

Primary PGCE Curriculum Progression Framework Phase 3

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"> ● 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.

<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.

Restricted - Other

<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.

<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

	<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.