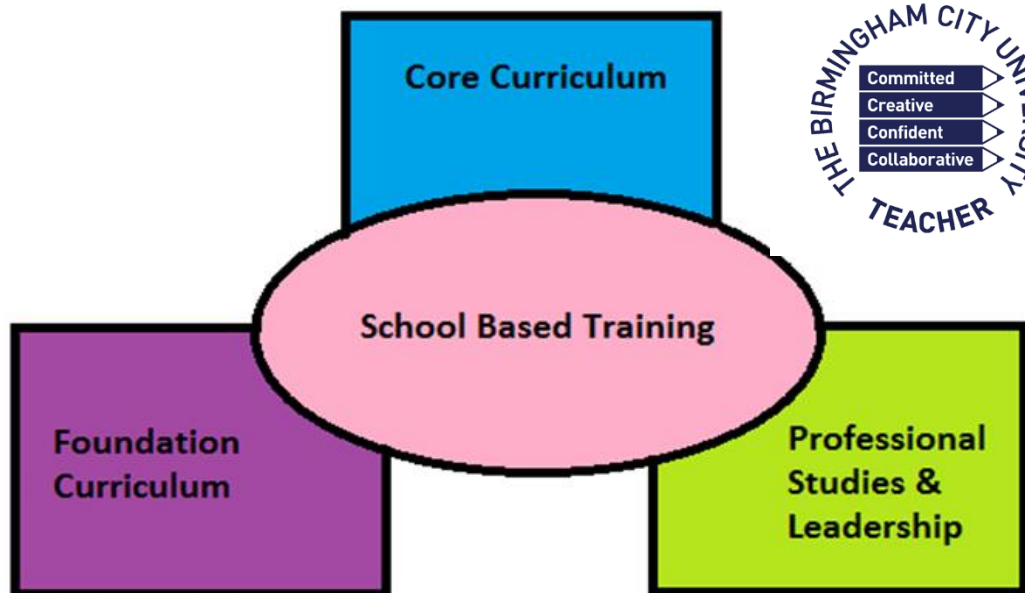


PGCE Primary & Early Years Curriculum



BCU ITE Curriculum

- At BCU we have designed the ITE curriculum as a carefully crafted coherent sequence of experiences and activities that will support trainees to succeed in the classroom. Our curricula encompasses the full entitlement described in the ITT Core Content Framework as well as integrating additional analysis and critique of theory, research and expert practice that we feel is appropriate.
- We believe that the quality of teaching is the most important factor in improving outcomes for pupils. We recognise that it is an entitlement of all trainees to work with and learn from expert colleagues as they practise, rehearse and refine approaches. We give high importance to mentoring that enables trainees to receive high quality clear and structured feedback from expert colleagues as they apply knowledge and understanding of the evidence in the classroom to understand how practice can be improved.
- Trainees are supported to embody our four professional core values: committed, creative, confident, and collaborative and develop the skills and knowledge needed to be a Primary School Teacher.

BCU Key Themes

A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

C. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn (meta-learning) impact on pupils' progress and wellbeing.

D. How trainees plan and assess learning to ensure that all pupils make progress.

E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Core Content Framework

Title	5 Core idea
A. High Expectations	Behaviour Management
B. How Pupils Learn	Pedagogy
C. Subject and Curriculum	Curriculum
D. Classroom Practice	Pedagogy
E. Adaptive Teaching	Pedagogy
F. Assessment	Assessment
G. Managing Behaviour	Behaviour Management
H. Professional Behaviours	Professional Behaviours

Teachers' Standards

Standard 1 – 'Set high expectations'

Standard 2 – 'Promote good progress'

Standard 3 – 'Demonstrate good subject and curriculum knowledge'

Standard 4 – 'Plan and teach well structured lessons'

Standard 5 – 'Adapt teaching'

Standard 6 – 'Make accurate and productive use of assessment'

Standard 7 – 'Manage behaviour effectively'

Standard 8 – 'Fulfil wider professional responsibilities'

Part Two: Personal and professional conduct

Four Professional Core Values

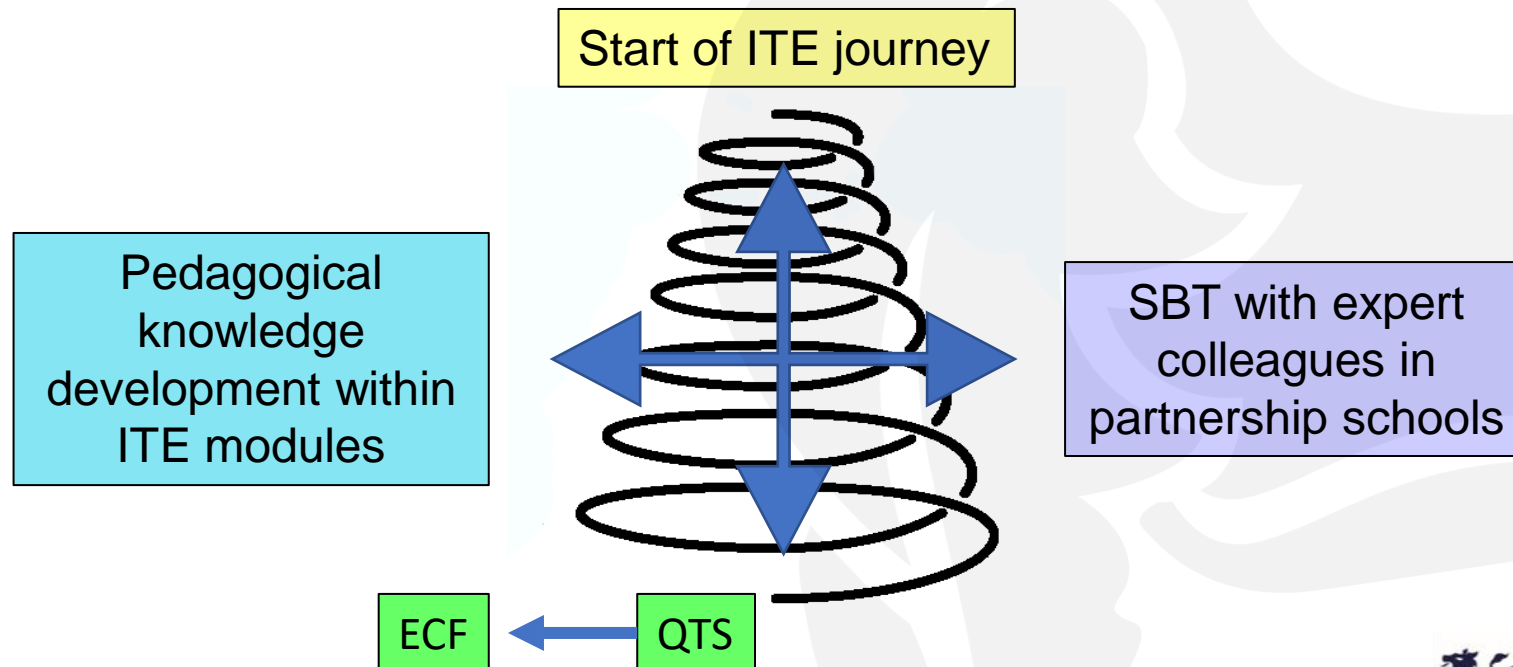


Committed to: <ul style="list-style-type: none"> • Being outstanding teachers • Creating a vibrant learning environment in which all learners will thrive • Meeting the needs of all learners and their communities 	<ul style="list-style-type: none"> • Taking responsibility for their own professional development and learning • Having excellent subject and pedagogical knowledge
Creative in: <ul style="list-style-type: none"> • Inspiring and motivating all learners • Developing learning and teaching through research and evidence 	<ul style="list-style-type: none"> • Overcoming disadvantage and barriers to learning • Developing the impact of their professional practice
Confident to: <ul style="list-style-type: none"> • Act as leaders of learning • Adapt flexibly and proactively to change 	<ul style="list-style-type: none"> • Work effectively with all partners in learning • Demonstrate responsibility and be accountable for their professional actions and decisions
Collaborative by: <ul style="list-style-type: none"> • Understanding that authentic and effective collaboration is an essential element of professional practice • Working effectively with expert teachers across partner organisations 	<ul style="list-style-type: none"> • Working with peers and subject / phase experts to develop effective curricula • Embodying the ethos and vision of partner organisations in their professional role • Participating in practice -led research discourses to deepen and develop a community of learning

The Spiral Curriculum

Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BCU Primary and Early Years with QTS course.

This spiral curriculum ensures that a deepening of understanding of the topic considered with each successive encounter building on the previous one.



BCU CORE CURRICULUM: KEY THEMES

- A. How to use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.
- D. How to plan and assess learning to ensure that all pupils make progress.
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.

Curriculum Priorities:

- Art and Design
- Computing
- Design Technology
- English
- Geography
- History
- Mathematics
- Music
- Foreign Languages
- Physical Education
- Religious Education
- Science
- SEN
- Professional Studies
- Leadership

Partnership input:

- Ongoing mentor training and development
- Curriculum development and input
- School Based Training models
- Strategic discussions with expert colleagues
- Tools to support formal assessment and development of trainees
- ECF transition and support

Module themes in:

- Research-informed practice
- Professional expectations and development
- Academic expectations at Level 7
- School curricula
- Planning
- Assessment
- Behaviour for learning
- Learning theories and cognitive development
- Responding to diversity
- Supporting vulnerable pupils
- Adaptive pedagogies
- Subject specific pedagogies
- Safeguarding and pupil well-being
- Workload management and well-being
- Employability

ECF

QTS

A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

Module EDU7384 Core Curriculum, EDU7385 Foundation Curriculum

- Reflective approach to subject knowledge development.
- Reflective approach to professional practice
- Learning theories
- Modelling and scaffolding
- Current Policy
- National Curriculum and EYFS

Module EDU7386/87/88/7414 Professional Studies and Leadership:

- [Teacher persona and professional identity](#)
- Curriculum
- Planning
- Safeguarding
- Assessment
- Current policy
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Mental health and well-being
- SRE
- SMSC
- The role of Ofsted
- Working with parents
- Supporting LGBT+ pupils
- Role of curriculum leaders
- Current developments in the curriculum area
- Bringing learning to life for children – what makes the curriculum exciting for learners
- Working with colleagues to facilitate change within curriculum practice
- Monitoring, assessment and progress within a curriculum area – including data analysis and Ofsted

Induction

PGCE Curriculum

Reflection and Development

School Based Training

Interaction with expert colleagues:

Discussion of pedagogies in context
Deconstruction of practice
Critical reflection of practice
Target setting for development

Tutor / mentor guidance:

- Responding to feedback professionally
- Research- informed development targets
- Application of research- informed practice to current context

Formative reviews of professional development –

- triangulated feedback on professional reflection and next steps in training

PGCE course content will extend and deepen trainees' knowledge of research informed pedagogies that inform successful teaching and learning. With this knowledge, and their emerging sense of research-led professional identity, trainees can engage in critical reflection, adopting an informed approach to their continued professional development and practice in order to secure impact within their classroom

