# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## English

Subject rationale

The heart of the Secondary English PGCE is the interplay between educational theory and teaching practice. A wide range of perspectives on English education are explored to develop BSTs’ own philosophies and teacher identities, debating and reflecting on key discourses around English teaching from its inception as a compulsory school subject to the present day. At the same time, there is a strong focus on pedagogy and practice, with practical strategies for the classroom explored through demonstration lessons and peer teaching. The current English Programmes of Study are examined in detail, as are relevant examination specifications for both GCSE Language and Literature. The 4 Cs – Creativity, Critical Thinking, Collaboration and Care – are embedded throughout the English programme.

## **Sequencing the subject for each phase**

The timings of actual outcomes for each BST will vary according to their own background and how they develop through the course. The following expectations represent the general outcomes from the coverage of the core curriculum components and the connected English curriculum sessions for that phase:

Phase 1 – BSTs develop a strong subject identity, drawing on their knowledge, values and critical reflections on theory and practice. Lesson observations are used to consciously hone understanding of expert English teaching and lesson plans are completed conscientiously, with support. BSTs begin to understand both formative and summative assessment in English. Using the Subject Knowledge Audit, the weakest areas of subject knowledge are addressed and improved upon.

Phase 2 – BSTs become confident in sequencing learning, using the planning template to prepare carefully ordered activities to support pupils’ progress. Methods like chunking, modelling and dialogic talk are deliberately employed to scaffold learning for all pupils. BSTs are collegiate members of English departments, developing strong working relationships with colleagues and pupils. BSTs experiment with a range of pedagogies and actively encourage feedback from observers to support self-reflection. Formative assessment strategies are implemented in classroom teaching and BSTs have experience of summative assessments in Key Stage 3. Using the Subject Knowledge Audit, the weakest areas of subject knowledge are addressed and improved upon.

Phase 3 – Curricular knowledge of Key Stage 4 and Key Stage 3 is becoming secure and used to plan effective and engaging sequences of learning. BSTs confidently adapt their teaching to support all pupils, drawing on evidence-based approaches as well as the unique needs of their pupils. Understanding of summative assessment at Key Stage 4 is developed. BSTs continue to establish their professional identities, confidently developing strong working relationships by making valuable contributions to English departments. Using the Subject Knowledge Audit, the weakest areas of subject knowledge are addressed and improved upon.

Phase 4 – BSTs have a clear understanding of the learning journey of pupils from Key Stage 3 to Key Stage 5 in English. BSTs begin to use assessment data to identify patterns in pupils’ performance and adapt teaching accordingly. Planning is likely to be sufficiently adept to no longer require the planning template. BSTs proactively expand their range of pedagogical strategies to address different areas of the English curriculum and to support all learners to make progress. BSTs communicate professionally with stakeholders, including parents, regarding pupils’ work. Using the Subject Knowledge Audit, the weakest areas of subject knowledge are addressed and a clear plan made for the ECT years.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​Support BSTs to take an active part in your English department, helping them to make valuable contributions to the team and develop their professional identity in your school.
* Model how to engage pupils in English using a variety of pedagogical strategies which address reading, writing and speaking and listening. Deconstruct your practice with the BST so that the BST can understand the rationale that supports effective teaching.
* Explain how the school’s English curriculum incorporates the essential concepts, knowledge, skills and principles of the subject. Model how your planning, teaching and assessment develops pupils’ confidence and understanding of English.
* Provide opportunities for BSTs to observe and reflect on how adaptive teaching strategies can be used to support all pupils in the English classroom. Guide BSTs through the departmental process for supporting weaker readers.
* Model how to plan formative assessments linked to lesson objectives and discuss how learning can be evidenced. Explore possible misconceptions and how these can be identified and challenged.
* Model different ways to give pupils feedback and feedforward about their English learning.
* Guide BSTs in grading summative assessments across all key stages in English.
* Support BSTs to draw conclusions about what pupils have learned by looking at patterns of performance over several assessments.

### Indicative open access reading

1. Ofsted (2024) Telling the story: the English education subject report. Available at: [Telling the story: the English education subject report - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report)
2. Eaglestone (2020) ‘Powerful knowledge’, ‘cultural literacy’ and the study of literature in schools. Available at: [‘Powerful knowledge’, ‘cultural literacy’ and the study of literature in schools - Eaglestone - 2020 - Impact - Wiley Online Library](https://onlinelibrary.wiley.com/doi/10.1111/2048-416X.2020.12006.x)
3. Kneen, J, Chapman, S, Foley, J, Kelly, L, Smith, L, Thomas, H & Watson, A (2022), ‘Teaching Key Stage 3 literature: the challenges of accountability, gender and diversity’, Available at: [Teaching Key Stage 3 literature: the challenges of accountability, gender and diversity - Kneen - 2022 - Literacy - Wiley Online Library](https://onlinelibrary.wiley.com/doi/10.1111/lit.12288)
4. Smith, L., Thomas, H. Chapman, S., Foley, J., Kelly, L., Kneen, J., Watson, A. (2021) The Dance and the Tune: a storied exploration of the teaching of stories. Available at: [Full article: The Dance and the Tune: A Storied Exploration of the Teaching of Stories (tandfonline.com)](https://www.tandfonline.com/doi/full/10.1080/1358684X.2021.1957669)