> <p>Applying and refining understanding of how to promote positive behaviour for learning strategies in line with school behaviour policy</p> <p>Applying strategies to establish effective relationships with students that supports their motivation, wellbeing and learning</p> <p>Actively involving parents and carers to support outcomes for pupils</p> <p>Gaining an understanding of what alternative provision providers the school is working with.</p> <p>Working alongside colleagues as part of a wider system of behaviour management</p> | <p>Reflecting on behaviour is managed in the Primary setting comparing this with Secondary schooling.</p> <p>Assignment 2 - Develop understanding of sexism in schools and teachers role in tackling bullying and inequality.</p> <p>Refining understanding of how to promote positive behaviour for learning strategies in line with school behaviour policy</p> <p>Refining pedagogical practices that provide appropriate support and challenge that engage children in learning</p> <p>Working collaboratively with colleagues to support behaviour across the school as well as in your own classroom</p> <p>Proactively involve parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations</p> | <p>Embedding understanding of how to promote positive behaviour for learning strategies in line with school behaviour policy</p> <p>Embedding automaticity in classroom routines to support a positive climate for learning</p> <p>Embedding and evidencing a nurturing yet authoritative teacher presence to facilitate a well-structured, safe environment for learning which meets the needs of all children</p> |

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|--|--|--|--|---|
| <p>Pupil health and wellbeing</p> <p>Understanding how to promote good physical and mental health</p> <p>Recognise and respond to individual needs</p> <p>Know how to access specialist support where appropriate</p> | <p>Understanding the statutory requirements of teachers including safeguarding and the prevent duty</p> <p>Understanding the importance of building strong relationships</p> <p>Gaining understanding of adaptive teaching to ensure all pupils needs are met</p> <p>Using creative approaches to building relationships with pupils demonstrating empathy</p> <p>Gaining an understanding of how to support pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> <p>Introduction to the form tutor system and the role and responsibilities of a form tutor</p> <p>Gaining an understanding of how to support children's mental health and wellbeing in schools</p> <p>Critiquing strategies used by schools to support children's wellbeing</p> <p>Reflect on personal wellbeing and strategies to ensure and maintain and healthy worklife balance</p> | <p>Engaging with school staff to understand support available to children and families</p> <p>Applying knowledge of how to access specialist support in a school/ setting context</p> <p>Using creative approaches to building relationships with children during formal and informal learning, demonstrating care and empathy in all interactions</p> <p>Applying skills in supporting pupils to develop resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> <p>Understand the importance of metacognition in the classroom</p> <p>Observe and develop a variety of pedagogical approaches in order to motivate, inspire and challenge pupils of all abilities</p> <p>Develop understanding of RSE and PSHE in the school</p> <p>Apply understanding of the importance of teacher wellbeing to manage time</p> | <p>Exploring the principles of structural wellbeing in schools and how they can lead by example.</p> <p>Develop understanding of some practical strategies for weaving mental health into the curriculum.</p> <p>Develop knowledge to guide young people around technology so that pupils can eventually practise self-regulation.</p> <p>Gaining an understanding of the Relationships, health and sex education in school</p> <p>Understand the legal requirements of RSHE education and how to safeguard pupils in RSHE teaching</p> <p>Gaining an understanding of attachment awareness and the implications for teaching</p> <p>Understand the importance of SMSC and the way in which curriculum areas can contribute to it.</p> <p>Use a variety of pedagogical approaches in order to motivate, inspire and challenge all pupils</p> | <p>Building on strong relationships with pupils to create safe environments</p> <p>Continuing to work closely with colleagues, families and pupils to safeguard children's wellbeing</p> <p>Refining and embedding the use of creative approaches to building relationships with pupils during formal and informal learning, demonstrating empathy in all interactions</p> <p>Continuing to support pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success</p> <p>Further understanding of teachers' workplace psychological wellbeing and how it can be supported</p> <p>Gain awareness of the unique risks and benefits to psychological wellbeing of teaching students experiencing vulnerabilities and/or trauma</p> |

Curriculum impact: How well are we achieving our aims?

BSTs thrive in everyday classrooms and meet the priorities of our Partnership. The programme develops BSTs' capabilities across our eight curriculum components, enabling them to impact positively on the lives of young people.

A large proportion gain employment in local schools, fulfilling the needs of the teaching profession in our area and later make valuable contributions as mentors and expert practitioners.

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| Professional behaviours and responsibilities | Successful engagement with the curriculum results in BSTs who are professional individuals who act with integrity at all times, whilst having the highest expectations of themselves and their pupils. They act as positive role models to their pupils both as teachers and tutors. They consistently forge positive professional relationships and engage with wider subject communities such as subject-specific associations and subject-specific research. |
| Subject Pedagogical curriculum knowledge | Successful engagement with the curriculum results in BSTs who have strong up to date subject and curriculum knowledge. Their practice is built on their understanding of relevant research on the specific pedagogy for their subject area, and they continually access and reflect on new research to continue developing their practice. |
| How pupils learn | Successful engagement with the curriculum results in BSTs who understand and use a variety of learning approaches within different school contexts. They build their understanding of how pupils learn through careful, consistent and comprehensive reflection on their practice. They take responsibility for staying informed of, and acting on, current general research on learning, including that coming from neuroscience and the science of learning. |
| Planning for learning | Successful engagement with the curriculum results in BSTs who engage in high-quality planning and develop a robust professional habit of self-reflection and evaluation. Based upon their understanding of how pupils learn of ways and the different factors that can affect this, they focus on supporting pupils of all abilities to reach their full potential. |
| Adaptive Teaching | Successful engagement with the curriculum results in BSTs who display a genuine passion for inclusion, displaying a deep understanding of equality and diversity, whilst working tirelessly to eliminate discrimination and stereotypical behaviour. They ensure a constant focus on stretch and challenge in order to accommodate the needs of pupils with high ability. They show care for all pupils, regardless of ability or attitude, whilst being mindful of their own unconscious bias and the importance of British Values. |
| Assessment of pupils | Successful engagement with the curriculum results in BSTs who have the knowledge and confidence to experiment with a range of formative assessment strategies to support pupil progress and use summative assessments when appropriate. They understand the importance of collaborative moderation in terms of developing accuracy when assessing and they seek to understand the 'big picture' of assessment by engaging in published research. |

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| Managing behaviour and the environment for learning | Successful engagement with the curriculum results in BSTs who experiment with a range of behaviour management strategies, critically reflecting on these strategies in school through observation, practice and published research. They use proactive, rather than reactive, behaviour management solutions whenever possible in order to create positive learning environments. BSTs consult with colleagues across the school as necessary, whilst always considering the ethical implications of decisions managing behaviour. |
| Pupil health and wellbeing | Successful engagement with the curriculum results in BSTs who care about the pupils they teach and understand their legal and ethical obligations. They consider the use of national initiatives to support pupil health and wellbeing, whilst also recognising the significant role of PSHE, SMSC and RSE in promoting pupil health and wellbeing. |

School experience information

Preparing for the First Day of school experience

Student teachers will be allocated their school placement by the Partnership Office and receive information about the school – address, name of the PC and Mentor (where available). They should begin to plan their route to school to ensure that they arrive in school on time –bearing in mind that they will be travelling at peak times. They should find out about the school e.g. looking at the school website.

We have partnerships with many schools around the Greater London area and in neighbouring counties and we are continually building new partnerships with schools. We are fortunate to have links with a broad range of schools and we aim to provide the student teacher with contrasting school placements during the course. We work very closely with our partnership schools to provide the very best school experience for the student teacher. Placements are organised first and foremost on the basis of student teacher learning needs and this is our priority.

Once the placement is confirmed to the BST, they should then contact the school’s PC/ mentor using their Brunel University email address to introduce themselves and check arrangements for their first day at school. Unless otherwise advised student teachers are asked to arrive by 8.00am and report to the PC/mentor. BSTs should remember that schools are busy places and PCs are busy people so they should be prepared to wait if they cannot be seen straight away and remember that first impressions count.

On the first day, student teachers will need to bring their DBS number and date of issue; however, please be aware, schools may ask to see the actual DBS certificate. Also, student teachers need to take in their Brunel Identity Card. BSTs should have completed their Initial Needs Analysis or Professional Learning Action Plan for that phase of school experience with specified targets for the placement. Hopefully, they will meet their mentor for the first time.

School Experience Files

There are three School Experience files suggested (these are electronic):

File 1: Professional Learning Activities – PLAs (please refer to relevant PLA handbook)

File 2: Placement One School

File 3: Placement Two School

The School Experience Files are vital working documents during the PGCE year. They contain a range of information, which provides evidence of progress towards meeting the Teachers' Standards by the end of the course. The files are working documents, as well as being public documents. They should be available and accessible at all times to Partnership staff (class teachers, mentors, PCs, Link Tutors and Personal Tutors), External Examiners and Ofsted Inspectors. In order to allow a reader to navigate them easily the files need to be clearly organised as outlined below. Please refer to Appendix 1 for further guidance on how to set up your electronic files. These indicate the professional learning activities that should be covered each week.

File 1: Professional Learning Activities

This file should be used as evidence for all your professional learning across the year. There are some specific Professional Learning Activities (PLAs) that you will be required to complete throughout the PGCE programme. Your pre-course PLAs, subject specific PLAs, GPE PLAs and all other evidence from school placements should be kept in this file. These might include school inset; supporting extra-curricular activities; team teaching; assisting with another class; working with parents or other stakeholders; supporting teachers with displays and observing/ collaborating with any other professionals.

Any evidence gathered to demonstrate progress towards Fundamental English and Maths (FEM) should also be included in this file. This will be considered with your personal tutor during tutorials and again at the end of the programme.

Placement Files (File 2 & file 3)

Organise your electronic placement files using the following sub-folders:

- PLA
- ITAP
- Placement One
- Placement Two
- Alternative Setting Week
- Subject Knowledge audit (only for secondary / primary complete this in Pebblepad)

Check **Appendix 1** for further guidance on the different sections for these files.

Subsections of Placement (i.e., placement one and placement two) folders are the ones below:

1. General Information (e.g., school policies)
2. Medium Term Planning (or scheme of work)
3. Lesson planning, evaluations and assessments (this will mainly be the lessons plans of the lessons you teach)
4. Whole Class records
5. Observations of Expert teachers (use relevant templates)
6. Individual profiles (for both placements)

Placement 1

Placement starts: Monday 23rd September 2024. Brunel Student Teachers are asked to arrive by 8:00am and report to the Professional Coordinator or their Mentor.

Placement ends: Friday 24th January 2025

General Professional Education and University assessment days:

25th Sep, 9th Oct, 16th Oct, 23rd Oct, 6th Nov, 13th Nov, 27th Nov, 4th Dec, 11th Dec, 18th Dec, 13th Jan (Primary only)

ITAP weeks:

ITAP 1 – w/b 30th Sep

ITAP 2 – w/b 18th Nov

Progress Review Points:

End of Phase 1 (PRP1): Friday 29th November (formative)

End of Phase 2 (PRP2): Friday 24th January (formative)

Timetable Weighting

| ITE Partnership Curriculum Phases | Weeks in Placement One | % on planning, teaching and evaluating lessons (whole class) | % on other work with children (eg PLAs, assessment, small groups, individuals, observing others) | % on preparation (out of class) | |
|-----------------------------------|-------------------------------|--|--|---------------------------------|-----|
| Phase 1 | week 1: w/b 23/09 | 0 % | 80% | 20% | |
| | ITAP week 1: w/b 30/09 | | | | |
| | week 2: w/b 07/10 | 0 -10% | 80-70% (adapt accordingly depending on whole class teaching) | 20% | |
| | week 3: w/b 14/10 | | | | |
| | week 4: w/b 21/10 | 20% | 60% | 20% | |
| | week 5: w/b 04/11 | 20-30% | 60%-50% (adapt accordingly depending on whole class teaching) | 20% | |
| | week 6: w/b 11/11 | | | | |
| | ITAP week 2: w/b 18/11 | | | | |
| | | week 7: w/b 25/11 | 30% | 50% | 20% |
| | Phase 2 | week 8: w/b 02/12 | 40% | 40% | 20% |
| week 9: w/b 09/12 | | | | | |
| week 10: w/b 16/12 | | | | | |
| week 11: w/b 06/01 | | 60% | 20% | 20% | |
| week 12: w/b 13/01 | | | | | |
| week 13: w/b 20/01 | | | | | |

The percentages (e.g., 60% of teaching) refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 60% of a full pupil or school timetable.

Please note that ITAP weeks are not part of the above breakdown. ITAP weeks are additional to placement expectations. Please refer to relevant handbooks for further information.

Placement 2

Placement starts: Monday 24th February 2025. Brunel Student Teachers are asked to arrive by 8:00am and report to the Professional Coordinator or their Mentor.

Placement ends: Friday 20th June 2025 (please note that in some cases placement might need to be extended)

General Professional Education and University assessment days:

12th & 13th May (primary only), 23rd June, 24th June

ITAP weeks:

ITAP 3 – w/b 3rd March

ITAP 2 – w/b 28th April

Progress Review Points:

End of Phase 3 (PRP3): Friday 25th April (formative)

End of Phase 4 (PRP4): Friday 20th June (summative) / end of placement 2 experience Friday 27th June (this includes transition to ECT professional learning activities)

Timetable Weighting

| TE Partnership Curriculum Phases | Weeks in Placement One | % on planning, teaching and evaluating lessons (whole class) | % on other work with children (eg PLAs, assessment, small groups, individuals, observing others) | % on preparation (out of class) |
|----------------------------------|-------------------------------|--|--|---------------------------------|
| Phase 3 | week 1: w/b 24/02 | 0% | 80% | 20% |
| | ITAP week 3: w/b 03/03 | | | |
| | week 2: w/b 10/03 | 20% | 60% | 20% |
| | week 3: w/b 17/03 | | | |
| | week 4: w/b 24/03 | 40% | 40% | 20% |
| | week 5: w/b 31/03 | 60% | 30% | 10% |
| week 6: w/b 21/04 | | | | |
| Phase 4 | ITAP week 4: w/b 28/04 | | | |
| | week 7: w/b 05/05 | 80% | 10% | 10% |
| | week 8: w/b 12/05 | | | |
| | week 9: w/b 19/05 | | | |
| | week 10: w/b 02/06 | | | |
| | week 11: w/b 09/06 | | | |
| week 12: w/b 16/06 | | | | |

The percentages (e.g., 60% of teaching) refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 60% of a full pupil or school timetable.

Please note that ITAP weeks are not part of the above breakdown. ITAP weeks are additional to placement expectations. Please refer to relevant handbooks for further information.

Alternative Setting Experience

As part of the school experience opportunities at Brunel University London, you will spend one week in an alternative setting.

This could include for primary students: early years settings; schools which cater for pupils with specific learning needs; secondary schools (KS3 only).

For secondary students, alternative settings could include: primary schools; schools which cater for pupils with specific learning needs; space studio.

You will observe pupils, shadow them and speak to key staff in the setting. You will gain invaluable insight into approaches and guidance on how best to meet the needs of pupils you will teach in your Placement 2 school. There will be a booklet for Brunel Student Teachers to complete for their Alternative Setting Experience (ASE). A copy of this will be made available in Brightspace; it can be also found in **Appendix 2** of this handbook. As part of the ASE booklet BSTs will have the opportunity to reflect on their experience and note aspects which they will find helpful in their next school placement, and more generally to develop their practice as a teacher.

Expectations of professional conduct, attendance and punctuality remain the same as they are for Placements 1 and 2. These are outlined in the relevant sections of this handbook.

Professionalism and attendance

Personal and professional conduct

Failure to demonstrate the consistently high standards of personal and professional behaviour and attitudes as set out in the Teachers' Standards Part Two may result in exclusion from the course. Following the support and intervention process if the outcome is that the placement should be terminated, this may also result in exclusion from the course. Brunel Student Teachers (BSTs) will be required to attend a meeting with a Programme Lead or Director of Initial Teacher Education to discuss individual circumstances. Personal and professional conduct applies to both university and school- based teacher education.

BSTs are required to adhere to their placement school safeguarding policy. If any safeguarding issues or concerns are raised regarding a BST, Brunel University may be required to liaise with the Local Authority Designated Officer (LADO) who will recommend appropriate action regarding the BST's future on the programme. Where there are concerns regarding a BST's capacity to undertake academic study, manage the demands of university life or adhere to specific professional, regulatory or statutory body requirements, they may be referred to the [Fitness to Practise](#) Procedure.

Attendance and absence

Attendance at all university based and school- based teacher education is a requirement of the PGCE course. Attendance is monitored at university sessions by the Personal Tutor. School absences will be recorded in Pebblepad and verified by the mentor. If illness or other serious circumstances necessitate absence during the programme BSTs must inform the

school/setting (where appropriate) and their Link Tutor. In the event of any absences you will need to inform the following: the school (mentor and/or PC), link tutor, personal tutor and the Partnership Office [cbass-po@brunel.ac.uk]. Please note that any time missed during school experience may need to be made up. Absence for interviews is permitted as it is related to professional development. However, additional visits to schools may take place outside of timetable commitments, only with the placement school's permission which must be communicated by email to the link tutor and personal tutor.

Procedure in the event of industrial action (strike days)

If a BST is in a school/setting in which industrial action is taking place they should not cover for a teacher taking industrial action.

Programme activities and expectations

The ITE Partnership Curriculum includes time on placement and in university. One does not supersede the other. There are set activities that must be completed in each phase. These can be accessed in the Professional Learning Activities Handbooks. In addition, Brunel Student Teachers (BSTs) will be required to engage in activities on placement as directed by their mentor.

Assessment and review processes

This section provides information on how a Brunel Student Teacher's (BST's) progress and attainment is formatively assessed throughout the programme. A summative, accurate and rigorous final assessment in relation to the [Teachers' Standards](#) is made at the end of the programme.

The ITE Partnership Curriculum has been carefully sequenced and is integrated across University and school teacher education. Through learning the ITE Partnership Curriculum, BSTs will gain, apply and refine their knowledge and skills, as well as developing the behaviours of a teacher, and be able to demonstrate this fluently in their practice. Through the assessment process set out below, the ITE Partnership Curriculum may be adapted by University and school colleagues to ensure expected knowledge and skills are embedded and regularly and fluently practiced. Through a process of formative assessment, routine target setting, mentoring, teaching and support, BSTs will successfully meet the Teachers' Standards at the end of their teacher education.