ECF

QTS

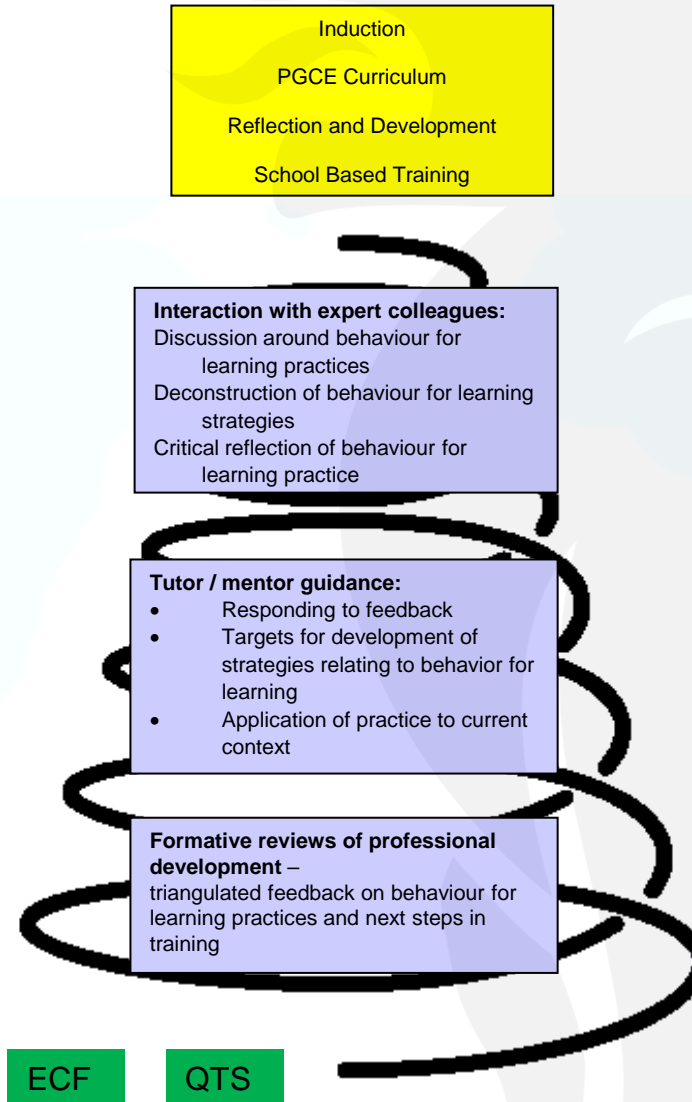
B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

Module EDU7384 Core Curriculum, EDU7385 Foundation Curriculum

- Reflective approach to subject knowledge development.
- Reflective approach to professional practice
- Learning theories
- Modelling and scaffolding
- Current Policy
- National Curriculum and EYFS
- Classroom management
- Curriculum
- Planning
- Assessment
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning

Module EDU7386/87/88/7414 Professional Studies and Leadership:

- Teacher persona and professional identity
- Curriculum
- Planning
- Safeguarding
- Assessment
- Current policy
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Mental health and well-being
- SRE
- SMSC
- Ofsted Expectations
- Working with parents
- Supporting LGBT+ pupils
- Bringing learning to life for children – what makes the curriculum exciting for learners
- Working with colleagues to facilitate change within curriculum practice



PGCE course content will extend and deepen trainees' knowledge of research informed pedagogies that inform successful teaching and learning. With this knowledge, and their emerging sense of research-led professional identity, trainees can engage in critical reflection, adopting an informed approach to their continued professional development and practice in order to secure impact within their classroom

Classroom Culture: a range of strategies to build and maintain nurturing relationships with pupils and consider how to begin to create a classroom environment that helps to reduce pupil stress and anxiety. There is emphasis on strategies to support the Social, Emotional and Mental Health of pupils post-Covid.

Advanced practice – deepens understanding, applying aspects of practice, expert colleague (mentor/tutor) feedback. Establishing supportive and inclusive environments.

C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.

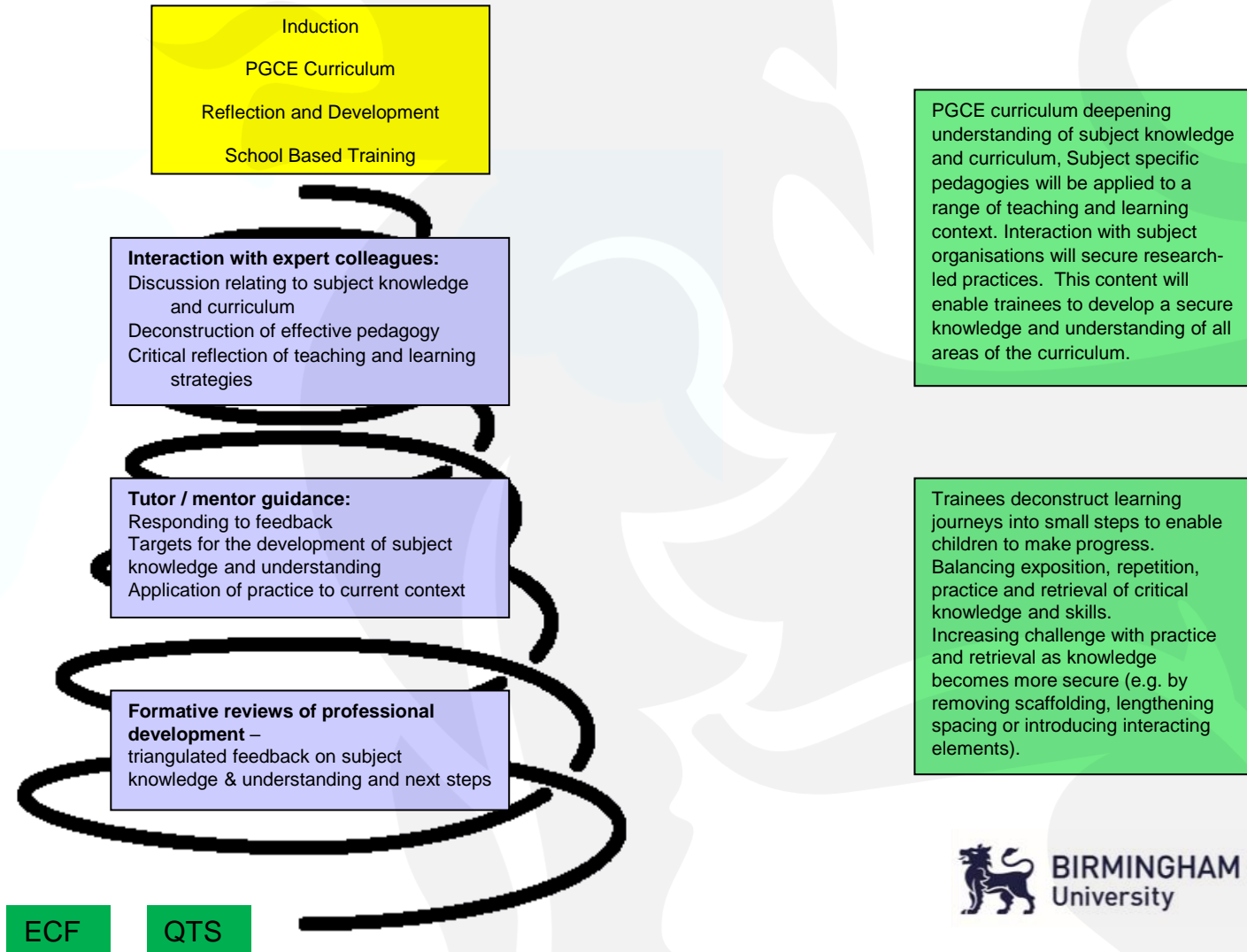
Module EDU7384 Core Curriculum, EDU7385

Foundation Curriculum

- Reflective approach to subject knowledge development.
- Reflective approach to professional practice
- Learning theories
- Modelling and scaffolding
- Current Policy
- National Curriculum and EYFS
- Classroom management
- Curriculum
- Planning
- Assessment
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Identify and address misconceptions

Module EDU7386/87/88/7414 Professional Studies and Leadership:

- Curriculum
- Planning
- Assessment
- Current policy
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Mental health and well-being
- Ofsted Expectations
- Working with parents
- Supporting LGBT+ pupils
- Role of curriculum leaders
- Current developments in the curriculum area
- Bringing learning to life for children – what makes the curriculum exciting for learners
- Working with colleagues to facilitate change within curriculum practice



D. How to plan and assess learning to ensure that all pupils make progress.

Module EDU7384 Core Curriculum, EDU7385 Foundation Curriculum

- Reflective approach to subject knowledge development.
- Reflective approach to professional practice
- Learning theories
- Modelling and scaffolding
- Current Policy
- National Curriculum and EYFS
- Classroom management
- Curriculum
- Planning
- Assessment
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Identify and address misconceptions

Module EDU7386/87/88/7414 Professional Studies and Leadership:

- Curriculum
- Planning
- Assessment
- Current policy
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Mental health and well-being
- Ofsted Expectations
- Working with parents
- Supporting LGBT+ pupils
- Current developments in the curriculum area
- Bringing learning to life for children – what makes the curriculum exciting for learners
- Working with colleagues to facilitate change within curriculum practice
- Monitoring, assessment and progress within a curriculum area – including data analysis and Ofsted

Induction
PGCE Curriculum
Reflection and Development
School Based Training

Interaction with expert colleagues:
Discussion/Deconstruction/Critical reflection of:
Models for short and mid-term planning,
Strategies for assessment,
National Curriculum and EYFS frameworks

Tutor / mentor guidance:
Responding to feedback
Targets setting relating to planning and assessment
Application of practice to current context

Formative reviews of professional development –
triangulated feedback on lesson planning,
assessment, professional reflection and next steps in
training

PGCE curriculum will deepen knowledge of assessment through considerations of how to identify prior learning and plan for progress within and between lessons.
how to make learning visible during lessons
how to use feedback to secure progress
ways of working to address statutory assessment requirements
With this knowledge and emerging understanding their context they can develop impact in terms of pupils' learning outcomes.

Trainees deepen their knowledge and understanding. Trainees are introduced to principles of Teacher modelling for effective learning
Principles of cognitive load
Methods to secure long term memory retention.
They will explore how they can apply strategies to their own practice and reflect on the impact of their approaches to planning and assessment.

Enable pupils to identify and apply connections across curriculum areas within learning sequences.

ECF

QTS

E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

Module EDU7384 Core Curriculum, EDU7385 Foundation Curriculum

- Reflective approach to subject knowledge development.
- Reflective approach to professional practice
- Learning theories
- Modelling and scaffolding
- Current Policy
- National Curriculum and EYFS
- Classroom management
- Curriculum
- Planning
- Assessment
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Identify and address misconceptions

Module EDU7386/87/88/7414 Professional Studies and Leadership:

- Teacher persona and professional identity
- Curriculum
- Planning
- Assessment
- Current policy
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Mental health and well-being
- Ofsted Expectations
- Working with parents
- Supporting LGBT+ pupils
- Current developments in the curriculum area
- Bringing learning to life for children – what makes the curriculum exciting for learners

Induction

PGCE Curriculum

Reflection and Development

School Based Training

Interaction with expert colleagues:

- Understanding of the SEND Code of Practice within Primary & Early Years Education
- Understanding of the impact of social disadvantage in schools and effective strategies to close the attainment gap
- Critical reflection on the impact of scaffolding strategies

Tutor / mentor guidance:

- Critical reflection on the impact of adaptive pedagogies in their context
- Deconstruction of practice to support Inclusion
- Apply strategies to stretch and challenge all pupils within lessons

Formative reviews of professional development –
triangulated feedback on catering to individual children's needs and the impact on their progress

PGCE curriculum deepens knowledge and understanding of ways to support vulnerable learners within the classroom, through:
Ways to identify and support vulnerable pupils
Principles of effective scaffolding in the classroom
Identification and application of Quality First Teaching (QFT) approaches
Knowledge of a range of SEND categories within their contexts and adaptive pedagogies
Knowledge of core principles to support EAL learners

Trainees will work with **SEND expert colleagues** within their contexts to critically reflect on the impact of practices to support pupils with identified needs. They will use this knowledge to remove barriers to learning for all children.

Through further practice trainees will be able to develop strategies to secure better than expected progress for some pupils within their SBT contexts.

