

Primary PGCE Curriculum Progression Framework 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 judgment. The [Teachers' Standards](#) and the [ITTECF](#) framework are fully embedded throughout our ITE Partnership Curriculum.

ITE Curriculum Component	Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should:
<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.

<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.

	<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.

<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

	<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,

<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

	<p>and sanctions are kind, fair and consistently applied.</p>
<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.