It is essential that all involved in the assessment process, including BSTs, fully understand the developmental framework of the ITE Partnership Curriculum to ensure accuracy of assessment.

At the end of the programme, the Partnership will accurately and rigorously make a final assessment of a BST's attainment in relation to the Teachers' Standards.

All assessment results will be presented to the Examination Board following the end of the programme. These results will be published within two weeks of the board and recommendation for QTS will be made to our accredited provider Bath Spa University, who will then be making the recommendation for QTS to the Teaching Regulation Agency (TRA). BSTs

should expect to receive communication directly from the TRA approximately three weeks after receiving an email confirming the award of QTS. Further information regarding accessing QTS certificates can be found on the [DFE website](#).

Formal weekly meeting

In addition to ongoing informal discussions with the BST, once a week, mentors must have a formal meeting with the BST to reflect on and discuss progress. BSTs should prepare for the meeting with their mentor by engaging with the Weekly Professional Learning Record (WPLR). The discussion should include consideration of:

- their professional learning foci;
- knowledge and skills they have gained and applied so far;
- ways in which the BST intends to refine their practice in future planning, teaching and assessment;
- progress with phase activities as part of the tracking progress document;
- the assessment framework for the phase of teacher education;
- ways in which the BST is demonstrating professional behaviours;
- evidence in the school placement folder;
- the timetable for the upcoming weeks, ensuring time is planned to complete phase activities;
- when the formal observation will take place;
- any concerns or questions the BST wants to share.

The meeting should be shaped around BSTs needs in accordance to their weekly professional foci and could also include activities such as: supporting the BST with lesson planning, modelling good practice, suggestions of expert colleagues to observe, signposting the BST to additional activities and reading, sharing opportunities to contribute to the wider life of school.

Observation of BST's practice

During school based teacher education a formal observation of the BST's teaching will be carried out once a week. The observations over time should reflect their learning and understanding of the ITE Partnership Curriculum. Where appropriate, observations may have a particular focus relating to progress of agreed targets.

There are three distinct elements to the observation of the BST's practice:

1. pre-observation dialogue,
2. observing teaching and learning: recorded using the eight curriculum component sections of the form;
3. post-observation dialogue: recorded using the development section of the form.

The following should be considered when observing and evaluating the quality of planning and teaching and its impact:

- context and content of the lesson and where it fits in a sequence of lessons;
- contribution of BSTs' teaching to the learning of pupils over time and the progress they make (using the school assessment systems);

- pupils' responses, including in lessons and from their workbooks; with particular reference to the quality and impact of feeding back to pupils;
- the BSTs' strengths and areas for development in relation to their professional learning foci;
- the impact of the ITE Partnership Curriculum on BST's planning, teaching and assessment for the specific phase of teacher education.

The post lesson observation discussion should take place as soon as possible after the observation. This discussion should include reflections from the BST as well as a professional dialogue between the mentor and the BST in relation to the knowledge and skills BSTs have gained and applied so far. Areas of strength and areas for further development should be clearly summarised.

High quality written comments should be recorded on the Lesson Dialogue Record (LDR) form. These should relate to the BST's professional learning foci, as well as future areas for further development.

Moderation and quality assurance meetings: [Link Tutor visit](#)

During school-based teacher education, a link tutor will engage in moderation and quality assurance meetings. This will take the form of either a face to face visit or a virtual meeting.

It is essential that sufficient time is available for the mentor to observe the practice, lead the post-lesson discussion and meet with the link tutor.

During face to face visits the link tutor and mentor will conduct a join observation of practice. The link tutor will then observe the post-lesson discussion between the mentor and BST. The link tutor will meet with the mentor and BST individually to discuss the broader progress of the BST.

The link tutor will record the visit on the Link Tutor Checklists and clearly indicate any targets for that phase of teacher education.

Weekly Professional Learning Records (WPLRs) and Progress Review Points (PRPs)

Weekly Professional Learning Records

The Weekly Professional Learning Record is a process for formatively assessing and monitoring a BST's developing knowledge, skills and understanding of the ITE partnership Curriculum. This is a triangulated process between BSTs, mentors and link tutors (LT) that:

- facilitates professional dialogue
- supports reflection on practice
- provides a structure for setting professional learning foci
- systematically records the BST's progress

The Weekly Professional Learning Record (WPLR) is the tool for recording this process and can be found on the BST's Pebblepad. The BST begins the process by critically analysing aspects of their practice they have learned and applied in relation to the ITE Partnership Curriculum. BSTs should also consider how they are refining their understanding and how this will manifest in their future practice. The BST should complete their reflections on the WPLR before they meet

with the mentor and could draft up to three professional learning foci to discuss with their mentor. Agreed Professional Learning Foci should focus on what the BST is intending to learn (rather than what they are intending to do).

Through the process of the WPLR and reflection BSTs will refine their knowledge and skills and consider how to apply this in their ongoing practice. They will also consider the impact of their practice on pupils' learning and progress.

Mentors and link tutors will give focused feedback on WPLRs to support the BST in making connections across the different components of the ITE Partnership Curriculum. Suggestions could include signposts to additional readings or professional development experiences as appropriate to build on previous professional learning foci, achieve future foci and support further progress with direct reference to the ITE Partnership Curriculum.

Mentors must indicate if there is any concern regarding the BST's learning of the ITE Partnership Curriculum or a concern regarding the BST's wellbeing. This could be a minor issue or a more significant concern requiring adaptation of the curriculum. Mentors should contact the link tutor to have a further discussion and should indicate this by ticking the relevant box in the WPLR. This will need to happen immediately and it is suggested that mentors discuss and indicate any concerns they might have as soon as possible with the Link Tutor.

Progress review points (PRPs)

The ITE Partnership Curriculum is structured into phases that include both university and school teacher education. At the end of each phase, BSTs are expected to have gained, applied and refined the knowledge and skills for each phase of the curriculum. The PRP form supports this process through asking BSTs to summarise learning and practice up to that point. This is a formative process, fundamental to becoming a reflective practitioner, which involves careful reflection against each of the curriculum components. The PRPs are opportunities to formatively assess BST's learning of the ITE Partnership Curriculum to ensure they know more and remember more and apply that knowledge to their practice.

If the mentor indicates that the BST is not securely learning the ITE Partnership Curriculum and/or that there is a concern about the BST's wellbeing or progress, the BST's Link Tutor should be contacted to discuss a Support and Intervention Plan. Any concerns should be identified and shared before the PRP form is completed.

There will be a subsequent discussion between the BST, mentor, the Link Tutor and/or other relevant members of the academic team; this could include:

- a discussion of professional learning foci;
- summary of progress within the ITE Partnership Curriculum;
- a general discussion around progress so far on the placement;
- wellbeing and support needs;
- subject and pedagogical knowledge development;
- progress on fundamental literacy and numeracy skills.

PRP4 and the ECT transition plan

Progress Review Point 4 (PRP4) is a summative assessment; in order to be recommended for QTS, BSTs must have met each of the Teachers' Standards in Part 1 and consistently demonstrated the professional attributes of the teacher required in Part 2 of the Teachers' Standards. PRP4 is completed by the mentor in discussion with the BST.

The Early Career Teacher (ECT) transition plan is completed at the end of Placement 2. The ECT transition plan is a record of strengths and targets agreed with the Link Tutor in collaboration with the Personal Tutor for the Early Career Teacher induction period.

Professional foci setting guidance

What are professional foci and what are they for?

Professional learning foci are produced collaboratively between BSTs and mentors to focus the BST's learning and development. Professional learning foci should relate to programme content to be mastered and specific expertise to be developed in response to the BSTs' progress and needs.

How to set professional foci?

The BST should consider the aim of the professional learning foci and how this will impact their development as a teacher and pupil progress. Using starter words and phrases can help when writing professional foci. Professional foci should invite the question 'how are you going to work towards this?'. Some useful starting words/phrases are:

- To analyse...
- To apply...
- To challenge my...
- To consider...
- To critically engage with...
- To develop...
- To explore...
- To make connections...
- To refine...
- To support...
- To transform...
- To understand...

Then clarify the purpose of the professional foci e.g., '... so that...' or '... in order to ...'

Example professional foci:

To establish clear rules and routines to support positive behaviour for learning in the classroom

What are actions and what are they for?

Actions are the actual steps that will be taken in order to work toward and achieve professional learning foci. These should be precise and cover all the possible actions required in both university and school, for example:

- observing expert colleagues;
- team teaching with a particular focus;
- reading school policies;
- engaging with academic readings.

Success criteria

As professional foci and actions are identified, BSTs should also be considering how they will know they have achieved their professional foci and how these might be evidenced.

Progress across the ITE Partnership Curriculum: Tracking Progress documents

Progress of Brunel Student Teachers (BSTs) is measured against key milestones of the ITE Partnership Curriculum of our accredited provider Bath Spa University. There are separate frameworks for Primary and Secondary programmes.

Whilst studying the ITE Partnership curriculum, it is expected that BSTs will pass through four phases of development. During each phase, their knowledge, skill and understanding will grow, preparing them as Early Career Teachers. This approach is used flexibly, as both a linear and non-linear model of development. In the first instance, it anticipates that BSTs will begin their teacher education in Phase 1 in September, and then transition onto Phases 2, 3 and 4. It also acknowledges that BSTs begin their professional learning at various levels of readiness, with some having more experience of teaching than others (and that they progress at different rates too). Through ongoing formative assessment against the ITE Partnership Curriculum, and later on, summative assessment against the Teachers' Standards (DfE, 2012), both the linear and non-linear models of development can be applied to support BST progress.

The purpose of the **Tracking Progress framework** is to map out the stages of development a BST is likely to progress through. These will be checked at regular points throughout the PGCE year, coinciding with Progress Review Points.

It by no means encapsulates the entire set of experiences or competencies that make up the complex journey of becoming a teacher. We appreciate that BSTs' journeys are unique to them and good teaching comes in many different forms. We continue to be impressed by the creativity and innovation our BSTs show whilst on placement. This is why it is important to us that the tracking progress document is used as a scaffold and a guide, rather than a rigid framework, although the consistency it creates across our Partnership is vital. It is intended to support BSTs' setting of professional learning foci and promote effective dialogue between them and their teachers/mentors/tutors. By the end of their teacher education journey, BSTs' experience of interacting with the tracking progress document should result in excellent meta-cognitive practice.

The **Tracking Progress** framework makes clear what a BST's practice might look like at each phase of development. In it, progress is primarily measured against the ITE Partnership Curriculum (separated into eight key components), and ensures that BSTs are prepared to meet the local priorities of schools they are likely to be. It also ensures that they receive the minimum entitlement, as outlined by the Core Content Framework (DfE, 2019). Later on, it measures progress summatively, against the Teachers' Standards (DfE, 2012), in preparation for the Early Career Framework.

The **Tracking Progress** is used in conversation with BSTs to support their development throughout the year. It forms the foundation of dialogue in weekly mentor meetings and lesson dialogues, and helps to construct Support and Intervention Plans for BSTs should they be needed. It is also used to set short, medium and long-term areas for development, and is key in helping BSTs to self-assess their progress in preparation for Progress Review Points.

Progress is tracked against the eight curriculum components. In the case of the Primary programme of study the tracking progress reflects in each of these separately. In the case of the Secondary programme of study the eight key components of the ITE Partnership Curriculum are 'clustered' into four areas, as indicated in the table below:

| | | |
|-----------|--|---|
| Cluster A | Professional behaviours and responsibilities | Managing behaviour and the environment for learning |
| Cluster B | Subject pedagogical and curricular knowledge | How pupils learn |
| Cluster C | Planning for learning | Assessment of pupils |
| Cluster D | Adaptive teaching and inclusion | Pupil health and wellbeing |

Please access the Primary Tracking Progress framework in **Appendix 3**.

The Secondary Tracking Progress framework can be found in **Appendix 4**.

These are also displayed in each of the Progress Review Points in Pebblepad.

Intensive Training and Practice (ITAP)

The PGCE with QTS programme includes four intensive training and practice weeks. ITAP is designed to immerse Brunel Student Teachers (BSTs) in foundational aspects of the curriculum through a blend of university and school-based activities. ITAP weeks provide an opportunity to focus on specific, pivotal areas and build powerfully the link between research-based theory and practice.

Each week will be a blend of university and school-based learning. A set structure has been developed which will consist of:

- expert theoretical and practical input by university tutor(s) and expert colleagues with critical analysis of theory and literature;
- focused observation and deconstruction of teaching;
- critical analysis of observed teaching with a focus on identifying the links between theory and practice;
- deliberate peer-to-peer practice by BSTs with focused feedback from peers and expert colleagues;
- preparation and practice delivery of the identified focus, with expert feedback and opportunities to repeat and improve.

Each ITAP week will follow the same structure:

Monday (university-based): 'introduce';

Tuesday (school-based): 'observe and analyse';

Wednesday (university-based): 'prepare and rehearse';

Thursday (school-based): 'enact and assess';

Friday (school-based): 'enact and assess'.

The outcomes of ITAP for BSTs will include strong grasp of the evidence base for the area concerned, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

Support and Intervention Guidance

What is Support and Intervention?

There may be occasions in University and/or school when the progress of a student teacher is such that additional action is required beyond the normal systems of support and assessment. On these occasions, the Support and Intervention process may be activated by the University, the school or by the student teacher. Please note, there are two types of Support and Intervention, the first described at Stage 1 below and the second at Stage 3.

Why may the Support and Intervention process be activated?

The purpose of initiating the Support and Intervention process is to make certain that the student teacher is aware of the concerns at the earliest possible stage in order that an appropriate support action plan can be agreed. In many cases, the additional focus and support enables a student teacher to continue to progress in the expected manner and it is not viewed as a punitive step.

Please note, we reserve the right to over-ride these processes if concerns are raised over safeguarding, or other cases of serious professional misconduct.

Who can activate the Support and Intervention process?

The University

If the University has concerns about a student teacher's progress or professional conduct within the University context the Support and Intervention process may be activated in relation to, for example:

- attendance and/or punctuality;
- completion of school-based activities, tasks and enrichment activities arranged by the University;
- meeting deadlines for submission of key documents;
- maintaining appropriate professional conduct with all University and school staff.

In the first instance, the Personal Tutor will discuss these with the student teacher. This may lead to the Support and Intervention process being initiated and the placement school may be informed.

In some circumstances, it may be necessary to evoke the University's [Fitness to Practise Procedures](#).

The Placement School

If a placement school has concerns about a student teacher's progress and/or professional conduct, then in the first instance the mentor in the placement school should discuss these issues with the student teacher. This is part of the process of monitoring progress against the ITCCF and Teachers' Standards and addressing any concerns. Depending on the nature of the worries, this may lead to activating Stage 1 Support and Intervention. After an agreed timescale, this may be followed by a resolution without any further action needed or the instigation of a more detailed Support and Intervention at Stage 3.

Please note that in exceptional circumstances, the school partner may decide to withdraw the placement. In this situation, Programme Leaders will consider evidence to support a decision about next steps: an alternative placement cannot be guaranteed.

The Student Teacher

If student teachers have concerns about their own progress towards the ITCCF and Teachers' Standards and have identified that they require additional support they may also initiate the Support and Intervention process themselves.

Please note: If a student teacher walks out of a school experience placement, having not followed all expected lines of communication and reporting to address any Support and Intervention issues (as detailed in the step by step process outlined in this handbook), then this will normally constitute a 'not on track' outcome and result in a failed placement. In this situation, there is no automatic right to a resit.

What are the stages of the Support and Intervention process?

This process is outlined below:

The Brunel University partnership would normally expect mentors and/or PCMs to discuss their concerns with student teachers prior to contacting the Link Tutor, in the interests of maintaining appropriate professional working relationships.

Stage 1: Activating Initial Support and Intervention

- At the earliest opportunity, the mentor discusses concerns with the student teacher.
- The mentor and the student teacher agree strategies to remediate the concern together with the timescale, targets and actions.
- The concerns, targets and actions for the student teacher will usually be recorded on the Weekly Professional Learning Record (WPLR) and the mentor monitors as appropriate.

Stage 2: Reviewing Stage 1 Support and Intervention

- Mentor and student teacher review targets using the full range of evidence.
- If the agreed targets and actions have been met, and evidence supports this judgment, the Stage 1 Support and Intervention can be concluded and normal professional learning routines continue.
- If insufficient progress has been made, proceed to Stage 3 and inform the Link Tutor immediately.

Stage 3 onwards: formal university process

We reserve the right to start the Support and Intervention process at Stage 3 Stage 3: Setting up Support and Intervention agreement and Action Plan

- Member of School Leadership Team (PC) and Link Tutor are informed that concerns detailed in Stage 1 have not yet been resolved.
- Joint review meeting (and observation where appropriate) with the mentor and Link Tutor. Link Tutor moderates the evidence with the mentor to confirm whether there is a need for ongoing Support and Intervention. If so, a formal meeting with the Link Tutor, mentor and student teacher takes place to agree the Support and Intervention and set revised targets. (Please see section below 'Targets and Actions for Improvement').
- The Support and Intervention Agreement and Action Plan documentation (please see word document provided) is completed by Link Tutor, mentor and student teacher. A copy is held by the PC or other senior school leader and the Programme Leader.
- An agreed period of time is set for the student teacher to focus on the Support and Intervention targets.
- Explicit actions for the student teacher, mentor and Link Tutor are agreed and documented on the Support and Intervention Agreement.
- All observations and review meetings should focus on the Support and Intervention targets and judgements against these should be recorded on the WPLRs.

Stage 4: Review of Support and Intervention Action Plan

- At the end of the specified timescale, a formal review of targets takes place, by the student teacher, mentor and Link Tutor who will use the full range of evidence.
- A decision is reached as to which of the three possible outcomes has been demonstrated:
 - i if sufficient progress has been made, the Support and Intervention ends and the normal professional learning routines continue;
 - ii if partial progress has been made, the Link Tutor, mentor and student teacher review the issues, revise the targets and the Support and Intervention is extended; extension of the Support and Intervention may only happen once. Further review is arranged following the agreed extension period, and a further joint lesson observation is arranged (as appropriate) to support the subsequent judgement.
 - iii if insufficient progress has been made, proceed to Stage 5.

The outcome of the Support and Intervention is recorded on the Support and Intervention Agreement. A copy is returned to the Programme Leaders.

It is important that if a Support and Intervention process has been instigated and has been successfully resolved that the student teacher begins the next stage of professional learning with a “fresh start”.