ECF

QTS

F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Module EDU7384 Core Curriculum, EDU7385 Foundation Curriculum

- Reflective approach to subject knowledge development.
- Reflective approach to professional practice
- Learning theories
- Modelling and scaffolding
- Current Policy
- National Curriculum and EYFS
- Classroom management
- Curriculum
- Planning
- Assessment
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Identify and address misconceptions

Module EDU7386/87/88/7414 Professional Studies and Leadership :

- Teacher persona and professional identity
- Curriculum
- Planning
- Safeguarding
- Assessment
- Current policy
- Cognitive load
- Factors affecting learning
- EAL
- Diversity and Inclusion
- Adaptive teaching
- Behaviour for learning
- Mental health and well-being
- SRE
- SMSC
- The role of Ofsted
- Working with parents
- Supporting LGBT+ pupils
- Role of curriculum leaders
- Current developments in the curriculum area
- Bringing learning to life for children – what makes the curriculum exciting for learners
- Working with colleagues to facilitate change within curriculum practice
- Monitoring, assessment and progress within a curriculum area – including data analysis and Ofsted

Induction

PGCE Curriculum

Reflection and Development

School Based Training

Interaction with expert colleagues:

Develop professional relationships with colleagues in school
Understanding professionalism in the wider context

Tutor / mentor guidance:

Responding to and acting upon feedback
Act immediately upon professional targets
Application of practice to current context

Formative reviews of professional development –
triangulated feedback on response to positive criticism
identify own areas for development based upon critical reflection

Throughout the year, PGCE trainees maintain close communication with Personal Development Tutors for both academic and pastoral purposes.

PGCE curriculum deepening knowledge of school contexts and the complex elements of a professional teacher.

Digibook attendance monitoring allows for early diagnosis of concerns in engagement to be identified and addressed ensuring trainees are best placed to make continued progress throughout the training year. School Based Training attendance monitored by University Tutor and Mentor.

Trainees are encouraged to give regular feedback to the course team through SAL representatives who meet termly with the Course Team, through mid-module evaluations, and through drop in sessions with the Course Team. Regular updates are sent out to trainees via moodle.

BCU Mental Health & Wellbeing Team offers appointments to students throughout the academic year and also offers an out of hours service. The mental health and wellbeing team consists of counsellors, mental health advisers and wellbeing advisors

ECF

QTS

BCU ITE Core Curriculum



- THE BCU ITE Curriculum complies with the ITT Core Content Framework (DfE, 2019). Each module within the PGCE Primary ITE Curriculum ensures that trainees acquire **research-led pedagogical and curriculum knowledge**, and moreover, **develop a clear insight into how to implement this knowledge** as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.
- The ITE Core Curriculum at BCU comprises six themes that you will see embedded throughout the university-based sessions and within your School Based Training:

EDU7384 - Core Curriculum



This module provides opportunities for trainee teachers to explore the nature of the core subjects (Mathematics, English and Science) and prime and specific areas of the EYFS in the context of learning and teaching in the primary school and early years settings. The module provides substantial support for trainees' professional practice in such settings, assessed through the School Based Training modules. This module provides a strong philosophical underpinning to the importance of trainees' subject knowledge in the primary school and EYFS curricula. By undertaking this module trainees will be shaping their own rationale for their approach to the teaching of the above subjects/areas and to meet the needs of all learners.

Assessment

Assignment Type:	Written Assignment
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Assignment Scope:	3000 words
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Learning Outcomes

Demonstrate a critical knowledge and understanding of the principles, practices and subject content of current curriculum frameworks covering EYFS and Key Stages 1 and 2;

Critically evaluate recent and emerging policies, innovations and practices in the teaching and assessment of the core subjects and/or prime and specific areas of the EYFS;

Critically reflect upon your own professional practice, identify and develop approaches that enhance pupil progress for all learners.

EDU7384

Core Curriculum Mathematics



Focus: Current Educational Issues

What is Mathematics?

Reflect on own attitudes to mathematics.
To develop understanding of the Statutory requirements of the Curriculum Frameworks
A Mastery approach to Mathematics
To develop an understanding of 'Mastery' and Teaching for understanding
BCU Curriculum Key Theme: C and F

Introduction to maths audits
Assignment introduction from a maths perspective

Learning Outcomes:

- Demonstrate a critical knowledge and understanding of the principles, practices and subject content of current curriculum frameworks covering EYFS and Key Stages 1 and 2;
- Critically evaluate recent and emerging policies, innovations and practices in the teaching and assessment of the core subjects and/or prime and specific areas of the EYFS;
- Critically reflect upon your own professional practice, identify and develop approaches that enhance pupil progress for all learners.

Impact on practice:

Curriculum knowledge
Mastery approach to teaching

Focus: Curriculum knowledge and Planning



Counting and Place value

To develop an understanding of the importance of developing number sense through counting and place value.
To consider fluency, problem solving and reasoning learning opportunities linked to place value.
To develop an understanding of planning for coherence and small steps
Elements of planning – Perfect 6.
BCU Curriculum Key Theme: C and D

Impact on practice:

Subject knowledge
Pedagogical Content Knowledge
Effective planning

Focus: Assessment and developing thinking

Addition and Subtraction

To develop an understanding of progression in addition and subtraction
To develop knowledge and understanding of non-standard and formal written calculation methods for addition
5 big ideas - Mathematical Thinking Fluency / Representation and structure
BCU Curriculum Key Theme: C and D

Impact on practice:

Subject knowledge and planning
Pedagogical Content Knowledge
How mathematical thinking supports assessment

Focus: Behaviour for Learning

Impact on practice:

Subject knowledge
Pedagogical Content Knowledge-CPA
Positive Behaviour for learning

Impact on practice:

Subject knowledge and planning
Pedagogical Content Knowledge
Considering the needs of all learners

Geometry and Measures

To develop and understanding of the progression in Geometry.
To develop an understanding of the progression in Measures
To consider the importance of developing Mathematical Language
Introduction to variation
BCU Curriculum Key Theme: C and E

Assignment Briefing

Focus: Diversity and inclusion

Fractions Decimals and Percentages

To develop an understanding of the progression in Fractions, Decimals and percentages
To be able to recognise and address misconception in fractions, decimals and percentages.
The importance of timely intervention, supports and scaffolds – challenge and enrichment
BCU Curriculum Key Theme: C and E

Impact on practice:

Subject knowledge
Pedagogical Content Knowledge
Differentiation by support and challenge

Focus: Diversity and Inclusion

Impact on practice:

Subject knowledge and planning
Pedagogical Content Knowledge
Considering the needs of all learners

Multiplication and Division

To develop an understanding of progression in addition and subtraction
To develop knowledge and understanding of non-standard and formal written calculation methods for addition
Positive relationship with the curriculum through teaching approaches – CPA approach Representation and Structure Fluency
BCU Curriculum Key Theme: B and C

Assessment of Learning

Written Assignment : 3000 words

Explore Key Characteristics of effective learning across the core curriculum.
Introduction to each core subject.
Critical analysis and reflection on one subject

Focus: Subject Development and Reflection

Problem Solving

To explore the different problem solving types
To know the skills and strategies required in problem solving.
To consider the importance of fluency and reasoning within problem solving
BCU Curriculum Key Theme: C and D

Focus: Subject Development and Reflection

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice

Maths and EAL

To highlight some of the potential challenges and barriers which EAL pupils may have with regards to learning mathematics

To explore possible strategies which may support EAL pupils in their classrooms
BCU Curriculum Key Theme: C and D and E

Maths Journals

To consider the benefits of journal writing in mathematics – developing reasoning, deepen understanding, support working memory
How the 5 Big Ideas of Mastery are included in Journal Writing.
How maths journals can be used to support assessment.

Reflection on learning

BCU Curriculum Key Theme: C and D

Assessment for Learning

- Maths subject knowledge audit
- Calculation booklet

BCU Curriculum Key Theme: A - indicated as ongoing by the red outline



Key Reading

- Cotton, T. (2021). Understanding and teaching primary mathematics (Fourth edition.). Routledge, Taylor & Francis Group.
- Garry, T. (2020), Mastery in primary mathematics: a guide for teachers and leaders, Bloomsbury Education, London
- Hansen, A., McCullouch, J., Mooney, C., Briggs, M., & Fletcher, M. (2021). Primary Mathematics: Teaching Theory and Practice. Learning Matters.
- Mooney, C. et al. (2021) Primary mathematics : knowledge and understanding. Ninth edition. Learning Matters.
- Haylock, D. & Cockburn, A. (2017), *Understanding mathematics for young children: a guide for teachers of children 3-7*, 5th edn, SAGE, Los Angeles
- Haylock, D. & Manning, R. (2019) Mathematics explained for primary teachers, 6th edn, SAGE, Los Angeles



BCU Curriculum Key Theme: **A** - indicated as ongoing by the red outline

Learning Outcomes:

- Demonstrate a critical knowledge and understanding of the principles, practices and subject content of current curriculum frameworks covering EYFS and Key Stages 1 and 2;
- Critically evaluate recent and emerging policies, innovations and practices in the teaching and assessment of the core subjects and/or prime and specific areas of the EYFS;
- Critically reflect upon your own professional practice, identify and develop approaches that enhance pupil progress for all learners.

Introduction to English

Equality, Diversity, Inclusion, accountability

Develop understanding of the importance of English/literacy in the 21st Century /

To be aware of the structure and content of the curricular frameworks for English

Introduction to English audit
Assignment introduction from an English perspective

Key Theme : **B, C, F, H**

Speaking and listening-

- Speaking and listening as the foundation of literacy
- impact of poor communication skills
- Different types of talk in the classroom
- Practical strategies
- Curriculum
- **Theme A, B C, E**

Impact on practice:
Curriculum knowledge
Importance and value of S&L

Curriculum knowledge and planning

Reading

- Simple view of reading
- Independent review of the teaching of early reading – Rose (2006)
- Policy - reading for pleasure
- Shared, guided, independent reading
- **Theme A, C D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge
Effective planning

Assessment and developing thinking

Phonics Part 1

- Led by specialist teachers of phonics – school partner
- Subject knowledge
- NC –Policy –content-terminology
- progression and integration of phonics within Literacy
- **Theme: C, D**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge active learning devise
Positive Behaviour for learning

Focus: Behaviour for Learning

Grammar

- Curriculum/policy/assessment – SATs papers/questions
- Links to writing
- Progression
- Range of activities
- **Theme C, D**

Diversity and inclusion

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge
Differentiation by support and challenge

Writing 1

- Stages if writing
- Writing theories and frameworks
- Strategies for supporting writing-modelled, shared, guided, independent
- Stimulating writing
- **Theme A, C**

Diversity and inclusion

Poetry

- UKLA poetry matters
- Teachers' subject knowledge
- research
- NC/policy
- Practical approaches
- Reading and writing poetry
- Poetry texts
- **Theme A, B, C**

Start school placement

Assessment of Learning

Written Assignment : 3000 words

Explore Key Characteristics of effective learning across the core curriculum.
Introduction to each core subject.
Critical analysis and reflection on one subject

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Considering the needs of all learners

Writing 2

Creative approaches

- Writing genres
- Models for writing (Cremin et al 2015)
- writing and talk / objects /film / literature
- **Theme A, C B**

Subject Development and Reflection

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice

EAL

- DfE policy 2012a Naldic
- Context in society
- cultural identity
- Research - Cummins
- Needs of EAL learners
- Bell Foundation resources
- Strategies and resources to support assessment and teaching
- **Theme A, D F**

Subject development and reflection

Phonics Part 2

- call-back days during placement SBT2a in Spring Term
- Planning –
- Active learning progression
- Links with literacy – reading and spelling.
- Use of texts
- **Theme C, D**

Assessment for Learning

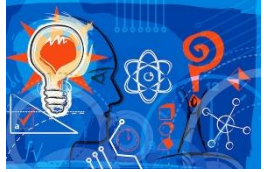
- English subject knowledge audit
- Phonics knowledge survey reflections and observation feedback
- Teaching of Reading Booklet audits and tasks
- Tracking of phonics teaching
- Q&A forums

Key Reading

- Primary English: Knowledge and Understanding 2nd Ed Medwell Jane (2014) Learning Matters London
- Primary English: Teaching, Theory and practice 7th Ed Medwell Jane (2002) Learning Matters Exeter
- The independent review of Early Reading (Rose 2006)

EDU7384

Core Curriculum Science



Focus: Current Educational Issues

- Introduction to the National curriculum
 - Working Scientifically
 - relate to a range of practical activities through a 'circus' and its usefulness;
 - identify individual subject knowledge security;
- Theme A, B, C**

Learning Outcomes:

- Demonstrate a critical knowledge and understanding of the principles, practices and subject content of current curriculum frameworks covering EYFS and Key Stages 1 and 2;
- Critically evaluate recent and emerging policies, innovations and practices in the teaching and assessment of the core subjects and/or prime and specific areas of the EYFS;
- Critically reflect upon your own professional practice, identify and develop approaches that enhance pupil progress for all learners.

