

Primary PGCE Curriculum Progression Framework 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/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 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.