Stage 5: Moderation

A moderation process is arranged to check the decision. This may include an additional lesson observation by a moderator.

Programme leaders, in collaboration with the school, will decide whether or not the student can continue in placement with a further extension of the Support and Intervention process.

If it is agreed that the student has made insufficient progress then the school placement will be terminated.

The outcome is recorded on the Support and Intervention Agreement.

Next steps for unsuccessful Support and Intervention

A meeting takes place between the student and a member of the partnership team (usually the Programme Leader). The student teacher is informed of the termination of the placement and the reason, also of the capacity of the Examination Board to award the opportunity of a re-sit if it is judged to be appropriate. The student teacher may, additionally, be signposted to relevant university support systems if this is judged appropriate. The student teacher may decide to withdraw from the programme. This meeting is recorded. The final decision is confirmed to the student teacher following the outcomes of the Examination Board. Note that there is no automatic right to a re-sit of the school placement module.

Guidance for Stage 3

What should Support and Intervention target setting involve?

- Targets for improvement must be explicitly linked to areas of concern in the student teacher’s teaching which prevent the pupils from making the expected progress and be referenced to the Tracking Progress Documents. The setting and revision of targets must be

based on the review of the full range of evidence; there must be clear alignment between the identified issues and the targets set.

- Targets will require agreed actions for both the student teacher and all those working with him/her in the programme
- The student teacher should be able to evidence progress arising from the actions taken.
- Outcomes of the targets need to be specific, measurable and appropriate for the stage the student is at in their placement and on the course.

Possible actions to support targets for improvement

Actions and associated evidence should be specific and achievable in the short-term. Tutors have found the following strategies helpful in supporting student teachers to gather evidence towards their targets, though the list is not exhaustive:

- Directing the student teacher to specified Professional Learning Activities (PLAs) and discussing their responses;
- Ensuring the student teacher receives consistent guidance about approaches to be taken - some students teachers have difficulty in choosing the best approaches from a number of options suggested;
- Ensuring the teaching load is appropriate for the student teacher's current situation, i.e. considering a timetable reduction for a short period of time;
- Ensuring classes being taught are appropriate for the student teacher's current situation;
- Arranging for the student teacher to work alongside an experienced teacher in a support role - for example, leading specific sessions of the lesson in order to allow them to work to their strengths and hence develop successful practice;
- Arranging for the student teacher to work with a teacher to provide support for specific pupils who will benefit from additional support or extension activities;
- Providing extra support in developing the student teacher's subject knowledge (possibly with additional advice from appropriate university staff);
- Arranging for additional, focused observations of other teachers, perhaps in other classes in order to develop the student teacher's understanding of good teaching in practice;
- Providing evidence of action in response to constructive criticism e.g. through annotated lesson plans.

Monitoring and quality assurance

Quality assurance, self-evaluation and improvement planning are an integral part of our Initial Teacher Education (ITE) processes. Both the ITE Inspection Framework and the Initial Teacher Training (ITT) Criteria and supporting guidance set out the requirements for robust quality assurance and self-evaluation systems and processes.

The quality of the Partnership is assured in the following ways:

The strategic Partnership Management Group (PMG), with representatives from partner schools, other institutions and the University. The PMG meets once every half term;

Schools working with student teachers on the core provision are required to read and sign Brunel University London Partnership Agreement which outlines the expectations for partnership provision.

Using the agreed Brunel University London documentation:

- The ‘School Experience Guidance’ for Student Teachers, schools, Mentors and PCMs, which clearly covers all aspects of the student teachers’ assessment and professional learning in schools
- The Professional Learning Record, completed on PebblePad, which records a Student Teacher’s professional learning and formative assessment in schools throughout the course
- The Summary for the Progress Review Points which audits student teachers’ progress and attainment using the tracking progress documents and the Teachers’ Standards at agreed audit points.
- Weekly Professional Learning Record (WPLR), which records the weekly progress monitoring meetings for student teachers with their mentors, recording agreed professional learning foci as outlined on the tracking progress documents and recommended professional learning opportunities to maximise progress and attainment.
- Lesson Dialogue Record (LDR), which records conversation from lesson observations and provides guidance to inform both pupil learning and student teachers’ learning as outlined on the tracking progress documents.
- A comprehensive database, which provides data on student teachers’ progress and attainment and is analysed to then inform professional learning interventions for the PGCE cohorts, groups and/or individual student teachers;
- Induction and on-going professional learning for schools and University-based staff through mentor and PC development sessions and various Partnership development events;
- Professional learning formally evaluated by student teachers and colleagues in Partnership schools and subsequent sharing of feedback from this to inform the development of the Partnership and enhance provision;
- Assessment and examination boards with representation from schools, University Tutors and External Examiners;
- The University modular review and annual Programme Monitoring process;
- The Link Tutor Visit Checklist which is used to monitor the support provided by Link Tutors in schools.

Our processes and systems are based on the DfE guidance on Initial Teacher Training: self-evaluation and improvement planning for providers. This includes:

- partnership involvement in curriculum design, recruitment, and selection;
- triangulation of judgements regarding Brunel Student Teachers’ (BSTs’) progress and attainment;
- feedback on the impact of provision in all contexts;
- regular reviews of provision;
- monitoring of all processes relating to the delivery of the ITE programmes;
- scrutiny to ensure compliance with the ITT criteria.

Listening to the views of BSTs

BSTs can approach their Link Tutor, programme lead or the Director of ITE to give feedback at any time. In addition, there are formal mechanisms, including meetings with course representatives and BST surveys to gather and respond to feedback at different points during the year. The information provided informs the development of the teacher education programmes. BSTs are encouraged to participate in all evaluation activities.

Deselection of schools, settings, departments or mentors

In rare cases the university may deselect schools, settings, departments or mentors from active participation in the partnership. Deselection may be considered if:

- the partnership agreement is not being fulfilled;
- having been notified by the partnership of concerns, the school, setting or department is unable or unwilling to address them;
- there is a pattern of BST withdrawal causing concern over the quality and effectiveness of teacher education;
- moderation highlights serious limitations in the school's capacity to educate student teachers.

Such deselection would normally constitute a temporary withdrawal from the partnership. The partnership will seek to work actively with schools, settings, departments and mentors in such circumstances. Schools should advise the university of the outcome of an Ofsted inspection where that may compromise the quality of teacher education as early as possible (e.g., where the school is deemed as 'Inadequate'). This does not automatically prevent the school from continuing to work in partnership.

Complaints

If you have an issue or complaint, please discuss it as soon as possible with a link tutor, programme lead or the Director of ITE. If you are not satisfied by the outcome of this, please follow the university [complaints policy](#) for the next steps. Please note that certain issues fall outside the university's remit to consider, for example ITE compliance.

Online PGCE platforms

There are three online systems needed for the PGCE. There are specific sessions in the first weeks of the course that go through each of these and here is a brief overview:

Brightspace is the name of the Brunel University London virtual learning environment (VLE). It has all the materials for the taught sessions and assignments, so if BSTs need any university specific content, this is where it can be found. BSTs cannot add to this system – they can only access what is there, in this way it is like a virtual repository or library.

Pebblepad is also referred to as the PLPP. This is because it is the system that is used to hold the Professional Learning and Practice Portfolio mostly referred to as the PLPP. This is where the documentation for the professional aspects of the course are held i.e., BST's school-based teacher education. BSTs, mentors and link tutors will add to this as it is where records of BSTs' progress such as reflective reviews are kept. All involved in teacher education of Brunel Student Teachers can access the PLPP for any BST they are supporting and will need to do so on a regular basis. Observations of BST's school forms, WPLRs and progress review points

evidencing how BSTs are gaining, applying and refining their knowledge and skills of the ITE Partnership Curriculum, are located in the PLPP. There is an expectation that the BSTs keep their PLPP fully up to date on a weekly basis for discussion with any school and university-based staff including quality assurance reviews by external colleagues.

OneDrive is, like all online drives, a storage space. This is where BSTs will keep their **School Placement File** which forms an essential part of their evidence base for the programme and will hold various records of their progress such as planning etc. There is a very specific way to set this up which will be shared with BSTs at the beginning of the programme.

Terminology and acronyms

| Acronym | | Explanation |
|---------|---|---|
| BST | Brunel Student Teacher | The student teacher. |
| BUL | Brunel University London | The university provider. |
| CCF | Core Content Framework | Minimum entitlement for ITE from the DFE (statutory until September 2025) |
| ECT | Early Career Teacher | The status of a teacher in their first two years of teaching (induction period). ECTs continue to be assessed by their employing school during this time. |
| INA | Initial Needs Analysis | Completed by the BST before their Placement 1 |
| ITTECF | Initial Teacher Training Early Career Framework | Minimum entitlement for ITE from the DfE (statutory from September 2025) |
| LDR | Lesson Dialogue Record | Document to be completed during and after observed lessons by expert colleague |
| LT | Link Tutor | The tutor from Brunel University London supporting the Brunel Student Teacher whilst on placement. |
| PC | Professional Coordinator | Senior leader in a placement school overseeing the school based teacher education |
| PGCE | Postgraduate Certificate in Education | The academic qualification awarded by the university where 60 Master's credits have been gained. |
| PLA | Professional Learning Activities | Activities that BSTs will need to complete and save in their PLA file. |
| PLAP | Professional Learning Action Plan | Completed by the BST before their Placement 2. |
| PPL | Profile of Professional Learning | Pebblepad forms the electronic portfolio for each individual BST, where evidence of their progress through their teacher education is stored. |
| PRP | Progress Review Point | Assessment review point conducted by BST, mentor and LT at the end of teacher education phase when progress is recorded and targets reviewed and set. |
| PT | Personal Tutor | The academic member of staff who acts as the student's personal tutor (e.g., pastoral support) |
| QTS | Qualified Teacher Status | Qualification needed to teach in maintained schools in the UK |
| WPLR | Weekly Professional Learning Record | Completed by the BST on Pebblepad every week during their placement |

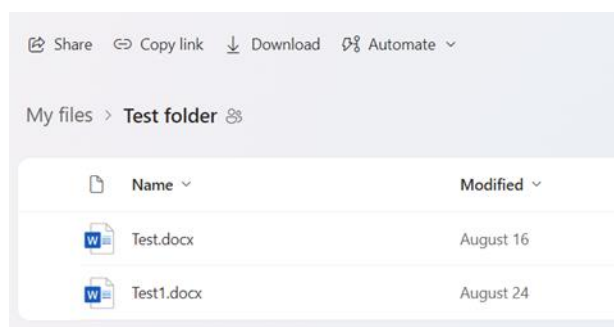
Appendices

Appendix 1: Placement files

Creating your PGCE Placement Files in the OneDrive

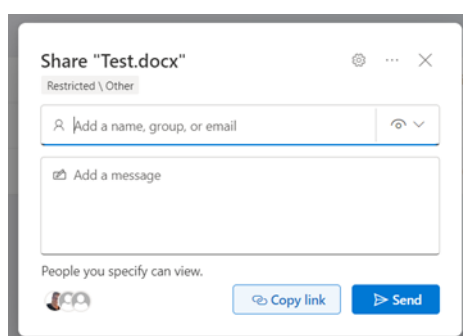
Who should I share my OneDrive with.

Share this folder with your link tutor AND mentor. You may also share folders for certain classes with the class teacher. You will need to do this using the "share" function.



Why have I been asked to set up a OneDrive?

As 365 users all BSTs have access to OneDrive storage. We share a template for how to set up your OneDrive to help you develop good habits in terms of filing and naming lesson plans and resources. Using your OneDrive effectively will help your workload as you won't be emailing files, uploading them to multiple places or having version control issues. The teachers you are working with can check your plans in the OneDrive. You can do this by using the "share" function once a lesson plan is complete **or** by copying the link to the file (see image below) and pasting this into an email. Ask teachers for their preference. The link to the email will take the recipient to the same file you originally created which reduces version control issues.



Your link tutor will periodically review your OneDrive folder and will discuss this during moderation visits. You will also be asked to have examples of lesson plans available to discuss in subject sessions.

How to set up the OneDrive

Step 1

Access your OneDrive via the App or by using a web browser

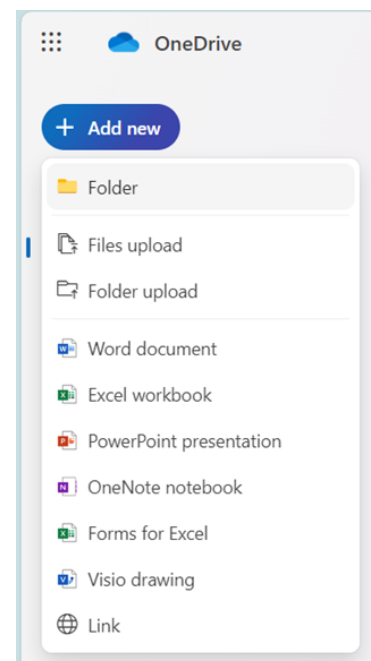
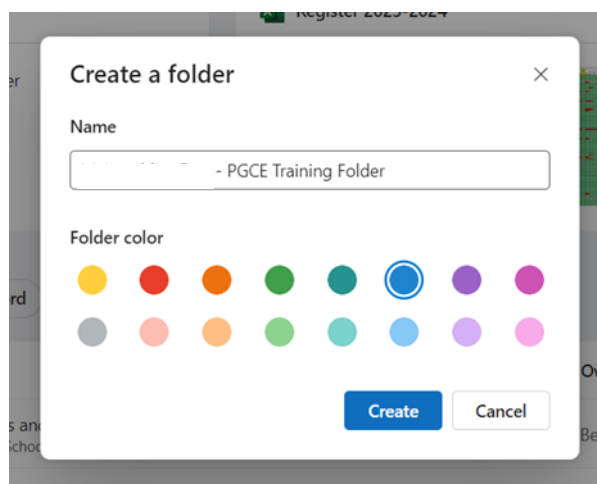
Step 2

Create a new folder by selecting “+ Add new” and then “Folder”

Step 3

Name this folder as shown below and select “Create”

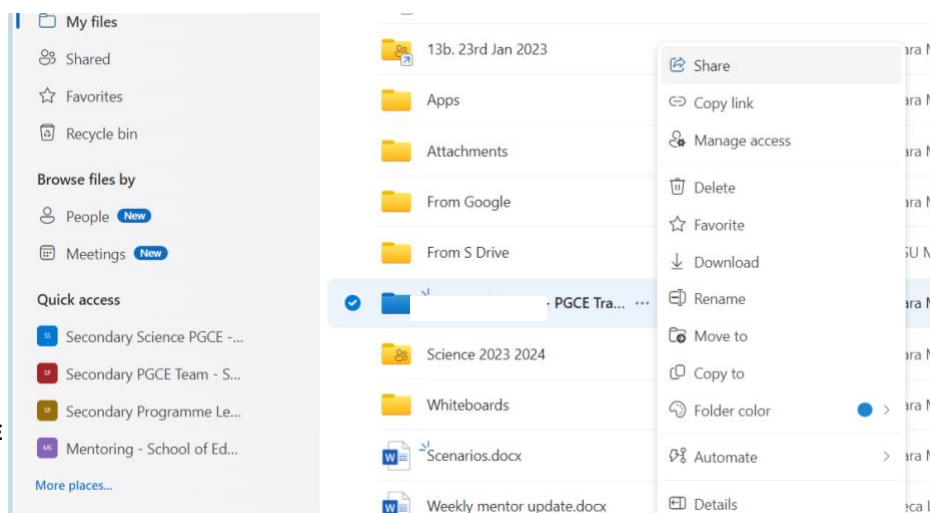
Surname, Forename – PGCE Training Folder



Step 4

From “My files” in the left-hand side bar you will then be able to find this newly created folder

Once you have located the folder, click on the three dots to the right-hand side of the folder name and select “Share”



Step 5

Share this folder with your link tutor **AND** mentor. You may also share folders for certain classes with the class teacher.

Step 6

Open this folder and create the following sub-folders within in.

PLA

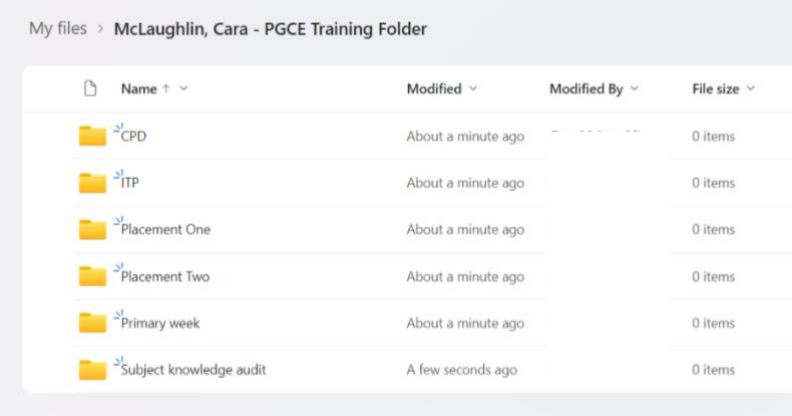
ITAP

Placement one

Placement two

Alternative Setting Week

Subject knowledge audit

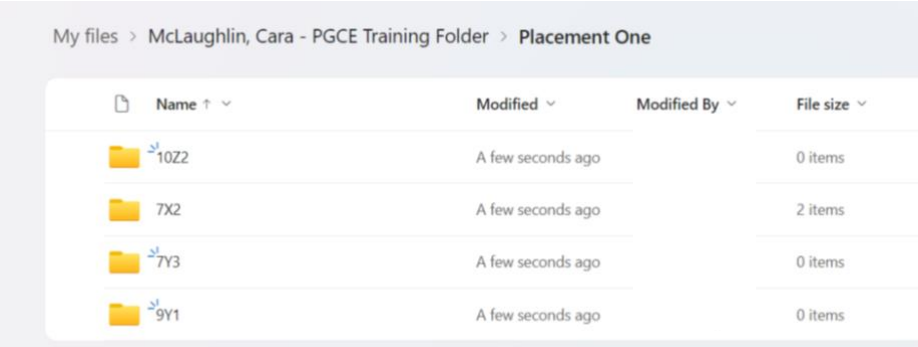


My files > McLaughlin, Cara - PGCE Training Folder

| Name | Modified | Modified By | File size |
|-------------------------|--------------------|-------------|-----------|
| CPD | About a minute ago | | 0 items |
| ITP | About a minute ago | | 0 items |
| Placement One | About a minute ago | | 0 items |
| Placement Two | About a minute ago | | 0 items |
| Primary week | About a minute ago | | 0 items |
| Subject knowledge audit | A few seconds ago | | 0 items |

Step 7

Within the placement one folder you should create sub folders to organise the storage and sharing of your school documents. This will include lesson plans and evaluations, lesson PowerPoints, worksheets etc. In the example below, four folders have been created for each class that is on this BST's timetable. Within each class folder there are sub-folders for each topic that is going to be taught. Within these sub-folders, each lesson is detailed. These folders must be arranged in a logical and organised manner so that your mentor and link tutor are able to navigate their way through.