Focus: Curriculum knowledge and Planning

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge

Develop familiarity with a range of elicitation types and appreciate their potential effectiveness;

- National Curriculum
- consider the significance of matching year groups/age ranges to particular forms of elicitation;
- develop an understanding of the significance of constructivist practices in the primary classroom.

Theme A, C, D, E

Impact on practice:
Assessment, Effective Pedagogy, Curriculum knowledge

Focus: Assessment and developing thinking

To review research in terms of the types of practical work available to the primary teacher;

- to become familiar with the range of skills required to fulfil the requirements of the NC for working scientifically;
- to appreciate the need for differentiation when developing skills in primary children;
- to use and consider the usefulness of a range of planning templates.

Theme A, C, D, E

Impact on practice:
Curriculum Knowledge, Adaptive Teaching, Planning

Focus: Behaviour for Learning

Impact on practice:
Planning, Assessment Adaptive Teaching

Consider the range of digital instruments used in science and their usefulness;

- become familiar with the format of a 'lesson plan' and the areas required for effective teaching and assessment.
- Theme C, D**

Focus: Diversity and Inclusion

Impact on practice:
Planning, Assessment

Develop a greater awareness of assessment in Science Review and reflect upon past learning and experiences, in both training and on placement, of assessment practice Consider new and emerging practices in assessment of Primary Science Consider how awareness will impact upon future practice in the classroom

Theme A C D E

- To know some key approaches to effective differentiation within science lessons
 - To begin to apply an understanding of common Special Educational Needs and EAL to adapt science lessons appropriately
 - To consider key research into the nature of children's ideas;
 - To determine the benefits of this research to support the analysis of children's ideas and misconceptions;
 - To consider constructivist teaching approaches and the implications for next steps to learning.
- Theme C, D, E**

Impact on practice:
Curriculum Knowledge Effective pedagogy Behaviour for learning

Focus: Diversity and Inclusion

Impact on practice:
Curriculum Knowledge Effective pedagogy Behaviour for learning

To reflect upon personal subject knowledge in relation to Science National Curriculum

- to consider the different types of classroom organisation in science
- Evaluate classroom practice. Identify effective practice to be used.
- **Theme A, B, C, D, E**

Focus: Subject Development and Reflection

Assessment of Learning

Written Assignment : 3000 words

Explore Key Characteristics of effective learning across the core curriculum. Introduction to each core subject. Critical analysis and reflection on one subject

Focus: Subject Development and Reflection

Assessment for Learning

- **Science subject knowledge audit**

Appreciate the innovative opportunities there are when teaching science;

- Relate to the cross-curricular opportunities within the framework of the national curriculum.
- **Theme C, D**

Impact on practice:
Curriculum Knowledge Effective pedagogy Behaviour for learning

Assessing and reporting SEND
Theme D, E

Current issues in Science Sustainability
Theme C, D, E

Impact on practice:
Curriculum Knowledge Effective pedagogy Behaviour for learning, Adaptive Teaching

Start school placement

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Key Reading

- <http://oceanmotion.org/html/teachers/five-e.htm>
- QCA (2003) *Assessing progress in science Teachers Guide*. London, QCA
- Russell, T, Longden, K and McGuigan, L (1991) *Materials, Primary SPACE Project, Research Report*. Liverpool: Liverpool University Press
- Goldsworthy, A & Feasey, R (1994) *Making sense of primary science investigations*, ASE
- Concept Cartoons in Science Education'. Stuart Naylor and Brenda Keogh
Millgate House Publishers
- <https://taps.pstt.org.uk>
- <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment>

EDU7386/87/88/7414 –
Professional Studies & Leadership



This module provides opportunities for trainee teachers to explore the nature of teaching and leadership in the context of primary school and early years' settings. The module provides substantial support for trainees' professional practice in such settings, assessed through the School Based Training modules. This module provides a strong practical understanding of the importance of trainees' wider professional awareness and responsibilities in the primary school and EYFS settings. By undertaking this module trainees will be shaping their own rationale for their approach to teaching and meeting the needs of all learners.

Assessment

Assignment Type:	Course Work / Presentation
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Assignment Scope:	3000 words
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Learning Outcomes

Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;

Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;

Advance knowledge and understanding in learning within Primary and EYFS establishments.

Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Phase 1 – Professional Studies

BCU
Curriculum
Key Theme:
A - indicated
as ongoing
by the **red**
outline

Key Reading

- Gates, Jenni. (n.d.). *Lessons in Love and Understanding: Relationships, Sexuality and Gender in the Classroom*.
- Finch, Alys,. (2019). Assessment. In *Assessment*
- Kat Howard. (2020). *Stop Talking About Wellbeing*. John Catt.
- Nassem, Elizabeth, (2020). The teacher's guide to resolving school bullying : evidence-based strategies and pupil-led interventions . In *The teacher's guide to resolving school bullying : evidence-based strategies and pupil-led interventions*
- Stones, Samuel, (2020). Staying mentally healthy during your teaching career. In *Staying mentally healthy during your teaching career*
- Dellenty, Shaun, (2019). Celebrating difference : a whole-school approach to LGBT+ inclusion . In *Celebrating difference : a whole-school approach to LGBT+ inclusion*
- Glazzard, Jonathan, (2019). Supporting mental health in primary and early years : a practice based approach . In *Supporting mental health in primary and early years : a practice based approach*
- O'Brien, Jarlath, 1975 (2018). Better behaviour : a guide for teachers . In *Better behaviour : a guide for teachers*
- Hewitt, Des, (2019). Engaging, motivating and empowering learners in schools . In *Engaging, motivating and empowering learners in schools*
- Mason, Sacha, (2019). Relationships and sex education 3-11 : supporting children's development and well-being . In *Relationships and sex education 3-11 : supporting children's development and well-being* (Second edition.)
- Pykitt, Gary, (2019). Shifting sands : contemporary issues in primary education . In *Shifting sands : contemporary issues in primary education*
- Keeping Children Safe in Education. (n.d.).
- Protecting children from radicalisation: the prevent duty. (n.d.)
- Multi-agency statutory guidance on female genital mutilation. (n.d.).
- Relationships education, relationships and sex education (RSE) and health education. (n.d.).
- Knight, Bridget, (2017). Understanding British values in primary schools : policy and practice . In *Understanding British values in primary schools : policy and practice*

Phase 2 - Leadership

BCU Curriculum
Key Theme: **A** -
indicated as
ongoing by the
red outline

Learning Outcomes:

Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
Advance knowledge and understanding in learning within Primary and EYFS establishments
Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Art and Design subject knowledge audit
ongoing during sessions. Identify
strengths and areas for further
development.

**Impact on practice: Developing
understanding of the different facets
of the role of a subject leader and
some of the general leadership and
management considerations.**

**Impact on practice:
Deeper understanding of Art &
Design pedagogy and
curriculum planning**

Art Education Narratives
The role of the Art and
Design Subject leader.
Using Sketchbooks
Skills and Knowledge
Development: Sketchbook
Activities
BCU Themes: A,C,F

Issues based approaches to teaching Art and Design.
Anti Racist Art education.
Socially Just Art education
Environmental issues through art
Further develop understanding of EAD/ Art and Design
pedagogy linking theory and practice, and linking to reading
and research.
Skills and Knowledge Development:
Clay work
BCU Themes: A, B, C, D

**Impact on practice:
Able to draw on
understanding of
SEND/EAL and
adapt practice**

Understanding the impact of high quality teaching and
learning approaches on children's development and
progress in EAD/Art and Design.
Barriers to progress
Inclusivity: How to adapt teaching and learning strategies
for the needs of different learners.
The learning environment
The place of craft in the Art and Design curriculum
Skills and Knowledge Development:
Craft/ Textiles
BCU Themes: A, B, C, E,

**Impact on practice:
Deeper
understanding of the
whole planning
process from long
term to short term.**

Understand how the work of artists, craftspeople
and designers can inform children's ideas and
making, and how to evaluate art and craft works.
Exploring strategies to develop children's critical
thinking skills in Art and Design.
Partnership working – arts organisations and
artists
Skills and Knowledge Development:
Art gallery visit.
BCU Themes: A, B, C, F

**Impact on practice:
Deeper
understanding of
Art and Design
pedagogy and how
children learn.**

Explore strategies for planning
a series of Art and Design
lessons encompassing high
quality teaching and learning
and assessment strategies.
Skills development:
Screen Printing
BCU Themes: A, C, D, E

Art and Design policy
Revisiting barriers to progress
Implementing change and monitoring
impact
Skills and Knowledge Development:
Digital Art. Photography, Animation
BCU Themes: A,C, F

**Impact on practice: Developing
understanding of the different facets
of the role of a subject leader and
some of the general leadership and
management considerations.**

Assessment of Learning Assignment

10 minute presentation to
simulate a meeting to an
identified audience.

Intent, Implementation and
Impact of a chosen
initiative.

**Impact on practice:
Developed art based
skills and
knowledge.**

Key Reading

- Earle, K and Curry, G (2018) *Addressing Special educational Needs and Disability in the Curriculum: Art. 2nd Ed.* Oxon: Routledge
- Edwards, J. (2013) *Teaching Primary Art.* Harlow: Pearson Education Limited
- Eperjesi, R. with Parkin, A. (2020) 'Art and Design: Modelling to Promote Creativity' in Forster, C. and Eperjesi, R. (eds) *Teaching the Primary Curriculum.* London: Sage Publications Ltd.
- Gregory, P.; March. C. and Tutchell, S. (2010) *Mastering Primary Art and Design.* London: Bloomsbury
- Mason, R (2019) Creating Space to Explore Self-Identity, in Ogier, S (ed) *A Broad and Balanced Curriculum in primary Schools: Educating the Whole Child.* London: Learning Matters
- NSEAD: ARAE Curriculum Checklists
- Ogier, S (2017) *Teaching Primary Art and Design.* London: Learning Matters
- Tutchell, S (2014) *Young Children as Artists: Art and Design in the Early Years and Key Stage 1.* Oxon: Routledge

Assessment for Learning
Computing subject
knowledge audit.

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Exploring the purpose and value of Computing in the 21st C
Develop understanding of Computer Science (CS), Information Technology (IT) and Digital Literacy (DL) strands of the NC for Computing.
Consider barriers to learning in Computing and explore possible strategies to tackle these.
BCU Themes: A, C,

Impact on practice:

Secure subject knowledge.
Planning effective lessons.
Appreciation of progressions within strands – CS, IT & DL

Develop a deeper understanding of subject content knowledge for CS, IT and DL strands
Explore progression from KS1 & KS2 within each strand.
Identify potential barriers to learning for teachers, pupils and schools and potential solutions
BCU Themes: A, B, C,

Impact on practice:

Secure subject knowledge.
Planning effective lessons.
Understanding of subject specific progressions (Progression Pathways – CAS).

Explore the roles and responsibilities of the Computing subject leader.
Skills and attitudes required for effective subject leadership.
Review Computing policies, and curriculum maps.
Revisit the Computational Thinker for improved CS curriculum development (e.g. Wing).
Ofsted and Computing – effective leadership
Personal reflections for readiness to be a Computing subject lead.
BCU Themes: A, F

Impact on practice:

Understand the role of the Computing subject lead.
Observe and review role in placement school.
Reflect, and set targets for leadership role in future.

Develop a deeper understanding of subject content knowledge for CS, IT & DL.
Explore progression from KS1 – KS2 within each strand (Progression Pathways).
Identify barriers to learning for teachers, pupils and schools (e.g. Sentence et al.).
Long Term curriculum maps to ensure complete coverage of NC - examples.
BCU Themes: A, B, C

Impact on practice:

Secure subject knowledge.
Planning effective lessons.
Deeper understanding of progressions within strands – CS, IT & DL – return to self-audit and identify significant gaps – solutions?

