

Primary PGCE Curriculum Progression Framework 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.

<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.

<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.

<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 children's resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success.

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