My files > McLaughlin, Cara - PGCE Training Folder > Placement One

| Name | Modified | Modified By | File size |
|------|-------------------|-------------|-----------|
| 10Z2 | A few seconds ago | | 0 items |
| 7X2 | A few seconds ago | | 2 items |
| 7Y3 | A few seconds ago | | 0 items |
| 9Y1 | A few seconds ago | | 0 items |

Appendix 2: Alternative Setting Experience booklet

Paperwork requirements during the ASE:

Complete the tasks in this document. You will be expected to share this **with colleagues in the ASE and your personal tutor at BUL.**

Ask your Head teacher/senior teacher to sign the 'Confirmation of ASE days' located at the back of this document.

Task 1: Preparation for the ASE

Use the space below to make any notes.

Find out about the setting by visiting their website

Read the guidance and expectations of you during the ASE – refer back to the Partnership Handbook

Ensure you have read the school safeguarding policy and checked their website

Task 2: Subject/curriculum/phase developments

Use the space below to make a note of your observations and reflections.

Primary and secondary:

- *For SEND settings, consider how some of the strategies observed could be incorporated in a mainstream classroom to develop **inclusive practices**.*
- *For Pupil Referral Units (PRU) settings, consider how some of the **behaviour management strategies** could be used in a mainstream classroom settings to help children who may be at risk.*

Primary:

- *Consider how the setting fits in with the curriculum taught in a primary classroom.*
- *For Early Years settings, consider how the EYFS curriculum prepares children to develop the skills and the knowledge required to enter the primary classroom.*

Secondary:

- *Consider the subject teaching you observe. Locate this in the programmes of study for your subject (this may involve you looking in the programmes of study for key stage two).*
- *Compare and contrast. Comment on similarities and differences in the teaching approaches you observe.*

Task 3:

What I would like to gain from the ASE. Reflect on the curriculum components that you would like to focus on.

Record of activities

| | |
|--|--|
| Day 1 | |
| Date: | |
| Observations of others | Record of lessons/sessions observed this week: |
| Other professional learning activities | Note here any other activities you were involved in during the week. |
| Add further rows as necessary | |

| | |
|--|--|
| Day 2 | |
| Date: | |
| Observations of others | |
| Other professional learning activities | |
| Add further rows as necessary | |

| | |
|--|--|
| Day 3 | |
| Date: | |
| Observations of others | |
| Other professional learning activities | |
| Add further rows as necessary | |

| | |
|---|--|
| Day 4 | |
| Date: | |
| Observations of others | |
| Other professional learning activities | |
| Add further rows as necessary | |

| | |
|---|--|
| Day 5 | |
| Date: | |
| Observations of others | |
| Other professional learning activities | |
| Add further rows as necessary | |

Reflective tasks

1. Based on your observations of pupils, staff and documentation for the alternative setting, write a description of the **difference in the learning needs** and of the pupils in the alternative setting. Analyse the ways in which these are different in the alternative setting in comparison with your so far school experience.

2. Identify the **strategies and procedures** which are used in the alternative setting to meet the distinct needs of the learners which you have identified in 1.

3. What do you feel you have **learned through this experience** and how do you think it will **impact your future practice**? Discuss how this learning relates to your professional development against the curriculum components (professional behaviours and responsibilities; subject, pedagogical and curricular knowledge; how children learn; planning for learning; adaptive teaching and inclusion; assessment of children; managing behaviour and the environment for learning; pupil health and wellbeing)

Confirmation of Alternative Settings Experience

February 2025

Dear Head teacher/school leader,

Thank you for accommodating one of our PGCE students in your school. As mentioned in one of my previous emails, examples of activities we would expect students to undertake whilst in your setting are:

- Observations
- Pupil shadowing
- Speaking to key staff in school
- Working with small groups

There is no expectation for the students to teach whilst they are with you.

Within this document, we have outlined activities that students are going to undertake – thank you very much for providing them with these valuable opportunities. It is not an exhaustive list of suggestions, so please feel free to include others as you feel appropriate. We would be most grateful if you could sign the form below to confirm that the student has completed this experience in your school. Please feel free to use this form or school letter headed paper.

Yours sincerely,



Giannis S Efthymiou
Director of Initial Teacher Education

| | |
|---|-------------------------------------|
| Name of student: | Name of School/setting: |
| The above-named student undertook an Alternative Settings Experience in this school for _____ days, over the following dates _____ (add dates in here). | |
| Signed: | Position: |

Please add any comments regarding the Alternative Settings Experience or student's progress while in your school:

Appendix 3: Primary Tracking Progress

Phase 1

| ITE Curriculum Component | Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should: |
|--|--|
| <p>1. Professional behaviours and responsibilities</p> <p>Including:</p> <ul style="list-style-type: none"> ● Professional identity ● Teacher presence and decision making ● Critical thinking and reflective practice ● Work/life balance ● Safeguarding ● Statutory responsibilities ● Working with other adults ● Engaging with other communities of practice ● Engaging with up to date and pertinent research ● Supporting and fostering parental/carers engagement ● Taking responsibility for own CPD ● Demonstrating and modelling positive attitudes to learning ● Positive contribution to the school community ● Effective communication with parents/carers | <ul style="list-style-type: none"> ● Learn that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils; teachers model the attitudes, values and behaviours of their pupils and should draw on colleagues (and tutors) expertise in developing their professional identity ● Learn how to develop as a professional who receives and responds to constructive feedback; who critically engages with research; and demonstrates an openness to engage in shared reflective dialogic that identifies next steps for further improvement. ● Learn that practice is best developed through constructive and structured feedback from colleagues to support BSTs' critical thinking towards their practice ● Learn how to be productive to manage workload and wellbeing, including the importance of developing the skills to prioritise and manage your own time to ensure a healthy work/life balance. ● Learn how expert colleagues use and personalise systems and routines to promote efficient time and task management and be aware of the sources of support available to ensure good mental wellbeing. ● Learn who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. ● Become fully aware of their duties in respect of local and statutory safeguarding and equalities legislation including Prevent and keeping themselves safe when working in schools. ● Learn that teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. ● Learn how teachers build effective relationships with support staff, parents, carers and families to improve pupils' motivation, behaviour and meet high academic success. ● Learn from expert colleagues about effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. |

| | |
|--|--|
| <p>2. Subject pedagogical curriculum knowledge</p> <p>Including:</p> <ul style="list-style-type: none"> ● Phase specific subject content knowledge (including early reading/phonics and early maths) ● Phase specific subject pedagogical knowledge ● Cross-curricular learning ● Curricular design and sequencing ● Accurate use of verbal and written standard English | <ul style="list-style-type: none"> ● Know that reading is comprised of word recognition (decoding) and language comprehension and that children should become readers within a community that promotes a love of children’s literature and reading for pleasure. With support, have planned and taught standalone lessons that address specific elements of these. ● If teaching early reading, with support, plan and teach standalone lessons of systematic synthetic phonics, recognising that this supports early word recognition (decoding) and spelling (encoding). ● Know that writing is comprised of transcription and composition. With support, have planned and taught standalone lessons that address specific elements of these. ● Know that pupils benefit from planned opportunities for high-quality classroom talk across all subjects/ areas of learning and that this supports them to articulate key ideas, consolidate understanding, extend their vocabulary and to make appropriate use of verbal and written standard English. Know that paired and group activities can increase pupil success. ● Draw on developing subject knowledge to accumulate a collection of powerful analogies, illustrations, examples, explanations and demonstrations. Using these, plan and teach lessons across the curriculum, recognising that knowledge should be carefully sequenced so that pupils build new ideas upon prior knowledge and master foundational concepts before moving on. ● Know that a school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. Be familiar with the structure, subjects and expectations of the national curriculum and other relevant curricula; for example, the locally agreed syllabus for religious education. If on the 3-7 route, also be familiar with the structure, areas of learning and development and expectations of the early years foundation stage (EYFS). ● Recognise teaching strategies used by teachers to develop mathematical reasoning and problem solving skills. ● Begin to address learners’ questions and misunderstandings using mathematical language, models and images. ● Begin to model mathematical thinking, as a metacognitive strategy, alongside the use of concrete, pictorial and abstract examples to develop conceptual understanding. |
| <p>3. How pupils learn</p> <p>Including:</p> <ul style="list-style-type: none"> ● Theories of learning ● Science of learning ● Memory retrieval practice ● Prior learning and elicitation ● Enable children to understand | <ul style="list-style-type: none"> ● Learn that there are different perspectives on how children learn and that some of these are based on observable behaviours. These can be used to inform pedagogical choices. ● Learn that every brain is unique and is ‘plastic’ as the structure and connectivity changes in response to learning. ● Learn that an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. ● Learn that working memory can be overloaded and that this should be avoided e.g through clear instructions, modelling and using worked examples that break learning into smaller steps |

| | |
|---|--|
| <p>key concepts</p> <ul style="list-style-type: none"> ● Low stakes assessment ● Ensure children embed key concepts in long term memory ● Myth busting ● Correcting misconceptions ● Awareness of physical, social and intellectual development of children | <ul style="list-style-type: none"> ● Learn that when teachers require pupils to regularly practise what has been taught and also to retrieve information from memory, children are more likely to remember and consolidate their learning when applying it in different contexts. ● Learn that children will need to be taught how to take a metacognitive perspective by planning, monitoring and evaluating their learning. For example, children might where they reason about existing alternative frameworks they may hold i.e. not only that an alternative framework is wrong but why it is wrong. ● Learn that the ability to self-regulate one's emotions affects childrens' ability to learn, succeed in school and their future lives. ● Learn that there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. ● Develop their understanding of how a child's social and cultural context can impact on their physical and intellectual development. |
| <p>4. Planning for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand different approaches to planning ● Identifying misconceptions ● Modelling ● Planning for use of appropriate resources ● Sequences of learning ● Planning for the deployment of other adults ● Recognise starting points/ children's interests and backgrounds ● Learning beyond the classroom ● Child-centered learning ● Taking responsibility for children's progress and outcomes ● Effective use of lesson time | <ul style="list-style-type: none"> ● Start to recognise that teachers need to consider a range of factors when planning lessons such as children's prior learning and different learning needs as well as <i>tailoring lessons to the needs and interests of their class to ensure engagement.</i> ● With support, learn how to create a simple lesson plan by using their subject knowledge and their knowledge of the curriculum (for their specific year group). ● Start to be aware that prior knowledge, experiences and backgrounds play an important role in how pupils learn and how pupils can use long term memory to support their understanding of more complex ideas, <i>particularly for children from disadvantaged backgrounds</i> ● Learn that teachers need to identify possible misconceptions, and create a culture of mutual trust and respect, so that these can be addressed within lessons. ● Learn that modelling helps to scaffold pupils' understanding by sharing ideas; provide a good model; and to make abstract ideas more concrete and accessible to pupils. ● Learn that teachers use appropriate resources, based on pedagogical reasons, to engage and support a range of learners' needs within lessons, ensuring pupil progress. ● Under the supervision of expert colleagues, learn that teachers are required to develop collaborative relationships with various colleagues and begin to receive mentoring on how to share the intended lesson outcomes with teaching assistants ahead of lessons. ● Learn that time management is important when teaching lessons and, by observing expert colleagues, learn how to use and personalise systems and routines to support efficient time and task management. ● Learn how to create out of classroom learning opportunities that extend learning, consolidate progress and sustain engagement, seeking opportunities to engage parents and carers in the education of their children. |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Take opportunities to practise and improve at breaking complex material into smaller steps, receiving feedback from expert colleagues. Learn how to discuss and analyse with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. |
| <p>5. Adaptive teaching and Inclusion</p> <p>Including:</p> <ul style="list-style-type: none"> ● Promoting inclusion ● Challenging assumptions and stereotypical behaviour ● Unconscious bias ● Meeting the needs of different children including SEND and EAL, HA ● Identifying and addressing barriers to learning ● Celebrating difference and diversity ● British Values ● Decolonising the curriculum ● Cultural capital ● Working with specialist professionals | <ul style="list-style-type: none"> ● Recognise learners' differing starting points and identify how planning and teaching are adapted to these. Know that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups or pupils or to set lower expectations for particular pupils. ● Recognise that pupils are groups in different ways for a range of purposes. ● Demonstrate an awareness that some learners have additional needs and barriers to learning, including those with SEND, EAL and the higher attaining. Recognise that these needs and barriers should be addressed by adapting planning and teaching. ● Understand that children's unconscious bias and assumptions should be challenged to promote inclusion and diversity. ● Understand that the school curriculum should represent ethnic diversity and portray different cultural backgrounds. ● Identify how schools explore fundamental British values, including democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs and for those without faith. Begin to model these in their own practice. ● Begin to identify the ways in which children's prior knowledge and experiences may impact the ways in which they engage with and access learning. |
| <p>6. Assessment of pupils</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand rigorous assessment processes ● Know the difference between formative and summative assessment ● Using assessment to promote learning | <ul style="list-style-type: none"> ● Begin to understand how assessing, planning and teaching are connected and how these are linked to children's learning. ● Know and understand the school's assessment policy and use it to guide practice. ● Learn how and when to plan formative assessment tasks linked to lesson objectives and begin to evidence this in practice. ● Learn how to plan for age-phase appropriate assessment strategies e.g. use of observation in EYFS. ● Begin to learn how to structure tasks and questions to establish prior knowledge and understanding including misconceptions. ● Learn that high-quality feedback can be written or verbal and needs to be accurate and clear, and encourage further effort. |

| | |
|---|--|
| <ul style="list-style-type: none"> ● Why, when and how to assess in a subject/phase ● Understand statutory assessment and accountability ● Reporting assessment ● Use of data to monitor progress ● Providing feedback and identifying next steps/target setting | <ul style="list-style-type: none"> ● Begin to understand that to be of value, teachers use information from assessments to inform the decisions they make. ● Through discussion with expert colleagues, learn that assessments can be used for formative and/or summative purposes and to monitor progress. ● Begin to learn about statutory assessment requirements. |
| <p>7. Managing behaviour and the environment for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Emotion coaching ● Attachment ● Building relationships with children ● Key principles and approaches to behaviour management ● Anti-bullying ● High expectations ● Creating a safe and stimulating classroom environment to allow children to focus on learning ● Establishing routines | <ul style="list-style-type: none"> ● Through lesson observations, identify a range of approaches that develop positive learning behaviours. ● Begin to recognise that specific techniques can support the effective management of behaviour in the classroom. ● Observe how the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. ● Understand that building effective relationships and attachments with children, parents, carers and families can improve pupils' motivation, behaviour and academic success and that building effective relationships is easier when pupils believe that their feelings will be considered and understood. ● Begin to identify bullying through its many different contexts and how to recognise and address this. ● Consider how establishing and reinforcing routines and expectations, including through positive reinforcement and collaboration with children, can help create an effective learning environment. ● Recognise the importance of high expectations for all children. ● Learn that creating a positive environment is part of the daily routine. ● Begin to develop an understanding that building positive relationships is built upon what you do and say. ● Observe how a supportive, predictable and inclusive environment promotes positive learning behaviours. |
| <p>8. Pupil health and wellbeing</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understanding how to promote | <ul style="list-style-type: none"> ● Learn that teachers are responsible for the health, wellbeing and safeguarding of pupils in their care as part of a larger team of professionals who follow procedure and protocol. ● Understand and fulfil the safeguarding responsibilities of a teacher and how to act on identified issues. |

good physical and mental health

- Recognise and respond to individual needs
- Know how to access specialist support where appropriate

- Learn how to work with other adults and teaching professionals to access specialist support where appropriate.
- Learn about and promote that good physical and mental health are key to pupil wellbeing and academic progress.
- Learn how to listen to children and create a safe atmosphere which gives them the confidence to talk.
- Explore creative approaches to building relationships with children during formal and informal learning.
- Learn that building effective relationships is easier when pupils believe that their feelings will be considered and understood and learn that empathy is key to interaction with pupils.
- Through discussion with expert colleagues, learn that children have a range of health and wellbeing needs that must be recognised and responded to.
- Learn that teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.