Current issues in Computing and challenges faced by the subject lead
How to develop a teacher's pedagogical Content Knowledge (PCK) in Computing – revisit thematic and CC approaches (e.g. Resnick, Barnes)
Develop an understanding of Inclusive practice
How to develop inclusive practice across the whole school, including extra curricular provision such as OOH clubs (CAS).
BCU Themes: A, E, F

Impact on practice:

Understand challenges faced by Computing subject leader.
Reflect on challenges in school context, and aim to observe strategies for improvement.

The wider roles and responsibilities of the Computing Subject Leader
Current issues within delivering a quality Computing curriculum - research.
Engagement with the CAS/Barefoot etc.
BCU Themes: A, F

Impact on practice:

Developing links with recognised supporting bodies (e.g. CAS) and joining these professional bodies.

Assessment of Learning
Summative: Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Barnes, J., 2015. *An Introduction to Cross- Curricular Learning*. In P. Driscoll, A. Lambirth, & J. Roden, eds. *The Primary Curriculum - A Creative Approach*. 2nd edn. London: SAGE Publications Ltd.
- Berry, M. (2013) *Computing in the National Curriculum – A guide for Primary Teachers*, Cambridge: CAS [Online]
<http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf>
- Berry, M. (2015) *QuickStart Primary Handbook*. Swindon: BCS. [online]
<http://www.quickstartcomputing.org/>
- Papert, S. and Harel, I. (1991), *Situating Constructionism*. Norwood, NJ.: Ablex Publishing Corporation
- Resnick, M. (2017) *Lifelong Kindergarten: Cultivating creativity through Projects, Passion, Peers and Play*. 1st edn. Cambridge Mass.: MIT Press.
- Rotherham, A.J. & Willingham, D.T., 2010. “21st-Century” Skills. *AMERICAN EDUCATOR*, pp.17–20
- Sentance, S., & Csizmadia, A. (2017). Computing in the curriculum: Challenges and strategies from a teacher’s perspective. *Education and Information Technologies*, 22(2). pp 469–495
- Wing, J. M. (2006) *Computational thinking*. *Communications of the ACM*, 49(3), March 2006. [Online] <https://www.cs.cmu.edu/~15110-s13/Wing06-ct.pdf>

BCU Curriculum
Key Theme: **A** -
indicated as
ongoing by the
red outline

Learning Outcomes:

Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
Advance knowledge and understanding in learning within Primary and EYFS establishments
Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

EDU7386 Professional Studies and Leadership – Design & Technology

**Design and technology subject
knowledge audit** – ongoing and for use
in subject development sessions.

Impact on practice: Developing
understanding of the different facets
of role of a subject leader and some
of the general leadership and
management considerations.

1. Role of the subject leader
Championing design and technology.
Setting a good example.
Supporting weaker colleagues
Writing / reviewing a policy for D&T
Action plans – managing change.
Monitoring provision and pupil progress
BCU Curriculum Key Theme: A, B, C, D, E

Impact on practice:
Able to draw on
understanding of
SEND and apply
adjustments within
a practical subject.

2. Addressing barriers to learning
and inclusion in design and
technology.
Supporting less able pupils to
succeed and challenging more
able pupils to think.
**BCU Curriculum Key Theme: A,
B, C, D, E**

Impact on practice:
Deeper understanding of D&T
pedagogy and how the 3 stages
relate to each other.

3. Practical session – engaging
with the full design and
technology process to create a
product through the design,
make and evaluate stages.
Apply the 3 stage process
Include the 6 design principles.
**BCU Curriculum Key Theme: A,
B, C, D, E**

Assessment of Learning Assignment

10 minute presentation
to simulate a meeting
to an identified
audience.

Intent, Implementation
and Impact of a chosen
initiative.

4. Whole school curriculum design (long term)
Medium term and short term planning for
design and technology.
Assessment in design and technology – foci
and strategies
Using the D&T Progression Framework to
inform pitch and success criteria.
BCU Curriculum Key Theme: A, B, C, D, E

Impact on practice:
Able to draw on
understanding of
SEND and apply
adjustments within
a practical subject.

Impact on practice:
Deeper
understanding of the
whole planning
process from long
term to short term.

5. Taking learning in D&T outside
the classroom.
Consider opportunities for design
and technology within school
grounds.
Planning and organising school
visits
**BCU Curriculum Key Theme: A,
B, C, D, E**

Impact on practice:
Appreciation of the
benefits and challenges
associated with
learning outside /
beyond the classroom.

6. Presentation skills
Use of voice; body language; effective
teaching aids / presentation slides:
engaging an audience.

Preparing and delivering a presentation to
an audience.

BCU Curriculum Key Theme: A, B, C, D, E

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Remind ECTs where to access high quality support for continued design and technology development (DATA, STEM, BNF etc.)
- **BCU Key Themes: A C, F**

Key Reading

- Hope, G. (2018), **Mastering Primary Design and Technology**, Bloomsbury Academic: London
- Benson, C. and Lawson, S. (2017), **Teaching Design and Technology Creatively**, Routledge.
- OFSTED (2012) **Design and technology A training resource for teachers of design and technology in primary schools**,
- Design and Technology Association, available at data.org.uk

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Impact on practice: Pedagogical Content Knowledge,
Supporting the needs of all learner, securing positive
outcomes

1a. The Role of the Early Years Lead

- To identify key responsibilities of the Early Years lead in a primary school or foundation setting
- To identify key characteristics and qualities of a successful subject/phase leader.
- To identify successful outcomes of effective subject/phase leadership.
- To identify how to prepare for future leadership roles

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

1b. Statutory Documentation

- To consider curriculum Intent, Implementation and Impact statements for the Early Years phase
- To identify key content and different approaches to Early Years education
- To explore the non-statutory supporting documentation and consider its place in supporting phase leaders

BCU Curriculum Key Theme: **A, B, C, D, E**

2a. Assessment and statutory reporting

- To understand the statutory requirements for reporting and assessment in the Early years
- To consider the elements of effective observation and recording of outcomes of pupils
- To debate contemporary 'hot issues' with regards to assessment of young children

BCU Curriculum Key Theme: **A, B, C, D, E**

2b. Enabling environments

- To consider how the environment supports teaching and learning for young children
- To consider the support you can give to colleagues to facilitate change
- To examine the professional relationships key to successful partnership working

BCU Curriculum Key Theme: **A, B, C, D, E**

Assignment Briefing

4a. Monitoring, Feedback and Ofsted preparation

- To consider the different elements of monitoring and their purpose
- To consider the elements of effective feedback through lesson observations.
- Learn how to develop as a professional Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- To develop an understanding of the Ofsted framework and the implications for an EY leader
- To analyse and reflect upon data to facilitate change within curriculum practice.
- To explore intent, implementation, impact and Deep dives

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Research Informed Practice.
Communicating ideas clearly and effectively
Professional Behaviours – reflecting on learning

3b. Outdoor learning

- Visit a fully outdoor Nursery setting
- Evaluate the teaching and learning opportunities presented to the children
- To explore the health and safety aspects of working with children outdoors

BCU Curriculum Key Theme: **A, B, C, D, E**

3a. Innovative approaches in EY

- Explore out of class learning and enrichment opportunities used to enhance the curriculum
- To gain a basic understanding of the evolution of Forest school in UK schools
- To understand how to plan for an educational visit

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Research Informed Practice.
Communicating ideas clearly and effectively
Professional Behaviours –reflecting on learning

4b. Effective teaching and learning

- To explore the importance of play within the Early Years
- To develop a vision and philosophy for effective teaching and learning across the EY phase

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Pedagogical Content Knowledge,
Supporting the needs of all learner, securing positive outcomes

5a. Observation of effective teaching and learning

- Observe expert teachers leading sessions in Nursery or Reception classes
- Explore a self-chosen innovative approach for a small group activity, within a setting

BCU Curriculum Key Theme: **A, B, C, D, E, F**

5b. Policy

- To consider curriculum Intent, Implementation and Impact statements for Early Years
- To identify key content and different pedagogical approaches upheld by the setting
- To explore formats for successful EY policies
- BCU Curriculum Key Theme: **A, B, C, D, E**

6. Beyond EY...

- To consider innovative teaching approaches beyond the classroom, including Ed Tech
- To consider the transition from Early Years to KS1
- To develop and articulate a vision for EY practice

BCU Curriculum Key Theme: **A, B, C, D, E, F**

Assessment of Learning Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Goouch, K. (2010) *Towards excellence in early years education : exploring narratives of experience* . New York, N.Y: Routledge. Available at <https://ebookcentral.proquest.com/lib/bcu/reader.action?docID=547355&ppg=80> [accessed 08.12.2021]
- Jack, C. & Higgins, S. (2019) What is educational technology and how is it being used to support teaching and learning in the early years? *International journal of early years education*. 27 (3), 222–237. Available at <https://www.tandfonline.com/doi/full/10.1080/09669760.2018.1504754> [accessed 08.12.2021]
- Moyles, J. et al. (2017) *Beginning Teaching, Beginning Learning: In Early Years and Primary Education*. Maidenhead: McGraw- Hill Education. Available at <https://ebookcentral.proquest.com/lib/bcu/detail.action?docID=6362154> [accessed 08.12.2021].
- Whitbread, D. and Coltman, P. (2015) *Teaching and Learning in the Early Years*. 4th edn. London:Routledge. Available at <https://ebookcentral.proquest.com/lib/bcu/detail.action?pq-origsite=primo&docID=1975234> [accessed 08.12.2021]

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

English in a Critical Context (PSL 1)

- History of English and how this relates to current context and priorities
- Develop a critical understanding of current issues and debates.
- Constituents of a highly effective English creative curriculum
- Creative approaches to teaching literacy (e.g. Lego, Film) and how they can address barriers to learning

BCU Key Themes: **A, B, C,D, E, F**

Impact on practice:

- Research informed practice
- Secure curriculum and subject knowledge
- Developing a critical approach, as a SL to implementation of specific interventions

Multimodal Literacy

Closing the gap for vulnerable groups (PSL 2)

- Presentation and Q&A with English Consultant
- Enhance literacy and ICT skills
- Recognise, value and build upon children's wider literacy experiences
- Motivate and engage vulnerable groups in reading and producing multimodal texts
- To support home/ school partnerships and enhance learning

BCU Key Themes: **A, B,C, E, F**

Impact on practice:

- Research informed practice.
- Pedagogical Content Knowledge
- How pupils learn
- Secure subject knowledge
- Effective communication with stakeholders
- Considering the needs of all learners/ effective use of assessment

Curriculum Development (PSL2 3)

Drawing upon children's popular culture in literacy lessons to support pupils' progress in literacy
Recognising, valuing and building upon children's wider literacy experiences including their home literacy experiences
The current national curriculum and policy and how to develop literacy planning to include a wider range of literacies
Deepen knowledge of children's picture books. To understand the interplay between pictures and words and how this creates complexity in quality picture books
To explore ways in which quality picture books can be created in the classroom

BCU Key Themes: **A, ,C, D E, F**

Impact on practice:

- Research informed practice.
- Developed understanding of the importance of the curriculum and choices made
- Reflection on intended impact on all learners
- Understand school context and potential barriers to learning within this.
- Planning for inclusive teaching

Reflection /Assessment (PSL 6)

- Review of directed tasks/formative feedback
- Facilitating change – bringing it all together/ review and reflection of learning
- Assignment support

BCU Key Themes: **A, B, C,D, E, F**

Impact on practice:

- Developing partnerships/ professional behaviours
- Taking learning outside the classroom
- Secure curriculum and subject knowledge.
- Effective planning developing comprehension skills in reading

Curriculum Enrichment: Drama (PSL 5)

- Working with outside partners – Drama Specialist-links to theatre
- Developing subject knowledge
- Understanding how drama supports pupil progress in literacy
- Directed task

BCU Key Themes: **A,C,D, E F**

Impact on practice:

- Research informed practice.
- Professional Behaviours - Understand challenges faced by English subject leader.
- Professional Behaviours – understand school context and barriers to learning within this.
- Adaptive Teaching - understanding of adaptive teaching leading to inclusive teaching and learning.
- Understand the role of the English subject leader.
- Understand wider issues of subject leadership, policy design and effective monitoring of curriculum impact.

Subject Leadership(PSL 4)

Presentation with Q and A from a school based subject leader

- Roles and responsibilities of a subject leader
- Effective subject leadership
- Identifying issues (with consideration of areas explored in Professional Studies)
- Overcoming barriers to learning in English
- Working with colleagues
- Implementing change
- Monitoring, evaluation and review

BCU Key Themes: **A, C, D, F**

Assessment of Learning Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Bearne, E., and Wolstencroft, H. (2007) *Visual Approaches to Teaching Writing Multimodal Literacy 5-11*. London: Paul Chapman Publishing
- Bhojwani, P., (2018) Power-up Literacy: technology and multimodality within the extended classroom. Leicester:UKLA
- Bowen, M,. (2011) *Brilliant subject leader: what you need to know to be a truly outstanding teacher*. New York : Pearson
- Bower, V. (2020) Debates in Primary Education. London: Routledge
- Farmer, D. (2007) *101 Drama Games and Activities*. Create Space: London.
- Lewis, D.(2001) *Reading contemporary picture books: picturing text* .London: Routledge

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children’s learning and development;
- Exhibit a comprehensive understanding of teachers’ responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Leading Languages 1:

The context of Primary Foreign Languages / history
Barriers to successful FL
Responsibilities of the subject leader
Characteristics of a successful subject leader

BCU Key Themes: A, B, C,D, E, F

Impact on practice:

- Research informed practice
- Understanding of current context & background
- Understand roles and responsibilities of SL
- Build subject knowledge

Planning for Change:

Developing a school policy
Progression and assessment
Long term planning

BCU Key Themes: A, B, C,D, E, F

Impact on practice:

- Application of planning process
- Strong use of assessment strategies
- Consideration of the wider school

Enhancing SK:

Developing in greater depth from foundation sessions
Build on speaking and listening skills, Developing intercultural understanding
Collaborative planning
Planning half termly projects

BCU Key Themes: A, B, C,D, E, F

Evaluation in practice:

Working with colleagues
School visit
Developing subject knowledge

BCU Key Themes: A, B, C,D, E, F

Building pedagogies:

Drama and language learning
Resourcing language learning

Micro teaching

BCU Key Themes: A, B, C,D, E, F

Impact on practice:

- Research informed practice.
- Pedagogical Content Knowledge
- Effective planning
- Considering the needs of all learners/ effective use of assessment

Assessment for Learning

- Foreign Language subject knowledge audit
- Personal skills audit

Impact on practice:

- Working with expert colleagues
- Observing how pupils learn
- Planning & assessment for learning

Leading Languages 2: Monitoring, evaluation and review.

Transition
Inspections
Professional Organisations

BCU Key Themes: A, B, C,D, E, F

Assessment of Learning
Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Jones, J. & Coffey, S. (2013) [*Modern foreign languages, 5-11: a guide for teachers 2nd ed.*](#) Abingdon: Routledge
- Forder, C., Watts, C & Phillips, H. (2013) *Living languages: an integrated approach to teaching Foreign Languages in primary schools* Abingdon: Routledge
- Hazell, C. (2020) *Independent Thinking on MFL* Carmathern: Independent Thinking Press
- Hood, P & Tobutt, K. (2015) *Teaching Languages in the Primary School (2ndEd)* London: Sage
- Jones, J. & Coffey, S. (2013) [*Modern foreign languages, 5-11: a guide for teachers 2nd ed.*](#) Abingdon: Routledge
- Maynard, S. (2012) *Teaching Foreign Languages in the Primary school* Abingdon: Routledge
- Smith, S. & Conti, G. (2016) *The Language Teacher Toolkit*

- To identify key responsibilities of a subject leaders in a primary school
- To identify key characteristics of a successful subject leader
- To identify successful outcomes of effective subject leadership
- To look at ways to prepare for future subject leadership
- To identify key content for a whole school policy
- To identify approaches to the development of a school policy
- To evaluate the effectiveness of a school policy
- To investigate barriers to learning and how these can be tackled
- To be able to suggest how to support progress in geography lessons

BCU Themes **B, C, D, E**

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Impact on practice:

Work with subject leaders to understand role and responsibilities
Discussion of school priorities
Develop personal action plan for leadership
Be able to write documentation e.g. school geography policy
Recognise barriers to learning and how these can be addressed

- To understand a range of teaching strategies and to recognise how these can be used to support that can be used to support Geographical teaching, thinking and learning
- To develop an understanding of using images within geography
- To develop further understanding of the EYFS and NC

BCU Themes: **C, D, E**

Impact on practice:

Develop different teaching strategies to support geography learning
Understand different ways to use images in lessons, and how these can enhance geographical learning

Impact on practice:
Recognise different ways and opportunities of using the school locality to teach geography
Develop geographical skills – mapping – to support teaching

- To recognise pedagogies aligned to teaching geography in the local area
- To understand the role of map work in developing key skills.
- To recognise pedagogies aligned to teaching geography using the school locality

BCU Themes: **C, D, E**

Impact on practice:

Recognise key features of lesson planning and how to plan for effective geographical learning
To identify different opportunities for assessing in geography
To recognise how to use assessment to plan for next steps

- To develop understanding of planning in geography
- To identify key features of effective lesson plans.
- To develop understanding of the discrete nature of geography
- To critically evaluate lesson plans
- To develop further understanding of assessment in geography
- To identify opportunities for assessment in geography

BCU Themes: **AC, D, E**

- To consider thinking and learning in geography and how we can use alternate locations to support this
- To consider thinking and learning in geography and how we can use the local area to support this.

BCU Themes: **C, D, E**

Impact on practice:

Recognise different ways and opportunities of using alternate, known localities to teach geography

- To consider the exploration of global locations when developing geographical skills and understanding

BCU Themes: **C, D, E**

Impact on practice:

Recognise different ways and opportunities of using unknown localities to teach geography

Assessment of Learning Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Barlow, A and Whitehouse, S (2019) *Mastering Primary Geography*. London: Bloomsbury
- Catling, S and Willy, T (2018) *Understanding and Teaching Primary Geography*. Exeter: Sage Publications
- Catling, S. (2017) *High quality in primary humanities: insights from the UK's school inspectorates*. *Education 3-13*, 45:3, pp354-364
- Grigg, R and Hughes, S. (2019) *Teaching Primary Humanities*. Abingdon: Routledge
- Scoffham, S (2017) *Teaching Geography Creatively*. Abingdon: Routledge
- Tanner, J. and Whittle, J. (2015) *The Everyday Guide to Primary Geography: Local Fieldwork*. Sheffield: The Geographical Association

BCU Curriculum Key Theme: **A** -
indicated as ongoing by the **red outline**

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Leading History (PSL 1)

- Characteristics of high quality teaching and learning in history
- Identify barriers to learning for teachers, pupils and schools.
- Current context: Ofsted priorities, Deep Dives, history research review, HA history survey
- Constituents of a highly effective history curriculum
- Roles and responsibilities of a subject leader
- Effective subject leadership.

BCU Key Themes: **A, B, C,D, E, F**

Impact on practice:

- Research informed practice
- Secure curriculum and subject knowledge
- Understanding current context and how to ensure up to date knowledge and understanding
- Understand the role of the history subject leader.
- Understand wider responsibilities of subject leadership, policy design and effective monitoring of curriculum impact.

Subject leadership (PSL 2)

- History Subject Leader presentation and Q&A (with expert school colleague)
- **Planning for Learning and Progress in History – developing in greater depth**
- How pupils learn in history
- Critical consideration of knowledge rich approaches to teaching and learning in history education
- Schemas/spiral curriculum – supporting children's knowledge retrieval in history
- LTP/MTP/STP – critical evaluation of planning/choices
- Planning an enquiry

BCU Key Themes: **A, C,D, E, F**

Impact on practice:

- Research informed practice.
- Pedagogical Content Knowledge
- How pupils learn
- Secure subject knowledge
- Effective planning
- Considering the needs of all learners/ effective use of assessment

Current issues (PSL 3)

- Diversity and inclusion in the history curriculum: subject knowledge and pedagogy
- Understanding inclusive practice using LGBT+ history teaching and learning as an example
- Developing inclusive practice in history across the school

BCU Key Themes: **A, C,D, E, F**

Impact on practice:

- Research informed practice.
- Developed understanding of the importance of the curriculum and choices made
- Reflection on intended impact
- Understanding possible challenges faced by subject leaders and teachers
- understand school context and potential barriers to learning within this.
- Communicating curriculum intent
- Planning for inclusive teaching

Curriculum Enrichment (PSL 5)

- Working with outside partners - Historic England Heritage Schools
- Developing subject knowledge
- Using the local area to develop a heritage study
- Directed task

BCU Key Themes: **A,C,D, F**

Impact on practice:

- Research informed practice.
- Professional Behaviours - Understand challenges faced by History subject leader.
- Professional Behaviours – understand school context and barriers to learning within this.
- Adaptive Teaching - understanding of adaptive teaching leading to inclusive teaching and learning.

Facilitating Change (PSL 4)

- Identifying issues (with consideration of areas explored in Professional Studies)
- Overcoming barriers to learning in history
- Working with colleagues
- Implementing change
- Monitoring, evaluation and review

BCU Key Themes: **A, E, F**

Impact on practice:

- Developing partnerships/ professional behaviours
- Taking learning outside the classroom
- Overcoming barriers to learning through using the locality
- Secure curriculum and subject knowledge.
- Effective planning – heritage study/local study

(PSL 6)

- Review of directed task/formative feedback
- Facilitating change – bringing it all together/ review and reflection of learning
- Assignment support

BCU Key Themes: **A, B, C,D, E, F**

Impact on practice:

- Research Informed Practice.
- Communicating ideas clearly and effectively
- Professional Behaviours – reflecting on learning

**Assessment of Learning
Assignment**

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Cooper, H (Ed) (2013) *Teaching History Creatively*, Abingdon: Routledge.
- Cooper, H (2017), *History 3-11*, London. Fulton
- Doull, K, Russell, C and Hales, A (2019) *Mastering Primary History*, London: Bloomsbury.
- Howorth, M (2015) *Teaching Primary History*, London: Bloomsbury.
- Percival, J (2020) *Understanding and Teaching Primary History*, London: Sage.

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

1a. The Role of the Maths Subject Leader

- To identify key responsibilities of the subject leader in a primary school.
- To identify key characteristics and qualities of a successful subject leader.
- To identify successful outcomes of effective subject leadership.
- To understand the difference between a subject leader and a maths specialist.
- To identify how to prepare for future subject leadership roles

BCU Curriculum Key Theme: **B, C, D, E**

Impact on practice:
Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

1b. Policy

- To consider curriculum Intent, Implementation and Impact statements for mathematics.
- To identify key content and different approaches of a whole school mathematics policy and evaluate effectiveness.
- To consider the purpose of a calculation policy; different approaches and effectiveness.

BCU Curriculum Key Theme: **B, C, D, E**

Impact on practice: Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

2a. Monitoring and Feedback

- To develop an understanding of the responsibilities of the maths leader in working with colleagues to facilitate change.
- To consider the different elements of monitoring and their purpose.
- To consider the elements of effective feedback through lesson observations.
- To consider the support you can give to colleagues to facilitate change.

BCU Curriculum Key Theme: **B, C, D, E**

2b. Observations

- To consider the elements of effective feedback through lesson observations.
- To consider the support you can give to colleagues to facilitate change.

BCU Curriculum Key Theme: **B, C, D, E**

4a. Mathematical minds

- To develop an understanding of maths anxiety; the impact it has on progress and what we can do as teachers to address this barrier to learning.
- To develop an understanding of growth mind-set and how we can implement this in our teaching so that there is a positive impact on pupil progress in mathematics.
- To develop an understanding of working memory, long-term memory and cognitive load and relate this theory to classroom practice.
- To consider strategies for supporting working memory and cognitive overload in mathematics based on Rosenshine's principles of instruction.