Phase 2

| ITE Curriculum Component | Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should: |
|---|--|
| <p>1. Professional behaviours and responsibilities</p> <p>Including:</p> <ul style="list-style-type: none"> ● Professional identity ● Teacher presence and decision making ● Critical thinking and reflective practice ● Work/life balance ● Safeguarding ● Statutory responsibilities ● Working with other adults ● Engaging with other communities of practice ● Engaging with up to date and pertinent research ● Supporting and fostering parental/carer engagement ● Taking responsibility for own CPD ● Demonstrating and modelling positive attitudes to learning ● Positive contribution to the school community ● Effective communication with parents/carers | <ul style="list-style-type: none"> ● Learn that as a teacher, each BST has the ability to affect and improve the wellbeing, motivation and behaviour of their pupils by building positive relationships with children. ● Learn that teachers make valuable contributions outside of the classroom through their pastoral and extra-curricular responsibilities, and through activities linked to the wider life of the school. ● Learn that reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research supports improvement in their practice. ● BSTs learn to recognise how their own assumptions, language and bias can have an impact on learners' opportunities in diverse ways. ● Implement and reflect upon an approach to manage workload and wellbeing, by developing the skills to prioritise and manage your own time including protecting time to ensure a healthy work/life balance. ● Know who to contact with any safeguarding concerns, follow the school's safeguarding processes and equalities legislation, and be able to confidently explain what the Prevent duty means for schools and their own professional responsibilities. ● Learn how to prepare teaching assistants for lessons under the supervision of their training mentor so that TAs can support pupils more effectively. ● Learn how to build appropriate professional relationships with support staff through including them in discussions about the children's learning and being receptive to advice from support staff. ● With support from expert colleagues learn about effective strategies for liaising with parents, carers and colleagues to better understand how to facilitate pupils' individual circumstances so that they maintain motivation and achieve academic success. ● Learn how teachers build effective communication and relationships with parents and carers proactively by engaging them in the learning and education of their child and understanding how this engagement changes depending on the age of the child. |

2. Subject pedagogical curriculum knowledge

Including:

- Phase specific subject content knowledge (including early reading/phonics and early maths)
- Phase specific subject pedagogical knowledge
- Cross-curricular learning
- Curricular design and sequencing
- Accurate use of verbal and written standard English

- By planning and teaching standalone and some sequences of lessons, show that reading is comprised of word recognition (decoding) and language comprehension. Also contribute to a community of reading in which a love of children’s literature and reading for pleasure are promoted.
- If teaching early reading, know how to plan, teach and assess sequences of systematic synthetic phonics and recognise how approaches can be applied across the curriculum to support learners’ to decode and spell fluently.
- Demonstrate an understanding that writing is comprised of transcription and composition, planning and teaching standalone lessons and some sequences which develop specific elements of these.
- Plan some opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding, extend their vocabulary and make appropriate use of verbal and written standard English. Know that paired and group activities can increase pupil success, but that to work together effectively, pupils need guidance, support and practice.
- Draw on secure subject knowledge to continue to accumulate a collection of powerful analogies, illustrations, examples, explanations and demonstrations. Using these, plan lessons across the curriculum which build more complex knowledge and skills across a sequence of learning.
- Recognise and begin to plan for the fact that pupils are likely to struggle to transfer what has been learnt in one context to a new or unfamiliar context.
- Begin to include a range of adaptations in planning and teaching to ensure all children can develop conceptual understanding in mathematics and develop reasoning and problem solving skills.
- Anticipate likely misconceptions in the understanding of concepts in all curriculum areas and plan to address these and support children in making progress.
- Use a range of types of questions, including those based on variation, so that children can learn and master essential mathematical concepts.
- Plan for collaborative learning opportunities including those that enable children to act-upon feedback provided about their learning.
- Begin to make connections across different areas of the curriculum and plan sequenced learning opportunities which support children in applying skills and developing conceptual understanding.

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| <p>3. How pupils learn</p> <p>Including:</p> <ul style="list-style-type: none"> ● Theories of learning ● Science of learning ● Memory retrieval practice ● Prior learning and elicitation ● Enable children to understand key concepts ● Low stakes assessment ● Ensure children embed key concepts in long term memory ● Myth busting ● Correcting misconceptions ● Awareness of physical, social and intellectual development of children | <ul style="list-style-type: none"> ● Learn how to use a range of theories of learning to inform pedagogical decisions. ● Learn how to apply your knowledge of the brain and how children learn to your professional practice. ● Learn how to use a range of retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. ● Begin to understand how to reduce children’s cognitive overload. ● With guidance from your Mentor, incorporate regular and meaningful rehearsal and retrieval practice opportunities for children. ● Learn that concrete representation of abstract ideas support children’s learning e.g. making use of analogies, metaphors and examples whilst making children aware of the limitations of models and shortcuts. ● Learn that combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate, and this is known as ‘dual coding’. ● Learn that children’s investment in learning is driven by their prior experiences and perceptions of success and failure, and that they are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). ● Know how to adapt their teaching to support a child’s physical and intellectual development. |
| <p>4. Planning for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand different approaches to planning ● Identifying misconceptions ● Modelling ● Planning for use of appropriate | <ul style="list-style-type: none"> ● Using feedback from expert colleagues, be cognisant about a range of factors when planning lessons and familiar with how to utilise formative assessment to plan learning opportunities that adequately challenge children’s capabilities or understanding. ● Further develop awareness that prior knowledge, experiences and backgrounds play an important role in how pupils learn and how pupils can use long term memory to support their understanding of more complex ideas, particularly for children from disadvantaged backgrounds. |

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| <p>resources</p> <ul style="list-style-type: none"> ● Sequences of learning ● Planning for the deployment of other adults ● Recognise starting points/ children's interests and backgrounds ● Learning beyond the classroom ● Child-centered learning ● Taking responsibility for children's progress and outcomes ● Effective use of lesson time | <ul style="list-style-type: none"> ● Start to draw on their knowledge of various approaches to plan engaging lessons for children so they become successful creative learners, creating lessons and activities that stimulate and incorporate children's interests. ● Start to draw on their knowledge of the curriculum, and with guidance apply formative assessment strategies, to identify possible misconceptions and address them within lessons. ● Continue to learn how to model in order to provide explanations and scaffolds for pupils that make abstract ideas more concrete and accessible. ● Become critically conversant with the strengths and limitations of resources, beginning to critically engage with the range of resources available to teachers and recognise the appropriateness of these to the learning needs of the children. ● Continue to engage with and include teaching assistants in the preparation and planning of lessons. ● With guidance from expert colleagues, consider how to balance exposition, repetition, practice of critical skills and knowledge in the context of effective use of lesson time, and how to adapt aspects of the lesson appropriately. ● Begin to understand that various stakeholders may have different perspectives on the value and purpose of homework, and the influence this can have on children's engagement and outcomes. ● With guidance, learn when to gradually remove scaffolding. Learn the importance of providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. |
| <p>5. Adaptive teaching and Inclusion</p> <p>Including:</p> <ul style="list-style-type: none"> ● Promoting inclusion ● Challenging assumptions and stereotypical behaviour ● Unconscious bias ● Meeting the needs of different children including SEND and EAL, HA ● Identifying and addressing barriers to learning ● Celebrating difference and diversity | <ul style="list-style-type: none"> ● Be aware of groups of learners' differing starting points and begin to adapt planning and teaching to these with the guidance of their Mentor. Adaptation might include how pupils are grouped, how language is used, use of other adults, scaffolds and resources. Understand that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks and that high expectations should be maintained for all. ● Under the supervision of expert colleagues, group learners giving some consideration to the impact of learners' attainment, relationships and independence. ● With the support of their Mentor, begin to identify pupils' needs, including those with SEND, those learning English as an additional language (EAL) and the higher attaining. ● Under the supervision of expert colleagues, address the needs of SEND, EAL and higher attaining learners by making adaptations to whole-class planning and teaching, including by beginning to make use of other adults. ● With the support of your Mentor, promote social justice for example by sharing relevant children's literature or addressing curriculum topics. |

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| <ul style="list-style-type: none"> ● British Values ● Decolonising the curriculum ● Cultural capital ● Working with specialist professionals | <ul style="list-style-type: none"> ● Begin to ensure ethnic diversity and different cultural backgrounds are portrayed in their teaching, for example, through choice of authors, scientists and poets. ● Model fundamental British values in their practice, for example, by referring to relevant school values and encouraging mutual respect. ● Begin to identify how children’s prior knowledge and experiences may impact the ways in which they engage with and access learning and start to make provision for this within planning and teaching. |
| <p>6. Assessment of pupils</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand rigorous assessment processes ● Know the difference between formative and summative assessment ● Using assessment to promote learning ● Why, when and how to assess in a subject/phase ● Understand statutory assessment and accountability ● Reporting assessment ● Use of data to monitor progress ● Providing feedback and identifying next steps/target setting | <ul style="list-style-type: none"> ● Begin to learn that before using any assessment, teachers should justify its purpose, be clear about how the information will be used and support pupils to act on feedback for it to have an effect. ● Learn how to adapt tasks and questions ‘in the moment’ during lessons to check prior knowledge and understanding, including knowledge gaps and misconceptions. ● Learn how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. ● Learn how to use a range of formative assessment approaches and know associated techniques appropriate to the phase/year group. ● Understand how teachers use information from assessments to inform the decisions they make. ● Learn how to provide clear and accurate feedback that, over time, should support pupils to monitor and regulate their own learning. ● Understand that data is used to monitor children’s learning and progress in relation to individual, cohort and national attainment. ● Learn how to record and interpret data to monitor learning, outcomes and progress. ● Through discussion with expert colleagues, understand summative assessment arrangements in different subjects/phases. ● Develop an understanding of how to conduct statutory assessments, where possible, and know how this data is used by various stakeholders. |
| <p>7. Managing behaviour and the environment for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Emotion coaching ● Attachment | <ul style="list-style-type: none"> ● Learn how to engage critically with research and use evidence to critique practice in order to understand a range of approaches to develop positive learning behaviours. ● By understanding the research around children’s learning and emotional development, learn that the application of specific techniques, for example emotion coaching, can support the effective management of behaviour in the classroom. |

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| <ul style="list-style-type: none"> ● Building relationships with children ● Key principles and approaches to behaviour management ● Anti-bullying ● High expectations ● Creating a safe and stimulating classroom environment to allow children to focus on learning ● Establishing routines | <ul style="list-style-type: none"> ● Learn that the ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. ● Learn that building effective relationships and attachments with children, parents, carers and families can improve pupils’ motivation, behaviour and academic success and that building effective relationships is easier when pupils believe that their feelings will be considered and understood. ● Identify bullying through its many different contexts. Learn how to recognise and address this. ● Learn that establishing and reinforcing routines and expectations, including through positive reinforcement and collaboration with children, can help create an effective learning environment. ● Learn how important it is to understand and identify how to have high expectations for all children, taking account of individual differences, including prior attainment, barriers to learning, pupil’s background, ensuring that no child is discriminated against due to their behaviour challenges. ● Learn that creating a positive environment where making mistakes and learning from them and the need for effort, resilience and perseverance are part of the daily routine. ● Learn how to engage with children by building positive relationships through what you do and say. ● Learn how to establish a supportive, predictable and inclusive environment ensuring any systems using rewards and sanctions are kind, fair and consistently applied. |
| <p>8. Pupil health and wellbeing</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understanding how to promote good physical and mental health ● Recognise and respond to individual needs ● Know how to access specialist support where appropriate | <ul style="list-style-type: none"> ● Work with support/care teams, SENCO and other pastoral roles to promote children's wellbeing and learn how to access specialist support where appropriate. ● Learn how to work sensitively with parents/carers to safeguard children's wellbeing. ● Learn how teachers are responsible for the health, wellbeing and safeguarding of pupils in their care and how practitioners can recognise and respond to individual health and wellbeing needs through discussion with expert colleagues. ● Understand and fulfill the safeguarding responsibilities of a teacher and how to act on identified issues. ● Demonstrate awareness of national approaches to children’s mental health and explore some of the critical issues involved in taking professional and institutional responsibility for pupil wellbeing. ● Actively promote safeguarding aspects within the classroom through activities such as circle time, e-safety and anti bullying sessions. ● Lead engaging sessions to support pupil health and wellbeing. ● Listen to children and create a safe atmosphere which gives them the confidence to talk. ● Learn how to build empathetic and effective relationships with children through consideration and understanding of their feelings. ● Learn how teachers can influence childrens’ resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success. |

| ITE Curriculum Component | Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should: |
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| <p>1. Professional behaviours and responsibilities</p> <p>Including:</p> <ul style="list-style-type: none"> ● Professional identity ● Teacher presence and decision making ● Critical thinking and reflective practice ● Work/life balance ● Safeguarding ● Statutory responsibilities ● Working with other adults ● Engaging with other communities of practice ● Engaging with up to date and pertinent research ● Supporting and fostering parental/carer engagement ● Taking responsibility for own CPD ● Demonstrating and modelling positive attitudes to learning ● Positive contribution to the school community ● Effective communication with parents/carers | <ul style="list-style-type: none"> ● Demonstrate an ability to affect and improve the wellbeing, motivation and behaviour of their pupils through the development of positive relationships and being a key role model. ● Make valuable contributions outside of the classroom through their pastoral and extra-curricular responsibilities, and through activities linked to the wider life of the school. ● Improve their practice through critical reflection and actively responding to feedback, all of which is informed by professional debate and educational research. ● Consider and evaluate alternative perspectives from theory to recognise and critique their own practice and assumptions, and those of others that can impact on practice, policy and learners' opportunities. ● Demonstrate an ability to manage workload and wellbeing, by developing personalised systems and routines to support efficient time and task management and worklife balance. ● Can confidently draw on the support of expert colleagues, collaborating with colleagues to contribute to shared planning and preparation of resources. ● Can confidently fulfil their professional duties in respect of local and statutory safeguarding and equalities legislation including Prevent and keeping themselves and others safe when working in schools. ● Prepare teaching assistants (TAs) to support pupils effectively when they are planning and teaching lessons, ensuring that TAs supplement rather than replace support from teachers. ● Establish appropriate professional relationships and lines of communication with colleagues, specialists and support staff. ● Demonstrate greater independence in building effective relationships and seeking opportunities to engage parents and carers in the education of their children through proactive communication in formal and informal settings (e.g. independently highlighting successes) showing understanding of how this engagement changes depending on the age and development stage of the pupil. |

2. Subject pedagogical curriculum knowledge

Including:

- Phase specific subject content knowledge (including early reading/phonics and early maths)
- Phase specific subject pedagogical knowledge
- Cross-curricular learning
- Curricular design and sequencing
- Accurate use of verbal and written standard English

- Through planning and teaching sequences of learning, show that reading is comprised of word recognition (decoding) and language comprehension and that this should be developed whilst promoting a love of children's literature and reading for pleasure.
- Know how to plan, teach and assess standalone sessions and some sequences of systematic synthetic phonics, starting to recognise how approaches can be applied across the curriculum to support learners' to decode and spell fluently.
- Develop pupils' knowledge of transcription, enabling them to write fluently and legibly. Then, develop pupils' knowledge of composition, including by immersing children in, generating ideas for and modelling the planning, drafting and editing of different forms of writing.
- With greater independence, plan opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding, extend their vocabulary and make appropriate use of verbal and written standard English. Make use of a range of individual, paired and group activities in order to increase pupil success, offering appropriate guidance, support and practice for these approaches to be effective.
- Demonstrate an understanding of the aim and scope of the curriculum in subjects taught, where relevant balancing the development of substantive/declarative and disciplinary/procedural knowledge. For example, explore relevant topics in science by working scientifically and learning about the past through historical enquiry.
- Demonstrate an understanding of subject-specific pedagogies for those subjects that have been taught; for example, make use of different 'ways of knowing' in RE to learn about religious and non-religious traditions; in PE, adapt levels of challenge through variations in space, task, equipment and people (STEP).
- Demonstrate an increasingly secure subject knowledge for those subjects that have been taught by making use of a collection of analogies, illustrations, examples, explanations and demonstrations and use these to build more complex knowledge within and between lessons.
- Routinely use a range of adaptations in planning and teaching to ensure all children can develop conceptual understanding e.g. in mathematics when developing reasoning and problem solving skills.
- Anticipate likely misconceptions in the understanding of concepts and provide opportunities for children to reflect on their strengths and areas for improvement and plan how to overcome difficulties.
- Develop mathematical tasks, including those based on variation, so that children are challenged appropriately and able to apply their knowledge and skills.
- Actively plan for making connections across different areas of the curriculum and plan sequenced learning opportunities which support children in developing conceptual understanding in novel situations.

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| <p>3. How pupils learn</p> <p>Including:</p> <ul style="list-style-type: none"> • Theories of learning • Science of learning • Memory retrieval practice • Prior learning and elicitation • Enable children to understand key concepts • Low stakes assessment • Ensure children embed key concepts in long term memory • Myth busting • Correcting misconceptions • Awareness of physical, social and intellectual development of children | <ul style="list-style-type: none"> • Apply an up to date knowledge and understanding of a range of theories of learning to pedagogical decisions. • Apply a critical understanding of the brain and how children learn when to your professional practice. • Use a range of retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Demonstrate an understanding of how to reduce children’s cognitive overload. • With greater independence, provide children with opportunities to regularly practice what has been taught and to retrieve information. • Continue to use concrete representation of abstract ideas effectively to support children’s learning. • With greater independence, plan opportunities for children to take a metacognitive perspective when learning. • Critique, discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. • Apply a critical understanding of the learning sciences to their practice. • Through high quality teaching, apply an understanding of how a child’s social and cultural context can impact on their development. |
| <p>4. Planning for learning</p> <p>Including:</p> <ul style="list-style-type: none"> • Understand different approaches to planning • Identifying misconceptions • Modelling • Planning for use of appropriate resources • Sequences of learning • Planning for the deployment of other adults • Recognise starting points/ | <ul style="list-style-type: none"> • Demonstrate understanding of how sequences of lessons should be adapted and tailored in response to children’s needs by consistently using formative assessment of children’s prior knowledge and current learning needs, adequately challenging children’s capabilities or understanding. • Become critically conversant with the strengths and limitations of resources, selecting from a range of resources available to teachers and recognise the appropriateness of these to the learning needs of the children. • Demonstrate in practice the range of factors that inform planning including national curriculum expectations across the key stage, drawing upon children’s working memory and long-term memory regularly, and acting on received feedback and advice from other colleagues. • With increasing independence, draw on their knowledge of various approaches to plan engaging lessons for children, building upon prior learning so they become successful creative learners. Recognise the potential long-term positive effect this can have on children, particularly those from disadvantaged backgrounds. |

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| <p>children's interests and backgrounds</p> <ul style="list-style-type: none"> ● Learning beyond the classroom ● Child-centered learning ● Taking responsibility for children's progress and outcomes ● Effective use of lesson time | <ul style="list-style-type: none"> ● In advance of teaching, identify possible misconceptions and use planning and formative assessment strategies to address these within lessons. ● Increasingly provide good models in order to provide explanations and scaffolds for pupils, making abstract ideas more concrete and accessible to pupils. ● Independently engage with and include teaching assistants in the preparation and planning of lessons. ● With increasing independence, be able to balance exposition (teacher talk), repetition, practice of critical skills and knowledge within a lesson, using available time effectively. ● Gain confidence to respond to children's needs and adapt aspects of the lesson appropriately whilst teaching. ● Become increasingly confident in providing high quality home learning which is relevant to main class teaching. ● With increased independence, learn when to gradually remove scaffolding. Understand the importance of providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. |
| <p>5. Adaptive teaching and Inclusion</p> <p>Including:</p> <ul style="list-style-type: none"> ● Promoting inclusion ● Challenging assumptions and stereotypical behaviour ● Unconscious bias ● Meeting the needs of different children including SEND and EAL, HA ● Identifying and addressing barriers to learning ● Celebrating difference and diversity ● British Values ● Decolonising the curriculum ● Cultural capital ● Working with specialist professionals | <ul style="list-style-type: none"> ● Make use of adaptive teaching to respond to learners' individual starting points, including by flexibly grouping pupils, language use, level of adult support, scaffolds, the learning environment and resources. Demonstrate understanding that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks and that high expectations should be maintained for all. ● When grouping learners, consider a range of factors including attainment, relationships, independence and on-going assessment, and monitor the impact of these on success, engagement and motivation. ● Through building strong relationships, begin to identify learners' needs and barriers including those with SEND, EAL and the higher attaining. Where relevant, make reference to the four broad areas of SEND and pupils' physical, social and intellectual development. ● Meet learners' needs and overcome their barriers including through high quality teaching and by starting to make use of teaching and resources made available through Pupil Premium funding and distinctive approaches to teaching SEND. ● In doing the above, demonstrate a collaborative approach, drawing on the expertise of colleagues such as the SENCo, and leads for Pupil Premium, EAL and curriculum subjects. ● Identify opportunities to celebrate difference and diversity, promote inclusion and address children's unconscious biases and assumptions. ● With an awareness of the need to decolonise the curriculum, begin to represent ethnic diversity and different cultural backgrounds in teaching and resources. ● Address fundamental British values within their planning and teaching. ● Begin to demonstrate an awareness and consideration of children's cultural capital, in terms of their prior knowledge and lived experiences when planning and teaching. |