BCU Curriculum Key Theme: **B, C, D, E**

Assignment Briefing

Impact on practice:
Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

3b. Ofsted - Intent Implementation Impact and Deep Dives

- To develop an understanding of the Ofsted framework and the implications for a maths leader
- To analyse and reflect upon data to facilitate change within curriculum practice.

BCU Curriculum Key Theme: **B, C, D, E**

3a. Effective teaching and learning

- To evaluate teaching in line with the Curriculum Frameworks
- To evaluate DFE (2020) Mathematics Guidance: KS1 & 2 Non-statutory guidance for NC in England
- To consider EEF maths guidance reports

BCU Curriculum Key Theme: **B, C, D, E**

Assessment for Learning

- Maths subject knowledge audit
- Calculation booklet

4b. Effective teaching and learning

- To evaluate teaching in line with the Curriculum Frameworks
- To develop a vision and philosophy for maths effective maths teaching and learning.

BCU Curriculum Key Theme: **B, C, D, E**

5. Maths beyond...

- To consider innovative teaching approaches beyond the classroom.
- To consider wider opportunities for mathematics.
 - Stories
 - Financial education
 - Active maths
- To develop a vision for mathematics

BCU Curriculum Key Theme: **B, C, D, E, F**

Impact on practice:
Research Informed Practice.
Communicating ideas clearly and effectively
Professional Behaviours –reflecting on learning

6a. Presentation of Maths vision

- Learn how to make valuable contributions to maths across the school through a shared vision.
- Learn how to develop as a professional Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.

BCU Curriculum Key Theme: **B, C, D, E, F**

6b. Maths at KS3

- To develop an understanding of the Curriculum Frameworks at KS3
- To consider transition to KS3

BCU Curriculum Key Theme: **B, C, D, E**

BCU Curriculum Key Theme: **A** - indicated as ongoing by the red outline

Assessment of Learning Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Catherine F, Jane M and Stephanie S, (2019) Leading Primary Mathematics SAGE Chapter 1: Becoming a Leader of Mathematical Learning Available at <https://contentstore.cla.co.uk/secure/link?id=c6739a42-2e41-eb11-b9ed-281878520af7>
- Donaldson, G, Field, J, Harries, D, Tope, C, & Taylor, H (2012), Becoming a Primary Mathematics Specialist Teacher, Taylor & Francis Group, London
- Paramour, Z (2018), How to Be an Outstanding Primary Middle Leader, Bloomsbury Publishing Plc, London.
- Boaler, J. & Dweck, C.S. (2016), Mathematical mindsets: unleashing students' potential through creative math, inspiring messages and innovative teaching, First edn, Jossey-Bass, a Wiley Brand, San Francisco, CA.
- Boaler, J. (2015) The elephant in the classroom: helping children learn and love maths, Revised and updated paperback edn, Souvenir Press, London
- Cotton, T. (2016) Understanding and Teaching Primary Mathematics 3rd ed. Essex: Pearson
- Garry, T. (2020) Mastery in primary mathematics: a guide for teachers and leaders, Bloomsbury Education, London.
- McCrea, E. (2019) Making Every Maths Lesson Count: Six principles to support great maths teaching. Crown House Publishing Ltd.
- Payne, J., Scott, M., Allison, S. & Tharby, A. (2017) Making every primary lesson count: six principles to support great teaching and learning, Crown House Publishing Limited, Carmarthen, Wales
- Beilock, S. & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, Summer, 28-32,43. <https://files.eric.ed.gov/fulltext/EJ1043398.pdf>
- Boaler J, Dieckmann Jack A., Pérez-Núñez G, Sun Kathy L, Williams C, (2018) Changing Students Minds and Achievement in Mathematics: Frontiers in Education VOLUME 3, 2018 p. 26 <https://www.frontiersin.org/article/10.3389/feduc.2018.00026>
- Dweck, C. S. (2008). Mindsets and math/science achievement, New York, NY: Carnegie Corp. of New York–Institute for Advanced Study Commission on Mathematics and Science Education https://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset_and_math_science_achievement_-_nov_2013.pdf
- Dweck (2015) Growth Mindset, Revisited Education Week Vol. 35, Issue 05, Pages 20, 24 <https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- Rosenshine, B., (2012). Principles of instruction: Research-based strategies that all teachers should know. American educator, 36(1), p.12. <https://files.eric.ed.gov/fulltext/EJ971753.pdf>
- Willingham, D. T. (2009). Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom. John Wiley & Sons. [https://www.aft.org/sites/default/files/periodicals/WILLINGHAM\(2\).pdf](https://www.aft.org/sites/default/files/periodicals/WILLINGHAM(2).pdf)
- Willingham, D. T. (2009) 'Is it true that some people just can't do math?' American Educator, Winter 2009-10 pp. 14-19, 39. https://www.researchgate.net/publication/238076906_Is_It_True_That_Some_People_Just_Can't_Do_Math/link/5f00e113299bf1881600e4ae/download

BCU Curriculum
Key Theme: **A** -
indicated as
ongoing by the
red outline

Learning Outcomes:

Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
Advance knowledge and understanding in learning within Primary and EYFS establishments
Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Music subject knowledge audit –
ongoing and for use in subject
development sessions.

Practical activity

NC Area of Focus – Improvisation and composition

To demonstrate greater understanding of subject pedagogy, planning and teaching.
To understand the use of soundscapes as a pedagogy
To begin to develop teaching strategies to enable children to learn from musical works .
To work collaboratively with peers to create a presentation based around planning for Music, drawing upon reading and research.
Skills development: Understanding melodic shape and pitch. Understand basic strategies for teaching melody

BCU Themes A, C, D, E

Theory and discussion

NC Area of Focus – Improvisation and composition

To develop knowledge of how to teach and plan for progression in composition.
Explore issues based approaches to teaching music
To understand what constitutes effective EAD/ Music learning and teaching.

BCU Themes: A, B, C, D, E

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – planned activity fits with NC.
- Secure subject knowledge –including modifications to develop progressions.
- Reflections on impact of planned activities.
- Research informed practice.
- Secure curriculum knowledge – understanding of NC for Music with a focus on composition.
- Secure subject knowledge -understanding of soundscapes as a structure for improvising
- Planning for a musical skills rather than a musical activity based curriculum.

Assessment Strategies

Questioning types and effective use.
Peer led learning, and peer assessment.
Teacher assessment and movement competency progressions using the Planning for and reflection of AFL strategies for sessions in school.
BCU Themes: A, C, D

Inclusion, Adapted Teaching and SEND.

Inclusive practices for all and the barriers faced by children with SEND. Links to the Graduated Approach.
The inclusion Spectrum.
Adaptive tuition based on musical development..

BCU Themes: A, C, D, E, F

Subject knowledge

Know how to plan a series of music/EAD sessions encompassing high quality teaching and learning strategies.
Explore effective strategies used in the assessment of EAD/Music.
Skills and Knowledge Development: Developing melodic understanding and controlling pitch within a western musical tradition

Instructional Models and Teaching Styles NC Area of Focus – Listening and appraising

To deepen an understanding and application listening and appraising as a way to develop a musical understanding within a 4 part instructional pedagogy
Explore the link between listening and musical practice.

BCU Themes: A, C, D, E

Impact on practice:

Deep understanding of adapted teaching pedagogy leading to planning for and delivery of inclusive teaching.
Deeper understanding of western melodic structure and early forms of notation.
Know how to use a tool for effective curriculum design

The Role of the Music Subject Leader

Vision for music.
Intent, Implementation, and Impact – curriculum development.
Developing staff confidence and competence –Look at planning and highlight additional support/resources needed for effective learning and teaching.

BCU Themes: A, C, D, F

Impact on practice:

Understand the role of the Music subject leader.
Reflect, and set targets for leadership role in future.
Understand how to develop a music policy.
.

Assessment of Learning Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Beach, N., Evans, J. and Spruce, G., n.d. *Making music in the primary school*.
- Daubney, A., n.d. *Teaching primary music*.
- Fautley, M. and Savage, J., n.d. *Lesson planning for effective learning*.
- Ross, M., 1980 *The Arts and Personal Growth*. London: Pergamon
- Swanwick, K., 2003. *Teaching music musically*. London: Routledge.
- Paynter, J. and Mills, J., 2008. *Thinking and making*. New York: Oxford University Press.

Assessment for Learning
Physical Education subject
knowledge audit.

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Exploring the purpose and value of physical education. Develop understanding of physical literacy, motor development and fundamental movement skills and how they influence and impact each other. Consider barriers to learning in PE and identify strategies to tackle these.
BCU Themes: A, C

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – understanding of NC for PE with a focus on games.
- Secure subject knowledge - understanding of movement competency progressions.
- Planning for a movement rather than activity based curriculum.
- Professional Behaviours – understand school context and barriers to learning within this.

Explore the roles and responsibilities of the PE subject leader. Skills and qualities for effective subject leadership. Review PE policies, and curriculum maps. Use the SPACE model to consider curriculum development. Ofsted and Deep Dives. Personal reflections for readiness to be a PE subject leader.
BCU Themes: A, F

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – curriculum mapping across all areas of PE.
- Secure subject knowledge - Understand the role of the PE subject leader.
- Professional Behaviours. Understand wider responsibilities of subject leadership, policy design and effective monitoring of curriculum impact.

Develop a deep understanding of subject content knowledge for dance and gymnastics. Explore progression from EYFS to KS2 in each subject area. Identify barriers to learning for teachers, pupils and schools. Curriculum mapping for dance and gymnastics.
BCU Themes: A, B, C

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC dance and gymnastics.
- Secure subject knowledge – skills progressions within dance and gymnastics..
- How pupils learn – movement competency progressions for dance and gymnastics.
- Effective planning – structure of lessons within a dance and gymnastics context. Curriculum mapping.
- Professional Behaviours - Safe practice in gymnastics. Risk assessments and understanding the P.I.E model.

Develop a deep understanding of subject content knowledge for OAA and athletics. Explore progression from EYFS to KS2 in each subject area. Identify barriers to learning for teachers, pupils and schools. Curriculum mapping for OAA and athletics.
BCU Themes: A, B, C

Impact on practice:

- Research informed practice.
- Professional Behaviours - Understand challenges faced by PE subject leader. Reflect on challenges in school context, and observe strategies for improvement.
- Adapted Teaching - Deep understanding of adapted teaching pedagogy leading to planning for and delivery of inclusive teaching.

Current issues in Physical Education and challenges faced by the PE subject leader. How to develop the generalist teacher's PCK in physical education. Understanding Inclusive practice with a focus on deep knowledge of the STTEP model for modified activity. How to develop inclusive practice across the whole school, including extra curricular provision.
BCU Themes: A, E, F

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC OAA and athletics.
- Secure subject knowledge – skills progressions within OAA and athletics.
- How pupils learn – movement competency progressions for OAA and athletics.
- Effective planning – structure of lessons within an OAA and athletics context. Curriculum mapping.
- Professional Behaviours - Safe practice in OAAs. Revisit risk assessments and the P.I.E model.

The wider PESSPA roles and responsibilities of the PE Subject Leader, focussing on physical activity and school sport. Current issues and the current landscape with PA and SS. Engagement with the National School Games network. Work with a local SGO on project development for schools.
BCU Themes: A, F

Impact on practice:

- Research Informed Practice.
- Professional Behaviours – Understanding how to work with PE subject leader and local PESSPA networks in school context.
- Supporting PESSPA activity; developing understanding of how to lead in this area.