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| <p>6. Assessment of pupils</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand rigorous assessment processes ● Know the difference between formative and summative assessment ● Using assessment to promote learning ● Why, when and how to assess in a subject/phase ● Understand statutory assessment and accountability ● Reporting assessment ● Use of data to monitor progress ● Providing feedback and identifying next steps/target setting | <ul style="list-style-type: none"> ● Continue to, before using any assessment, justify its purpose, being clear about how the information will be used and applying this knowledge to practice. ● Develop and refine skills in using ongoing assessment to adapt tasks and questions ‘in the moment’ to meet the needs of learners. ● Demonstrate understanding of how and when to plan and implement formative assessment tasks linked to lesson objectives and be able to apply this successfully to sequences of lessons. ● Access or design high quality formative assessment tools which focus on what children understand, know and can do in the relevant subject area. ● Continue to adapt and tailor high-quality and targeted feedback in a range of subjects/areas of learning which supports pupils to monitor and regulate their own learning. ● Through effective and consistent mentoring, draw conclusions about what pupils have learned by looking at data and patterns of performance over a number of assessments and know how to use this to target support and improve outcomes for different groups of children. ● Learn how to write end of year reports to parents/carers. ● Learn how to plan and carry out summative assessments, making use of the data to inform decisions in planning and teaching. ● Learn how to carry out statutory assessment, where possible, and know how this information is used by various stakeholders. |
| <p>7. Managing behaviour and the environment for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Emotion coaching ● Attachment ● Building relationships with children ● Key principles and approaches to behaviour management ● Anti-bullying ● High expectations ● Creating a safe and stimulating classroom environment to allow children to focus on learning ● Establishing routines | <ul style="list-style-type: none"> ● Engage confidently and critically with research, to develop and implement positive learning behaviours and implement specific behaviour for learning strategies so that all children can focus on learning. ● Apply research relating to children’s learning and emotional development, attachment theory and emotion coaching in order to develop and refine strategies that address challenging behaviour effectively. ● Support and help children to self regulate their emotions. ● Continue to build effective relationships and attachments with children, parents, carers and families with the understanding that this can improve pupils’ motivation, behaviour and academic success and by evidencing to pupils that their feelings are considered and understood. ● Identify bullying through its many different contexts. Learn how to recognise and address this, creating a safe and inclusive culture for all. ● Consolidate and build on effective routines and expectations, by discussing and analysing with expert colleagues how to create an effective learning environment. ● Have high expectations for all children, taking account of individual differences, including prior attainment, barriers to learning, pupil’s background, ensuring that no child is discriminated against due to their behaviour challenges. ● Through discussion with expert colleagues, establish a positive classroom environment where making |

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| | <p>mistakes and learning from them and the need for effort, resilience and perseverance are part of the daily routine.</p> <ul style="list-style-type: none"> ● Engage with children by building positive relationships and know how to be a key role model, who can influence the attitudes, values and behaviours of their pupils. ● Confidently implement the school's behaviour policy including addressing anti bullying in the class and establish a supportive, predictable and inclusive environment ensuring any systems using rewards and sanctions are kind, fair and consistently applied. |
| <p>8. Pupil health and wellbeing</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understanding how to promote good physical and mental health ● Recognise and respond to individual needs ● Know how to access specialist support where appropriate | <ul style="list-style-type: none"> ● Continue to work with other adults and teaching professionals to access a range of specialist support where appropriate and recognise and respond to individual health and wellbeing needs through discussion with expert colleagues. ● Continue to work sensitively with parents to safeguard children's wellbeing. ● Where possible, apply knowledge of national approaches to children's mental health and demonstrate an awareness of the critical issues involved in taking professional and institutional responsibility for pupil well-being. ● Teach engaging lessons within the classroom to actively promote safeguarding aspects through progressive, sequenced activities such as circle time, e-safety and anti bullying sessions. ● Use creative approaches to building relationships with children during formal and informal learning, demonstrating empathy in all interactions. ● Listen and respond to children and create a safe atmosphere which gives them the confidence to talk. ● Engage critically with research and explore some of the key issues involved in taking professional and institutional responsibility for pupil wellbeing. ● Demonstrate how to build effective relationships with children through consideration and understanding of their feelings. ● Show empathy in interactions with children to model and promote successful relationships. ● Support pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success. |

Phase 4

Building on phase 3, learning within the ITE Partnership Curriculum across phase 4 is detailed below to support formative assessment of progress. However, assessment at the end of this phase (PRP4) will be against the Teachers’ Standards as a summative judgement.

| ITE Curriculum Component | Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should: |
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| <p>1. Professional behaviours and responsibilities (TS4, TS8, part2)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Professional identity ● Teacher presence and decision making ● Critical thinking and reflective practice ● Work/life balance ● Safeguarding ● Statutory responsibilities ● Working with other adults ● Engaging with other communities of practice ● Engaging with up to date and pertinent research ● Supporting and fostering parental/carer engagement ● Taking responsibility for own CPD ● Demonstrating and modelling positive attitudes to learning ● Positive contribution to the school community | <ul style="list-style-type: none"> ● Positively affect and improve the wellbeing, motivation and behaviour of their pupils through the development of positive relationships and being a key role model ● Continue to make valuable contributions outside of the classroom through their pastoral and extra-curricular responsibilities, and through activities linked to the wider life of the school ● Consistently seek to improve their practice through critical reflection and actively respond to feedback ● Manage workload and wellbeing through personalised systems and routines to support efficient time and task management and worklife balance ● Continue to draw on the support of expert colleagues, collaborating effectively with colleagues to confidently contribute to shared planning and preparation of resources. ● Confidently fulfil their professional duties in respect of local and statutory safeguarding and equalities legislation including Prevent and keeping themselves and others safe when working in schools. ● Prepare and communicate clearly with teaching assistants (TAs) to support pupils effectively when they are planning and teaching lessons, ensuring that TAs supplement rather than replace support from teachers. ● Establish and maintain appropriate professional relationships and lines of communication with colleagues, specialists and support staff. ● Maintain effective relationships and continue to seek opportunities to engage parents and carers in the education of their children through proactive communication in formal and informal settings (e.g. independently highlighting successes) showing understanding of how this engagement changes depending on the age and development stage of the child. |

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| <ul style="list-style-type: none"> ● Effective communication with parents/carers | |
| <p>2. Subject pedagogical curriculum knowledge (TS3, TS4)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Phase specific subject content knowledge (including early reading/phonics and early maths) ● Phase specific subject pedagogical knowledge ● Cross-curricular learning ● Curricular design and sequencing ● Accurate use of verbal and written standard English | <ul style="list-style-type: none"> ● Demonstrate a secure understanding of the teaching of reading, whilst promoting a love of children’s literature and reading for pleasure. ● Independently plan, teach and assess standalone sessions and some sequences of systematic synthetic phonics, using a range of approaches across the curriculum to support learners’ to decode and spell fluently. ● Develop pupils’ knowledge of transcription, enabling them to write fluently and legibly. Then, develop pupils’ knowledge of composition, including by immersing children in, generating ideas for and modelling the planning, drafting and editing of different forms of writing. ● Independently plan opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding, extend their vocabulary and make appropriate use of verbal and written standard English. Effectively use a range of individual, paired and group activities in order to increase pupil success, offering appropriate guidance, support and practice. ● Enact and refine practice which demonstrates a secure understanding of the aim and scope of the curriculum in subjects/areas of learning, where relevant balancing the development of substantive/declarative and disciplinary/procedural knowledge. For example, learning about coding and how to code following a process such as predict, run, investigate, modify, make (PRIMM). ● Enact and refine practice which demonstrates subject/areas of learning-specific pedagogies for example; using geographical enquiry and fieldwork to explore the world. ● Demonstrate secure subject knowledge for those subjects/areas of learning that have been taught by drawing on a collection of powerful analogies, illustrations, examples, explanations and demonstrations and use these to build more complex knowledge within and between lessons. ● Routinely use a range of adaptations in planning and teaching to ensure all children can develop conceptual understanding e.g. in mathematics when developing reasoning and problem solving skills. ● Anticipate and be fully prepared to address likely misconceptions in the understanding of concepts and provide opportunities for children to reflect on their strengths and areas for improvement and plan how to overcome difficulties. ● Confidently use a range of mathematical tasks, including those based on variation, so that children are challenged appropriately and able to apply their knowledge and skills. ● Effectively scaffold subject-specific dialogue and collaborative learning opportunities to enable children to act upon feedback provided and so support extension, challenge and progress. ● Demonstrate consistently in planning, the connections across different areas of the curriculum and sequenced learning opportunities which support children in developing conceptual understanding in novel situations. |

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| | <ul style="list-style-type: none">● Model, through secure subject and curriculum knowledge, a passion and curiosity for learning that promotes the value of scholarship. |
| <p>3. How pupils learn (TS2, TS5)</p> <p>Including:</p> <ul style="list-style-type: none">● Theories of learning● Science of learning● Memory retrieval practice● Prior learning and elicitation● Enable children to understand | <ul style="list-style-type: none">● Independently apply an up to date knowledge and understanding of a range of theories of learning to pedagogical decisions.● Independently draw from an understanding of pupils' capabilities and their prior knowledge to use a range of retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.● Demonstrate an understanding of how to reduce children's cognitive overload.● Confidently provide children with opportunities to regularly practice what has been taught and to retrieve information. |

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| <p>key concepts</p> <ul style="list-style-type: none"> ● Low stakes assessment ● Ensure children embed key concepts in long term memory ● Myth busting ● Correcting misconceptions ● Awareness of physical, social and intellectual development of children | <ul style="list-style-type: none"> ● Continue to use concrete representation of abstract ideas effectively to support children’s learning. ● Independently plan opportunities for children to take a metacognitive perspective when learning, guiding pupils to reflect on their progress and next steps ● Critique, discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically in order to encourage a responsible and conscientious attitude to their own work and study ● Through high quality teaching, consistently apply an understanding of how a child’s social and cultural context can impact on their development. |
| <p>4. Planning for learning (TS4)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand different approaches to planning ● Identifying misconceptions ● Modelling ● Planning for use of appropriate resources ● Sequences of learning ● Planning for the deployment of other adults ● Recognise starting points/ children's interests and backgrounds ● Learning beyond the classroom ● Child-centered learning ● Taking responsibility for children's progress and outcomes ● Effective use of lesson time | <ul style="list-style-type: none"> ● Demonstrate understanding of how sequences of lessons should be adapted and tailored in response to children’s needs by consistently using formative assessment of children’s prior knowledge and current learning needs to support and/or challenge effectively. ● Be critically conversant with the strengths and limitations of resources, selecting from a range of resources available to teachers and recognise the appropriateness of these to the learning needs of the children. ● Demonstrate in practice the range of factors that inform planning including national curriculum expectations across the key stage, drawing upon children’s working memory and long-term memory regularly, and acting on received feedback and advice from other colleagues. ● Independently draw on knowledge of various approaches to plan engaging lessons for children, building upon prior learning so they become successful creative learners. Recognise the potential long-term positive effect this can have on children, particularly those from disadvantaged backgrounds. ● In advance of teaching, identify and plan for possible misconceptions using strategies to effectively identify and address these within lessons ● Provide good models in order to provide explanations and scaffolds for pupils, making abstract ideas more concrete and accessible to pupils. ● Independently engage with and include teaching assistants in the preparation and planning of lessons. ● Independently make effective use of lesson time to allow for an appropriate balance of exposition (teacher talk), repetition, practice of critical skills and knowledge within a lesson. ● Confidently respond to children’s needs and adapt aspects of the lesson appropriately whilst teaching. ● Provide high quality home learning which is relevant to main class teaching, demonstrating a critical understanding of why various stakeholders may have different perspectives on the value and purpose |

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| | <p>of homework, and the influence this can have on children's engagement.</p> <ul style="list-style-type: none"> ● Know when to remove scaffolding as children learn and provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. |
| <p>5. Adaptive teaching and Inclusion (TS5, part 2)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Promoting inclusion ● Challenging assumptions and stereotypical behaviour ● Unconscious bias ● Meeting the needs of different children including SEND and EAL, HA ● Identifying and addressing barriers to learning ● Celebrating difference and diversity ● British Values ● Decolonising the curriculum ● Cultural capital ● Working with specialist professionals | <ul style="list-style-type: none"> ● Independently adapt teaching to effectively respond to learners' individual starting points, including by flexibly grouping pupils, language use, level of adult support, scaffolds, the learning environment and resources. Demonstrate understanding that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks and that high expectations should be maintained for all. ● When grouping learners, consider a range of factors including attainment, relationships, independence and on-going assessment, and monitor the impact of these on success, engagement and motivation. ● Through established strong relationships, begin to identify learners' needs and barriers including those with SEND, EAL and the higher attaining. Where relevant, make reference to the four broad areas of SEND and pupils' physical, social and intellectual development. ● Meet learners' needs and overcome their barriers including through high quality teaching and by starting to make use of teaching and resources made available through Pupil Premium funding and distinctive approaches to teaching SEND. ● In doing the above, demonstrate a collaborative approach, drawing on the expertise of colleagues such as the SENCo, and leads for Pupil Premium, EAL and curriculum subjects. ● Identify opportunities to celebrate difference and diversity, promote inclusion and address children's unconscious biases and assumptions. ● With an awareness of the need to decolonise the curriculum, regularly represent ethnic diversity and different cultural backgrounds in teaching and resources. ● Address fundamental British values within their planning and teaching. ● Demonstrate an awareness and consideration of children's cultural capital, in terms of their prior knowledge and lived experiences when planning and teaching. |
| <p>6. Assessment of pupils (TS2, TS6)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understand rigorous assessment processes ● Know the difference between formative and summative assessment | <ul style="list-style-type: none"> ● Be increasingly accountable for the attainment, progress and outcomes of the children ● Continue to justify the purpose of any assessment, being clear about how the information will be used to secure children's progress and applying this knowledge to practice. ● Confidently use ongoing assessment to adapt tasks and questions 'in the moment' to meet the needs of learners. ● Demonstrate understanding of how and when to plan and implement formative assessment tasks linked to lesson objectives and be able to apply this successfully to sequences of lessons. ● Access or design high quality formative assessment tools which focus on what children understand, |

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| <ul style="list-style-type: none"> ● Using assessment to promote learning ● Why, when and how to assess in a subject/phase ● Understand statutory assessment and accountability ● Reporting assessment ● Use of data to monitor progress ● Providing feedback and identifying next steps/target setting | <p>know and can do in the relevant subject area.</p> <ul style="list-style-type: none"> ● Continue to adapt and tailor high-quality and targeted feedback, both orally and through accurate marking in a range of subjects/areas of learning, which supports pupils to monitor and regulate their own learning encouraging children to respond to the feedback. ● Use data to draw conclusions about what pupils have learned and know how to use this to target support and improve outcomes for different groups of children ● Communicate learning outcomes of children to parents/carers through end of year reports. ● Plan and use summative assessment strategies, making use of the data to inform decisions in planning and teaching. ● Learn how to carry out statutory assessment, where possible, and know how this information is used by various stakeholders. |
| <p>7. Managing behaviour and the environment for learning (TS1, TS7)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Emotion coaching ● Attachment ● Building relationships with children ● Key principles and approaches to behaviour management ● Anti-bullying ● High expectations ● Creating a safe and stimulating classroom environment to allow children to focus on learning ● Establishing routines | <ul style="list-style-type: none"> ● Engage confidently and critically with research, to develop and implement positive learning behaviours and implement specific behaviour for learning strategies so that all children can focus on learning, exercising appropriate authority and acting decisively when necessary. ● Apply research relating to children’s learning and emotional development, attachment theory and emotion coaching in order to develop and refine strategies that address challenging behaviour effectively. ● Involve and motivate children to self regulate their emotions, whilst consistently demonstrating the positive attitudes, values and behaviour which are expected. ● Continue to build effective relationships and attachments with children, parents, carers and families with the understanding that this can improve pupils’ motivation, behaviour and academic success and by evidencing to pupils that their feelings are considered and understood. ● Identify bullying through its many different contexts. Learn how to recognise and address this, creating a safe and inclusive culture for all. ● Consolidate and build on clear routines and expectations, by discussing and analysing with expert colleagues how to create a safe, stimulating and effective learning environment rooted in mutual respect and within the school behaviour policy ● Have high expectations for all children, taking account of individual differences, including prior attainment, barriers to learning, pupil’s background, ensuring that no child is discriminated against and goals stretch and challenge pupils of all backgrounds, abilities and dispositions. ● Establish a positive classroom environment where making mistakes and learning from them and the need for effort, resilience and perseverance are part of the daily routine. ● Engage with children by building positive relationships and be a significant role model, who can influence the attitudes, values and behaviours of children. ● Confidently implement the school’s behaviour policy including addressing anti bullying in the class and establish a supportive, predictable and inclusive environment ensuring any systems using rewards |

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| | and sanctions are kind, fair and consistently applied. |
| <p>8. Pupil health and wellbeing (TS1, TS7, part2)</p> <p>Including:</p> <ul style="list-style-type: none"> ● Understanding how to promote good physical and mental health ● Recognise and respond to individual needs ● Know how to access specialist support where appropriate | <ul style="list-style-type: none"> ● Continue to work with other adults and teaching professionals to access a range of specialist support where appropriate and recognise and respond to individual health and wellbeing needs through discussion with expert colleagues. ● Continue to work sensitively with parents to safeguard children's wellbeing. ● Where possible, apply knowledge of national approaches to children's mental health and demonstrate an awareness of the critical issues involved in taking professional and institutional responsibility for pupil well-being. ● Teach engaging lessons within the classroom to actively promote safeguarding aspects through progressive, sequenced activities such as circle time, e-safety and anti bullying sessions. ● Consolidate skills in using creative approaches to building relationships with children during formal and informal learning, demonstrating empathy in all interactions. ● Continue to listen and respond to children and create a safe atmosphere which gives them the confidence to talk. ● Continue to build effective relationships with children through consideration and understanding of their feelings. ● Show empathy in interactions with children to model and promote successful relationships. ● Support pupils in developing resilience and self-belief, by ensuring all pupils have the opportunity to experience meaningful success. |

Appendix 4: Secondary Tracking Progress

| Cluster A: Professional behaviours and responsibilities, Managing behaviour and the learning environment | | | |
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| Phase 1: I have | Phase 2: I have | Phase 3: I have | Phase 4: I have |
| <p>Carefully reflected in writing on my professional identity</p> <p>Understood school expectations regarding punctuality, attendance, and dress-code, as well as meeting deadlines for both University work and work for school.</p> <p>Recognised that I am a role model influencing motivation, behaviour, attitudes, and values in my pupils, upholding public trust in the profession.</p> <p>Established a supportive and inclusive environment, building routines based on a system of reward and sanction in line with school policy, setting clear expectations and deliberately developing positive relationships with pupils.</p> | <p>Continued to develop my own personal teaching values and identity, drawing on academic research.</p> <p>Applied strategies to establish effective relationships with students that supports their motivation, wellbeing, and learning.</p> <p>Used explicit strategies to establish and positively enforce consistent routines, setting expectations that result in good behaviour.</p> <p>Recognised that effective relationships with pupils, parents, carers and families improve pupils' motivation, behaviour and academic success.</p> <p>Used ICT to monitor pupil attainment and progress.</p> | <p>Actively involved parents and carers to support outcomes for pupils.</p> <p>Engaged with whole-school sustainability initiatives to support statutory net zero targets.</p> <p>Contributed to whole-school priorities, including extra-curricular activities.</p> <p>Implemented a wide range of deliberate strategies to develop positive relationships with pupils and encourage excellent behaviour in lessons.</p> <p>Engaged proactively with expert colleagues, including support staff, to improve my practice</p> <p>Engaged with the statutory</p> | <p>A strong professional identity and have actively contributed to the whole school ethos and/or school improvement.</p> <p>Contributed to wider networks to support behaviour across the school as well as in my own classroom.</p> <p>Developed effective strategies for liaising with parents, carers, and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</p> <p>Demonstrated the highest levels of professionalism at all times, becoming a valued and active member of the school community.</p> |

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| <p>Engaged with professional debate, learning from educational research to support my improvement, including critiquing the practice of others</p> <p>Reflected on my practice, supported by feedback from, and observation of, experienced colleagues, using this to support progress</p> <p>Used ICT to monitor pupil attendance and behaviour</p> <p>Recognised the importance of the role of the tutor and how to report safeguarding issues</p> | <p>Reflected on how to meet the pastoral needs of my students and worked with colleagues to support this</p> <p>Worked alongside colleagues as part of a wider system of behaviour management</p> <p>Explored ways to contribute to the wider-life of the school</p> <p>Engaged with the statutory requirement to teach British Values</p> | <p>requirement to teach British Values</p> | <p>Developed automaticity with regard to classroom routines which supports a positive, safe and creative learning environment</p> |
| <p>Ambition: I have</p> | | | |
| <p>Demonstrated the potential for leadership and school development (e.g. by taking the initiative in setting up a club or group, or helping to plan a school trip, working on the school curriculum, or extra Masters study, beyond the requirements of the course), entering a reciprocal relationship with expert colleagues</p> <p>Used innovative methods for behaviour management that both support and go beyond the school's policy</p> <p>Extended my pastoral role in innovative ways</p> | | | |
| <p>Anything else? What else have I done in relation to this Cluster? Please add to your PRP documentation</p> | | | |

| Cluster B: Subject knowledge and How Pupils Learn | | | |
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| Phase 1: I have | Phase 2: I have | Phase 3: I have | Phase 4: I have |
| <p>Demonstrated a secure knowledge of subject area(s)/topics being taught</p> <p>Identified relevant sources of external subject support, including online resources and networks</p> <p>Responded to and developed according to feedback from Subject Knowledge Audits (SKAs)</p> <p>Avoided overloading working memory by using approaches like chunking and building on prior learning</p> <p>Critically reflected on the nature and function of retrieval practice in supporting pupils' learning</p> | <p>Used my subject knowledge to inspire pupils' interest, confidently responding to questions so that pupils appreciate the value of subject(s) taught</p> <p>Addressed areas of subject knowledge development, as identified in the SKA, in preparation for later stages of training</p> <p>Is aware of and able to meet the literacy and numeracy needs of pupils</p> <p>Identified and challenged pupil misconceptions in my subject area</p> <p>Ensured pupils have repeated opportunities to practise applying new knowledge and skills with guidance and support</p> <p>Understood the use of phonics in teaching early or struggling readers to decode texts</p> | <p>Extended my subject and curriculum knowledge to address pupils' barriers to learning</p> <p>Identified the source of pupil misconceptions and addressed them to avoid cognitive conflict</p> <p>Reduced pupils' cognitive load by using a range of approaches that may include scaffolding and modelling</p> <p>Designed lessons which build more complex knowledge and skills over a sequence of lessons</p> <p>Helped pupils to retain knowledge using a range of approaches that may include spaced practice and interleaving over a sequence of lessons</p> <p>Supported pupils' metacognitive practice, reflection and target setting</p> | <p>Showed passion for subject(s) taught which is reflected in pupils' commitment to and enjoyment of learning</p> <p>Recognised that there are numerous and complex factors that contribute to how pupils learn and have responded by experimenting with a range of pedagogical approaches</p> <p>Anticipated pupils' misconceptions and plan to pre-emptively address them</p> <p>Demonstrated excellent phase and subject knowledge up to and including Key Stage 5</p> <p>Strengthened my pedagogical and subject knowledge by participating in wider networks, like subject associations and continuing professional development</p> |

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| | | <p>by using approaches like DIRT</p> | <p>Modelled excellent standards of communication at all times, holding pupils to account for their correct use of standard English and maths</p> |
| <p>Ambition: <i>I have</i></p> | | | |
| <p>Used anticipated misconceptions as teaching points</p> <p>Proactively engaged with, and contributed to, subject-based CPD, including subject associations</p> <p>Drawn on at least one approach based on educational theory that goes beyond those specified in mandated frameworks</p> | | | |
| <p>Anything else? <i>What else have I done in relation to this Cluster? Please add to your PRP documentation</i></p> | | | |

| Cluster C: Planning for learning, Assessment of pupils | | | |
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| Phase 1: I have | Phase 2: I have | Phase 3: I have | Phase 4: I have |
| <p>Reflected critically on observed lessons, showing understanding of a range of pedagogical approaches</p> <p>Reflected critically on my lessons and acted on feedback given</p> <p>Planned collaboratively with peers and expert colleagues, showing understanding of how to structure a logical sequence of learning in a lesson</p> <p>Understood the distinction between formative and summative assessment and how they inform each other</p> <p>Planned formative assessment tasks, showing understanding of the role of assessment in pupils'</p> | <p>Set homework to improve and extend pupil outcomes</p> <p>Used information from assessment to inform decisions I make and that pupils are able to act on feedback</p> <p>Understand there are a range of approaches to feedback, of which marking is one</p> <p>Used lesson planning models to create a logical sequence of learning in a lesson in which objectives are matched to activities and outcomes</p> <p>Reflected on what progress looks like in my subject area and become familiar with assessment frameworks in my subject area</p> | <p>Developed appropriate sequences of learning over the short and medium term</p> <p>Made effective use of lesson time to develop pupils' subject knowledge</p> <p>Scaffolded self-assessment by sharing model work with pupils highlighting key details</p> <p>Worked with colleagues to identify efficient approaches to assessment so that it does not have a disproportionate effect on workload</p> <p>Used motivational feedback to encourage pupils to make progress in my subject area,</p> | <p>Contributed to the design and provision of an engaging curriculum within my subject area</p> <p>Developed innovative strategies (including ICT) to promote pupils' learning, taking risks when planning and reflecting accordingly</p> <p>Regularly used high quality feedback - both verbal and written - to help support pupils to monitor and regulate their own learning</p> <p>Drawn conclusions about what pupils have learnt looking at patterns of performance over a number of summative assessments</p> |

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| <p>progress</p> | <p>Shown accountability for pupils' progress and outcomes Reflected systematically on the effectiveness of lessons and approaches to teaching</p> | <p>ensuring they have time to act on feedback Extended understanding of summative assessment frameworks in my subject area across the key stages Demonstrated sufficient skill to move away from planning templates, and use instead other systems for planning</p> | <p>Critically reflected on pre-existing resources, adapting them for my own groups Taken full accountability for pupils' progress and outcomes over time</p> |
| <p>Ambition: I have</p> | | | |
| <p>Demonstrated awareness of international and/or alternative secondary school pedagogical approaches Sought opportunities to include 'pupil voice' in planning and delivery of lessons Understood my role in supporting whole-school performance measures</p> | | | |
| <p>Anything else? What else have I done in relation to this Cluster? Please add to your PRP documentation</p> | | | |

| Cluster D: Adaptive teaching and inclusion, Pupil health and wellbeing | | | |
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| Phase 1: <i>I have</i> | Phase 2: <i>I have</i> | Phase 3: <i>I have</i> | Phase 4: <i>I have</i> |
| <p>Shown care and empathy for pupils' individual needs, exercising patience, kindness and listening skills</p> <p>Engaged with the SEND Code of Practice and worked with expert colleagues to implement approaches</p> <p>Identified factors that might inhibit pupils' learning and sought support with how to address these</p> <p>Applied high expectations to all groups of pupils so that they can access a rich curriculum</p> <p>Understood how to keep my classroom safe for my subject area</p> <p>Maintained an empathetic response to pupils when they struggle with aspects of their learning</p> | <p>Used the SEND Code of Practice, along with pupil data and information from colleagues to best support inclusive teaching</p> <p>Deployed additional adults and/or expert colleagues in the classroom to offer pupils the best possible learning experience</p> <p>Used a variety of pedagogical approaches to address a variety of learning needs that may include differences related to a child's developmental stage</p> <p>Have become familiar with the needs of pupils with significant special educational needs, high-attaining pupils and/or EAL</p> | <p>Actively promoted inclusion and diversity within classrooms</p> <p>Experimented with pupil pairing and grouping to monitor the impact on pupil attainment, behaviour and motivation</p> <p>Engaged fully with school policies for pupil health and wellbeing including bullying</p> <p>Adapted my lesson plan 'on the spot' to respond to pupils' needs</p> <p>Worked closely with colleagues, families and pupils to identify effective strategies to support pupils with SEND, high-attaining pupils and/or EAL</p> <p>Worked closely with the SENCO and other SEND professionals and the Designated Safeguarding Lead</p> | <p>Grouped pupils flexibly to provide more tailored support, monitoring its impact on engagement and motivation especially of low attaining pupils</p> <p>Become responsive and flexible to pupils' needs, building in additional practice, removing expositions or reframing questions to provide greater scaffolding or stretch in a lesson</p> <p>Taken responsibility for adapting aspects of the curriculum to suit the needs of pupils with significant special educational needs, high-attaining pupils and/or EAL</p> <p>Taken into account the stages of child development in meeting pupils' needs</p> |

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| | | <p>Understood and responded to the ways in which adverse experiences affect the wellbeing of children and their learning</p> | |
| <p>Ambition: I have</p> | | | |
| <p>Taken proactive steps to ensure pupils' safety, including addressing sensitive issues, like bullying, before they become problems</p> <p>Thought creatively of ways to decolonise the curriculum in schools</p> <p>Planned in conjunction with a TA to address specific needs, ensuring maximum progress as well as inclusion within the setting</p> <p>Actively engaged with the external agencies (e.g. charities) that support the development of children (PSHE, RSE) to proactively address pupils' wellbeing</p> | | | |
| <p>Anything else? What else have I done in relation to this Cluster? Please add to your PRP documentation</p> | | | |

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| | | <ul style="list-style-type: none"> To appreciate the value of oracy in the classroom. To consider the impact of the pandemic, cost of living crisis and other factors on children's language development. To make links with the EYFS framework and understand the context of oracy within the curriculum <p>[3.1, 3.3, 3.5, 3.10, 3.12, 4.7, 5.2, 5.3, 3p, 3s, 4n, 7c, 7e]</p> | <ul style="list-style-type: none"> To understand how memory 'works' so that strategies like chunking and retrieval practice are understood. To reflect on the implications for the classroom and how these might be critically deployed to support learning. <p>[2.1, 2.2, 2.3, 2.4, 2.5]</p> | |
| | | GPE 3 (part A): Read 'keeping children safe' | | |
| | | GPE 4: Prevent (online training) | | |
| | | GPE 5: Introduction to how children learn: engage | | |
| | | <ul style="list-style-type: none"> To know what is meant by pedagogy To understand some threshold concepts on which our BSU framework for learning (ECRA) is based To understand how perspectives about learning can inform and inspire pedagogy To know some ways to engage children in their learning <p>[1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 5.6, 7.6, 2.a, 2.b]</p> | | |
| Week 2 w/b 9 th Sep | <i>Planning for learning</i> | GPE 3 (part B): safeguarding | | <i>Planning for learning</i> |
| | | GPE 6 (p) / GPE 5 (s): Principles of planning, teaching and assessment | | |
| | | <ul style="list-style-type: none"> To understand the key elements of planning for effective learning To gain a working knowledge of how to use all sections of the BSU single lesson planning template To be familiar with what makes an effective reflective evaluation of planning, teaching and learning <p>[1.3, 2.2, 4.2, 5.2, 8.2, 4a, 4b, 4n]</p> | <ul style="list-style-type: none"> To develop a better understanding of the link between planning and pupil outcomes. To be aware of BUL's lesson planning expectations. To become familiar with the BUL planning template. To begin to understand the difference between objectives and outcomes | <i>Assessment of Pupils</i> |

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| | | | <ul style="list-style-type: none"> To consider how the 'Learn That' and 'Learn How to' statements can support 'effective teaching'. <p>[4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9]</p> <ul style="list-style-type: none"> Understand the role of Summative and Formative Assessment and Effective Feedback Understand what is meant by AoL, AfL and AaL Review practical strategies for providing pupil feedback <p>[6.1, 6.3, 6.4, 6.5, 6.6]</p> | |
| Week 3 w/b 16 th Sep | <i>Adaptive teaching and inclusion</i> <i>Pupils health and wellbeing</i> <i>How pupils learn</i> | GPE 7 (p) / GPE 6 (s): Introduction to SEND | | <i>Adaptive teaching and inclusion</i> <i>Pupil health and wellbeing</i> |
| | | <ul style="list-style-type: none"> to understand the implications of the SEND Code of Practice, including the SEND definition and graduated approach; to revise adaptive teaching and make links to approaches that support SEND learners in class (high quality teaching); to begin to identify pupils' needs and barriers to learning within the four broad areas of SEND; to begin to consider strategies to address SEND needs and barriers, including through the use of technology. <p>[2.6, 5.3, 5.7, 5.8, 5.9, 7.10, 5e, 5j, 7k]</p> | <ul style="list-style-type: none"> Know what the 4 areas of SEND are. Know what an EHCP is. Recognise the existing legal duties and structures of inclusion for SEND pupils in Schools. Recognise the challenges SEND children have in schools. Know what teachers actively need to do to improve their pedagogy for SEND students. <p>[5.2, 5.6, 8.2, 8.6]</p> | |
| | | GPE 8 (p) / GPE 7 (s): adaptive teaching | | |
| | | <ul style="list-style-type: none"> To understand what adaptive teaching is and why it is important as part of an inclusive approach to teaching; to understand how different needs have the potential to create a range of barriers to learning; to explore a range of adaptive teaching strategies including reducing cognitive load, explicit instruction, modelling, scaffolding, questioning, grouping and metacognition; | <ul style="list-style-type: none"> To determine what is meant by adaptive teaching. Recognise that adaptive teaching may take place during planning, teaching and reflection (post teaching). Gain an understanding of adapting teaching responsively and flexibly grouping pupils. <p>[5.3, 5.4, 5.5]</p> | |

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| | | <ul style="list-style-type: none"> to consider different lesson structures that accommodate diverse learners, including fixed, mixed and flexible approaches to grouping; to practise observing a focused element of teaching, in this case, adaptive teaching. <p>[2.3, 2.4, 4.2, 4.3, 4.4, 4.5, 4.10, 5.2, 5.3, 5.4, 5.5, 1b, 5n, 5p]</p> | | |
| | | GPE 9 (p)/ GPE 8 (s): Equality and Diversity 1 | | |
| | | GPE 10 (p) / GPE 9 (s): embedding critical reflective practice | | |
| | | GPE 11: Child Development | GPE 10: Teaching pupils with SEND | |
| | | <ul style="list-style-type: none"> To understand the importance of child development and that this is at the heart of the EYFS. To understand how the brain functions in its early years. To have an overview of developmental and key milestones that children progress through. To consider the importance of attachment in early childhood development To explore effective pedagogy in the early years and how play is intrinsic to children’s development. <p>[1.7, 1.8, 2.2, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.4, 7h, 7r, 8h, 8l]</p> | <ul style="list-style-type: none"> Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential <p>[5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7]</p> | |
| | | GPE 12: How children learn: construct | | |
| | | <ul style="list-style-type: none"> To make connections between ECRA pedagogies and practice in schools To explore approaches for embedding learning into long term memory To know some key concepts about constructing learning To understand how ECRA pedagogies and concepts can be applied to individual lessons <p>[2.9, 4.5, 6.5, 2j, 4g]</p> | | |

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| | | | <p>[1.4, 1.5, 7.1, 7.2, 7.5, 7.6]</p> <p>1- To understand what is meant by ‘positive behaviour management’ 2- To understand why children misbehave 3- To acquire some basic tips and strategies</p> <p>[1.1, 1.2, 1.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 8.4]</p> | |
| | | GPE 14 (p) / GPE 12 (s): EAL | | |
| | | <ul style="list-style-type: none"> To consider pupils who are learning English as an additional language (EAL); To consider the implications of the Bell Foundation's five principles to guide EAL pedagogy; To learn and practise a range of strategies that aim to include EAL pupils in lessons, making links to adaptive teaching; To understand how assessment of EAL can support and inform teaching practices. <p>[1.1, 1.3, 1.8, 3.7, 5.1, 5.3, 5.4, 5a, 5b, 5g, 5l, 5m, 6d]</p> | <ul style="list-style-type: none"> What is EAL and who are our EAL pupils? How EAL pupils learn a second language and the language journey. EAL good practice and strategies to support EAL pupils in the classroom. <p>[1.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7]</p> | |
| Week 5 w/b 30 th Sep | | ITAP week 1 | | <i>Managing behaviour and the environment for learning</i> |
| Week 6 w/b 7 th Oct | <i>Pupil health and wellbeing</i> | GPE 15 (p) / GPE 13 (s): National curriculum, teachers and the law, British values and education system structure | | |
| | | | <p>Learn that:</p> <ul style="list-style-type: none"> teachers have statutory responsibilities, powers and authorities that cannot be abdicated; they uphold public trust in the profession and maintain high standards of legal and ethical behaviour, within and outside school; they should not undermine fundamental British values, including democracy, the rule of law, | <i>Planning for learning</i> <i>Assessment of pupils</i> |

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| | | | <p>individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</p> <ul style="list-style-type: none"> • their personal beliefs should not be expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <p>Learn that teachers are role models and they:</p> <ul style="list-style-type: none"> • have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils • can influence the attitudes, values and behaviours of their pupils. Their expectations affect pupil outcomes • can help communicate shared values that improve classroom and school culture <p><i>[1.1, 1.2, 1.4]</i></p> <ul style="list-style-type: none"> • Learn that a school's curriculum and the national curriculum are vital in setting out a coherent wider vision for successful learning • Learn that a school's curriculum is a 'building block' of an education system, with other building blocks including: assessment, quality assurance, professional development, education policy and governance • Learn how to develop as a professional by taking opportunities to participate in wider networks <p><i>[3.1, 6.1, 8.3]</i></p> | |
| | | <p>GPE 16: influences on readiness to learn – adverse childhood experiences / effects of deprivation</p> | <p>GPE 14: Numeracy</p> | |
| | | <ul style="list-style-type: none"> • To develop awareness of what adverse childhood experiences (ACEs) are. | <ul style="list-style-type: none"> • Explore mathematical anxiety and its implications in education. • Develop an understanding of growth mind-set in the context of numeracy. | |

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| | | <ul style="list-style-type: none"> To understand the impact of ACEs and deprivation on children’s development and readiness to learn. To consider the importance of attachment and trauma awareness. To consider the factors that influence readiness to learn. <p>[1.7, 1.8, 5.3, 7.2, 7.5, 7.7, 7.8, 1e, 5f, 7l, 7r]</p> | <ul style="list-style-type: none"> Evaluate your own numeracy skills. Understand the importance of numeracy for you as a teacher and within your school. | |
| Week 7 w/b 14 th Oct | <i>Assessment of pupils</i> <i>Planning for learning</i> | GPE 17 (p) / GPE 15 (s): Assessment | | <i>Planning for learning</i> <i>Assessment of pupils</i> |
| | | <ul style="list-style-type: none"> To consider the types and purposes of assessment To explore the principles of formative assessment To be introduced to ways that formative assessment can be achieved in the classroom <p>[6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 1h, 5b, 6a, 6b, 6e, 6h]</p> <ul style="list-style-type: none"> To develop understanding of how assessment is used to support learning and progress To explore assessment pedagogies to use in classrooms <p>[2.1, 4.5, 4.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 2g, 4n, 5b, 6a, 6b, 6d, 6e, 6g, 6h, 6i, 6k, 6l, 6n, 6o, 6p, 6q, 6r]</p> | | |
| | | GPE 18 (p) / GPE 16 (s): Embedding equality and diversity | | |
| | | | <p>Part of the session’s ILOs will include:</p> <ul style="list-style-type: none"> Understanding core beliefs and values Understanding racial bias in education What is race and racism? The importance of representation <p>[1.2, 5.2]</p> | |
| Week 8 | | GPE 19 (p) / GPE 17 (s): Compensatory education and pupil premium | | |

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| w/b 21 st Oct | Planning for learning | | <p>Part of the session's ILOs will include:</p> <ul style="list-style-type: none"> To understand pupil premium funding To begin to understand disadvantage and how it might present in schools To develop ideas about how we can tackle disadvantage in schools <p>[1.1, 1.5, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 7.7, 8.6]</p> | <p>Subject, pedagogical and curricular knowledge</p> <p>How pupils learn</p> |
| | | GPE 20 (p): planning a sequence | GPE 18 (s): Literacy across the curriculum, dyslexia and phonics | |
| | | <ul style="list-style-type: none"> To understand the process and principles of planning a sequence of lessons To understand how formative assessment and appropriate assessment pedagogies contribute to successful planning To consider how ECRA may fit into the phases of the sequence To become familiar with the BUL sequence template To be familiar with expectations for what makes an effective reflective evaluation of a single lesson <p>[2.8, 3.3, 3.7, 4.2, 6.3, 2c, 2k, 5c]</p> | <ul style="list-style-type: none"> Learn that: every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. Begin to learn how to: model reading comprehension; promote reading for pleasure; teach different forms of writing; model high-quality oral language. <p>[3.2, 3.3, 3.4, 3.5, 3.7, 3.9]</p> <ul style="list-style-type: none"> To introduce key systematic synthetic phonics (SSP) subject knowledge To understand how SSP is organised and sequenced within the curriculum To understand how SSP approaches are used to teach early reading <p>[3.9, 3.10]</p> | |
| Week 9 | <i>Adaptive teaching and inclusion</i> | GPE 21 (p) / GPE 19 (s) (part A): SEND Inclusion lecture | | <i>Adaptive teaching and inclusion</i> |
| w/b 4 th Nov | <i>How pupils learn</i> | <ul style="list-style-type: none"> To retrieve what we have learnt about adaptive teaching and SEND so far during the course; To consider the impact of attitudes, assumptions, language and labelling on pupils with SEND; To know some of the needs associated with high incidence SEND across the four broad areas; | <p>Part of the session's ILOs will cover:</p> <ul style="list-style-type: none"> Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success | <i>Pupil health and wellbeing</i> |

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| | <ul style="list-style-type: none"> To consider strategies to support pupils with high incidence SEND. <p>[1.1, 1.2, 2.6, 5.3, 5.7, 5.8, 5.9, 8.8, 2c, 5b, 5e, 5j]</p> | <ul style="list-style-type: none"> Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential <p>[5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7]</p> | | |
| | GPE 21 (p) / GPE 19 (s) (part B): seminar – autism | | | |
| | | <ul style="list-style-type: none"> To develop a real understanding of the lived experience of autistic pupils. <p>[1.3, 2.9, 4.2, 5.1, 5.2, 5.3, 5.4, 7.2, 8.6]</p> | | |
| | GPE 21 (p) / GPE 19 (s) (part C): SEND seminar – alternative provision | | | |
| | GPE 22 (p): How children learn: retain and apply | | | |
| | <ul style="list-style-type: none"> To develop the skills to critique research claims To think critically about mindset theories To know some ways to support children to retain and apply new learning, including through retrieval activities <p>[2.3, 2.4, 2.5, 2.8, 2.9, 4.8, 2k]</p> | | | |
| Week 10 | | | | |
| w/b 11 th Nov | | | <p>GPE 20 (s): Dealing with issues around bullying</p> <ul style="list-style-type: none"> To develop an understanding of the issues connected with bullying in school, the reasoning behind behaviours and understanding of how groups of pupils can be more vulnerable. Learn that... A culture of mutual trust and respect supports effective relationships. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | <p><i>Adaptive teaching and inclusion</i></p> <p><i>Pupil health and wellbeing</i></p> |

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| | | | <ul style="list-style-type: none"> Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. <p>[1.5, 1.6, 7.1, 7.3, 7.7]</p> | |
| | | | <p>GPE 21 (s): Pupil health and wellbeing</p> | |
| | | | <p>Know that ...</p> <ul style="list-style-type: none"> Schools are mandated to support the health and wellbeing of children. Organisations and training exist to support schools and young people. The consequences of not addressing these issues have profound long-term consequences into adulthood. <p>Know how...</p> <ul style="list-style-type: none"> To support your own health and wellbeing. To support the health and wellbeing of others. To be able to find further support and resources. <p>[7.4, 7.5, 7.7]</p> | |
| Week 11 w/b 18 th Nov | | ITAP week 2 | | <p><i>Subject, pedagogical and curricular knowledge</i></p> <p><i>How pupils learn</i></p> |
| Week 12 w/b 25 th Nov | | No GPE sessions | | <p><i>Subject, pedagogical and curricular knowledge</i></p> <p><i>How pupils learn</i></p> |
| Week 13 | | GPE 23 (p) /GPE 22 (s): looked after children, emotion coaching and attachment awareness | | |

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| <p>w/b 2nd Dec</p> | <p><i>Managing behaviour and the environment for learning</i></p> | <ul style="list-style-type: none"> To deepen your understanding of the significance of attachment in children's development To explore emotion coaching as a strategy for supporting children's behaviour To learn how to apply principles of emotion coaching to scenarios <p>[7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 1c, 7a, 7b, 7e, 7f, 7g, 7k, 7p, 7q, 7r]</p> | <ul style="list-style-type: none"> To understand what we mean by attachment awareness and trauma-informed practice; To consider the implications of insecure attachments and the importance of promoting secure attachments in schools including creating a predictable and secure environment; To learn that building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success; To learn that building effective relationships is easier when pupils believe that their feelings will be considered and understood; To consider how emotion coaching and conflict resolution can support children who are emotionally dysregulated. <p>[1.1, 5.1, 5.2, 5.7, 7.2, 7.4, 7.5, 7.7, 8.4, 8.6]</p> | <p><i>Professional behaviours and responsibilities</i></p> <p><i>Managing behaviour and the environment for learning</i></p> |
| <p>Week 14 w/b 9th Dec</p> | <p><i>Pupil health and wellbeing</i></p> <p><i>Planning for learning</i></p> | <p>GPE 24 (p): working effectively from school planning</p> <ul style="list-style-type: none"> To use the ECRA framework as a lens through which to reflect on own practice To make connections between ECRA, and frameworks experienced in school, critically analysing these To reflect on potential changes to existing school planning for adaptive, creative and engagement purposes To apply the ideas of ECRA, Rosenshine and critical professional autonomy to our own practice <p>[3.1, 4.1, 4.5, 4.8, 5.9, 7.6]</p> | <p>GPE 23 (s): introduction to generative artificial intelligence</p> | <p><i>Professional behaviours and responsibilities</i></p> <p><i>Managing behaviour and the environment for learning</i></p> |
| | | <p>GPE 25 (p): working with others</p> <ul style="list-style-type: none"> To understand the importance of building professional relationships with other adults including parents To understand the roles of the Teaching Assistant (TA) | | |

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| | | <ul style="list-style-type: none"> To consider how to plan for and communicate with a TA To learn how to establish genuine partnerships with parents/carers and reflect on the benefits and challenges To consider what effective practice relating to working with parents and families may look like [5.7, 8.3, 8.4, 8.5, 1d, 5c, 5f, 5i, 7l, 8g, 8h, 8i, 8j, 8k, 8n, 8o] | | |
| Week 15 w/b 16 th Dec | <i>Assessment of pupils</i> | <p>GPE 26 (p): summative assessment</p> <ul style="list-style-type: none"> To understand the process and principles of school based summative assessment To know some of the ways school based summative data can be used to inform teaching and learning To consider how schools use data to measure and track pupil progress [6.1, 6.2, 6.3, 6.4, 6.7, 6b, 6c, 6d, 6e, 6m] | | <p><i>Planning for learning</i></p> <p><i>Assessment of pupils</i></p> |
| Week 16 w/b 6 th Jan | | No GPE sessions (placement only) | | <p><i>Planning for learning</i></p> <p><i>Assessment of pupils</i></p> |
| Week 17 w/b 13 th Jan | | No GPE sessions (placement only) | | <i>Review learning in all curriculum components</i> |
| Week 18 w/b 20 th Jan | | No GPE sessions (placement only) | | <i>Review learning in all curriculum components</i> |
| Week 19 w/b 27 th Jan | | Alternative setting experience | | <i>Subject, pedagogical and curricular knowledge</i> |

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| | | | <i>How pupils learn</i> |
| Week 20 w/b 3 rd Feb | <i>Assessment of pupils</i> | GPE 27 (p) / GPE 24 (s): Pupil progress and data | |
| | | | <ul style="list-style-type: none"> To gain and understanding of recent reforms in assessment and their implications for you as a classroom teacher To review what data is used by schools Learn that effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs Learn that over time, feedback should support pupils to monitor and regulate their own learning <i>[4.1, 5.1, 5.2, 6.1, 6.4, 6.6, 6.7]</i> |
| | | GPE 28 (p) / GPE 25 (s): applying for first posts | |
| | | | GPE 26 (s): mental health and wellbeing: three skills for teachers |
| | | | <ul style="list-style-type: none"> Equip learners with some practical strategies for weaving mental health into the curriculum. Help learners guide young people around technology so that pupils can eventually practise self-regulation. Teach learners the principles of structural wellbeing in schools and how they can lead by example in this regard. <i>[7.3, 8.7]</i> |
| | | GPE 27 (s): reaching further into the science of learning | |
| | | <ul style="list-style-type: none"> To gain a more complex understanding of memory by exploring schemata, the visual argument and the role of myelin. To become familiar with approaches like dual coding, the double memory trace and embodied cognition, to help pupils learn more and remember more. <i>[2.3, 2.4, 2.5, 2.6, 2.7, 2.8]</i> | |
| Week 21 | | GPE 29 (p) / GPE 28 (s): Safeguarding 2 (eSafety, Level 1 safeguarding training & Prevent) | |

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| w/b 10 th Feb | <i>Managing behaviour and the environment for learning</i> | GPE 30 (p): perspectives on behaviour <ul style="list-style-type: none"> To be able to reflect on your own progress with behaviour management throughout PGCE year. Reflect on models of behaviour management used within school practice. Understand and evaluate wider perspectives of behaviour. Explore positive strategies for minimising very challenging behaviour. <p>[7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 1c, 7b, 7c, 7e, 7g, 7m, 7r]</p> | GPE 29 (s) SMSC <ul style="list-style-type: none"> To have an effective understanding of SMSC. To identify its role within the assessment of a school’s performance. To recognise its importance for young people. To identify ways in which curriculum areas can contribute to it. To recognise ways in which it can inform other areas of school life (eg ‘British Values’, etc). <p>[1.2, 3.1, 8.3]</p> | <i>Adaptive teaching and inclusion</i> <i>Pupil health and wellbeing</i> |
| | | | GPE 30 (s): Relationships and sex education in schools <ul style="list-style-type: none"> To find out the legal requirements of teaching RSE in secondary schools in the UK To establish how these legal requirements will effect me To pass on some advice for teaching RSE To find out about safeguarding and RSE Signposting for RSE To answer any questions about teaching RSE in a secondary school setting <p>[1.1, 1.2, 1.5]</p> | |
| Week 22 w/b 24 th Feb | | No GPE sessions (placement only) | | <i>Professional behaviour and responsibilities</i> <i>How pupils learn</i> |
| Week 23 w/b 3 rd Mar | | ITAP week 3 | | <i>Adaptive teaching and inclusion</i> |
| Week 24 | | No GPE sessions (placement only) | | <i>Planning for learning</i> |

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| w/b 10 th Mar | | | <i>Assessment of pupils</i> |
| Week 25 w/b 17 th Mar | | No GPE sessions (placement only) | <i>Planning for learning</i> <i>Assessment of pupils</i> |
| Week 26 w/b 24 th Mar | | No GPE sessions (placement only) | <i>Professional behaviour and responsibilities</i> <i>Managing behaviour and the environment for learning</i> |
| Week 27 w/b 31 st Mar | | No GPE sessions (placement only) | <i>Review learning in all components</i> |
| Week 28 w/b 21 st Apr | | No GPE sessions (placement only) | <i>Subject, pedagogical and curricular knowledge</i> <i>How pupils learn</i> |
| Week 29 w/b 28 th Apr | | ITAP week 4 | <i>Subject, pedagogical and curricular knowledge</i> <i>How pupils learn</i> |

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| <p>Week 30</p> <p>w/b 5th May</p> | | <p>No GPE sessions (placement only)</p> | <p><i>Professional behaviour and responsibilities</i></p> <p><i>Managing behaviour and the environment for learning</i></p> |
| <p>Week 31</p> <p>w/b 12th May</p> | | <p>No GPE sessions (placement only)</p> | <p><i>Professional behaviour and responsibilities</i></p> <p><i>Managing behaviour and the environment for learning</i></p> |
| <p>Week 32</p> <p>w/b 19th May</p> | | <p>No GPE sessions (placement only)</p> | <p><i>Adaptive teaching and inclusion</i></p> <p><i>Pupil health and wellbeing</i></p> |
| <p>Week 33</p> <p>w/b 2nd Jun</p> | | <p>No GPE sessions (placement only)</p> | <p><i>Adaptive teaching and inclusion</i></p> <p><i>Pupil health and wellbeing</i></p> |

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| Week 34 w/b 9 th Jun | | No GPE sessions (placement only) | <i>Review learning in all components</i> |
| Week 35 w/b 16 th Jun | | No GPE sessions (placement only) | <i>Review learning in all components</i> |
| Week 36 w/b 23 rd Jun | | GPE 31: Consolidation of school based teacher education and university based teacher education | <i>Professional behaviour and responsibilities</i> |
| | | GPE 32: Global Citizenship, Education for Sustainability and Climate Change Education | |
| | | Part of the session's ILOs will cover: <ul style="list-style-type: none"> To understand the key principles and up to date science of climate change To know how climate change is incorporated into the secondary school curriculum To appreciate how to deliver climate education in an emotionally connected way | |
| | | [1.2, 8.1, 8.7] | |
| | | GPE 33: Professional learning, transition, induction | |
| | | GPE 34: being an ECT and pathways to leadership | |