Assessment of Learning
Assessment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key reading

- AfPE 2020 *Safe Practice in Physical Education and Sport*. Leeds: Coachwise
- Bailey, Armour, Kirk, Jess, Pickup, Sandford & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009) *The educational benefits claimed for physical education and school sport: an academic review*. Research Papers in Education, 24:1, 1-27
- Capel and Blair (2019) *Debates in Physical Education*. Routledge
- Casey, A. Kirk, D. (2020) *Models Based Practice in Physical Education*. Routledge
- Griggs (2012) *An Introduction to Primary Physical Education*. Routledge
- Griggs (2018) *Understanding Primary Physical Education*. Routledge
- Huddleston, G. and Whitehouse, A. (2020) *Reflecting on Your Curriculum: Using Space as a Reflective Framework*. Physical Education Matters, 15 (2) 13-15

Learning Outcomes:

- 1) Critically engage with and develop a systematic understanding of factors that impact on children's learning and development.
- 2) Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements.
- 3) Advance knowledge and understanding in learning within Primary and EYFS establishments.
- 4) Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

The past for the future

- 1) Autobiography; subject identity; valuation of RE in NC; recap on subject knowledge audits; chronological history of RE.
- 2) Post 2010 RE (REC 2013, Clarke and Woodhead 2018, Core 2018); Withdrawal from RE; Legal Requirements; Concepts in RE.
- 3) Reflect on the (i) executive summary; and (ii) react to the 'A National entitlement for RE';
- 4) Design an aged based activity in one paragraph to support your concept.

BCU Key Themes: B, C, D, F

Learning from experts (1)

Interview RE subject leader, audit the RE environment; access RE the policy.

BCU Key Themes: B, C, D,

Impact on practice:
Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

What is RE about?

Aims and purposes; religiously literate person; theologically literate; what makes RE successful; successful teacher of RE; My Voice - Why should RE be taught, value of RE and what if RE was not there; disciplines in RE.

BCU Key Themes: B, C, D, E, F

Impact on practice:
Pedagogical Content Knowledge, Supporting the needs of all learner, securing positive outcomes

Assessment for Learning

Evaluation by students of reading task for each session, where applicable.

Planning

Local Agreed Syllabus, LTP, MTP, STP.

Teaching

Classical pedagogies; Modern strategies; Assessment in RE; SEND and EYFS RE.

BCU Key Themes: B, C, D, E, F

Learning from experts (2)

examples from and talk to SENDCO; EYFS. Assessment in RE.

BCU Key Themes: B, C, D, E,

Impact on practice:
Deeper understanding of the whole planning process from long term to short term.

Curriculum

Local Agreed Syllabus; EYFS, KS1, KS2 (REC 2013); Worldviews; Skills development; Attitudes in RE; Seminar: International RE. Presentation: Teaching concepts.

BCU Key Themes: B, C, D, E,

Subject Development

Types of knowledge in RE

- 1) Student led INSET Seminar on subject knowledge;
- 2) Student led Practitioner Workshop on teaching;
- 3) barriers to learning.

BCU Key Themes: B, D, E,

Impact on practice:
Pedagogical Content Knowledge, Supporting the needs of all learner, securing positive outcomes

Leadership

Mission, vision and quality assurance; synthesise policies; RE Networks; Assessment and progression; Subject audit; Overall evaluation.

BCU Key Themes: B, C, D, E, F

Impact on practice:
Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

Reflection

Assignment; Subject audit; Ofsted inspection; evaluation.

BCU Key Themes: B, C, D, E, F

Assessment of Learning
Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- All Party Parliamentary Group (APPG) (2013) *RE: The Truth Unmasked: The supply of and support for Religious Education teachers*, London: REC
- Castelli, M. and Chater, M. (2018) (eds.) *We Need to Talk about Religious Education: Manifestos for the Future of RE*, London: Jessica Kingsley.
- Chater, M. (2020) *Reforming RE*, Woodbridge: John Catt.
- Clarke, C. and Woodhead, L. (2018) *A New Settlement: Religion and Belief in Schools*, Westminster Faith Debates.
- Conroy, J., Lundie, C., Davis, D., and Robert, A. (2013) *Does Religious Education Work?* Bloomsbury Academic.
- Commission on Religious Education (CoRE) (2018) *Religion and Worldviews: The Way Forward*, London: Religious Education Council.
- Dinham, M., and Shaw, M. (2015) *RE for Real*, Goldsmiths, UOL & Culham St. Gabriel's.
- Muijs, D., & Reynolds, D. (2017) *Effective teaching: Evidence and practice*. Thousand Oaks, CA: Sage.
- Religious Education Council of England and Wales (REC) (2013) *A Curriculum Framework for Religious Education in England*. London: REC of England and Wales.
- *Additional journal articles and texts referenced for each session and in EDU7385

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

To identify key responsibilities of the subject leader in a primary school
To identify key characteristics of a successful subject leader
To identify successful outcomes of effective subject leadership
To look at ways to prepare for future subject leadership
Theme A, C, F

Impact on practice:

Work with subject leaders to understand role and responsibilities
Discussion of school priorities
Develop personal action plan for leadership

To identify key content for a whole school policy
To identify approaches to the development of a school policy
To evaluate the effectiveness of a school policy
Theme A, C F

Impact on practice:

Be able to write documentation eg school science policy.
Understand components of a policy
Develop strategies for including stakeholders.

To understand the role of the subject leader.
To consider expectations of a subject leader during an inspection.
Consider questions that you will need to answer during an inspection about your subject.
Consider Ofsted – Deep dive – What might be asked?
Theme F

To review the role of the subject leader and reflect on your own skills, abilities, knowledge and understanding.
To understand what data and evidence you might collect as a subject leader.
Consider the process of monitoring, evaluation and review.
Understanding relating to planning and book trawls, lesson observations and feedback.
Theme A,B, C,D , E, F

Impact on practice:

Use data to evaluate effectiveness of science
Be clear about how to undertake monitoring of science in school. Work with subject leaders and use school data where available.

Understand the benefits of planning an educational visit.

Raise awareness of the role of the subject leader in planning an educational visit
Theme A, C, F

Impact on practice:

Undertake or plan an educational visit to enhance the curriculum .
Cork with stakeholders and outside organisations

Impact on practice:

Be clear about subject inspection of science
Research good practice in science
Be clear about priorities and how science can be developed in school

Current issues in science
Reflection on school based practice.
Personal action planning as a science subject leader.
Theme A, C, F

Impact on practice:

Develop personal action plan after reflection on module and school experience.

Assessment for Learning

- Science subject knowledge audit
- Personal skills audit

Assessment of Learning Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>
- W Harlen (ed) Principles and big ideas of science education, Association for Science Education, 2010;
www.ase.org.uk/bookshop/books-for-subject-leaders/.
- www.ofsted.gov.uk/resources/130135

Assessment for Learning
Computing and DT subject
knowledge audit.

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

1. Writing and reviewing Technologies policies, and curriculum maps.
Revisit the Computational Thinker and D&T Kapow Primary Skills tracker for improved curriculum development (e.g. Wing).
Practical session – full design and technology process to create a product
3 stage process and 6 design principles.
BCU Themes: A, C, F

Impact on practice:

Secure subject knowledge.
Planning effective lessons.
Appreciation of progressions within strands – CS, IT & DL

Deeper understanding of D&T pedagogy and how the 3 stages relate to each other.

2. Action plans – managing change.
Monitoring provision and pupil progress
Develop understanding of Computer Science (CS), Information Technology (IT) and Digital Literacy (DL) strands of the NC for Computing.
Develop a deeper understanding of subject content knowledge for CS, IT & DL.
Explore progression from KS1 – KS2 within each strand (Progression Pathways).
BCU Themes: A, C, D, F

Impact on practice:

Secure subject knowledge.
Planning effective lessons.
Understanding of progression

Developing understanding of the different facets of role of a subject leader and some of the general leadership and management considerations.

3. Explore the roles and responsibilities of the Technologies subject leader.
Current issues in Technologies /challenges faced by the subject lead. Skills and attitudes required for effective subject leadership.
Ofsted and Technologies – effective leadership
Personal reflections for readiness to be a Technologies subject lead. Championing technologies education. Setting a good example.
Supporting weaker colleagues
Developing subject knowledge to include electrical systems, pulleys and pneumatics.
A, C, F

Impact on practice:

Understand the role of the subject lead. Observe and review role in placement school. Reflect, and set targets for leadership role in future
Further developed technologies subject knowledge..

Barriers to learning (e.g. Sentence et al.).
Inclusive practice including extra curricular provision such as OOH clubs (CAS).
Long Term curriculum maps to ensure complete coverage of NC - examples.
Medium term and short term planning for technologies. Assessment in technologies– foci and strategies. Using progression frameworks to inform pitch and success criteria. A, D, E

4. Develop an understanding of Inclusive practice
How to develop inclusive practice across the whole school, including extra curricular provision such as OOH clubs (CAS). Addressing barriers to learning and inclusion in design and technology.
Supporting less able pupils to succeed and challenging more able pupils to think.
Taking learning in Technologies outside the classroom.
Consider opportunities for design and technology within school grounds.
Planning and organising school visits.
BCU Themes: A, B, E

Impact on practice:

Better understanding of how to adapt practical activities and expectations. Develop creative teaching approaches outside the classroom.

Impact on practice:

Secure subject knowledge.
Planning effective lessons.
Deeper understanding of progressions within strands – CS, IT & DL – return to self-audits and identify significant gaps – solutions?

6. Presentation skills
Use of voice; body language; effective teaching aids / presentation slides: engaging an audience.

Preparing and delivering a presentation to an audience.
BCU Themes: A, B, C, F

Impact on practice: Improved preparation and delivery of presentations

Assessment of Learning
Summative: Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

Key Reading

- Hope, G. (2018), **Mastering Primary Design and Technology**, Bloomsbury Academic: London
- Benson, C. and Lawson, S. (2017), **Teaching Design and Technology Creatively**, Routledge.
- OFSTED (2012) **Design and technology A training resource for teachers of design and technology in primary schools**,
- Design and Technology Association, available at data.org.uk
- Barnes, J., 2015. *An Introduction to Cross- Curricular Learning*. In P. Driscoll, A. Lambirth, & J. Roden, eds. *The Primary Curriculum - A Creative Approach*. 2nd edn. London: SAGE Publications Ltd.
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- Resnick, M. (2017) *Lifelong Kindergarten: Cultivating creativity through Projects, Passion, Peers and Play*. 1st edn. Cambridge Mass.: MIT Press.
- Rotherham, A.J. & Willingham, D.T., 2010. “21st-Century” Skills. *AMERICAN EDUCATOR*, pp.17–20
- Sentance, S., & Csizmadia, A. (2017). Computing in the curriculum: Challenges and strategies from a teacher’s perspective. *Education and Information Technologies*, 22(2). pp 469–495
- Wing, J. M. (2006) *Computational thinking*. Communications of the ACM, 49(3), March 2006. [Online] <https://www.cs.cmu.edu/~15110-s13/Wing06-ct.pdf>

EDU7387 – Maths Specialism

EDU7387 Professional Studies and Leadership – Mathematics Specialism

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Introduction – September Developing as a Specialist in Mathematics

- Introduction to the Mathematics Specialist Route - Intent, Implementation and Impact.
- Explore how maths is viewed in society
- Introduction to Professional Development Record

Assessment for Learning

- Complete initial Mathematics Specialist Audit
- Complete initial personal reflection on maths teaching and learning
- Professional Development Record tasks – linking learning to practice

Assignment Briefing

1a. The Role of the Maths Specialist

- To identify key responsibilities of the subject leader and specialist in a primary school.
- To identify key characteristics and qualities of a successful subject leader and specialist.
- To identify successful outcomes of effective subject leadership.
- To understand the difference between a subject leader and a maths specialist.

BCU Curriculum Key Theme: A, B, C, D, E

1b. Policy

- To consider curriculum Intent, Implementation and Impact statements for mathematics.
- To identify key content and different approaches of a whole school mathematics policy and evaluate effectiveness.
- To consider the purpose of a calculation policy; different approaches and effectiveness.

BCU Curriculum Key Theme: A, B, C, D, E

Impact on practice:

- Read - Catherine F, Jane M and Stephanie S, (2019) Leading Primary Mathematics SAGE Chapter 1: Becoming a Leader of Mathematical Learning
- Meet with Maths Subject Leader – Professional Development Discussion
- Read and reflect on School Ofsted report

2a. Working with colleagues to facilitate change

- To develop an understanding of the responsibilities of the maths specialist in working with colleagues to facilitate change.
- To consider the different elements of monitoring and their purpose.
- To consider the elements of effective feedback through lesson observations.
- To consider the support you can give to colleagues to facilitate change.

BCU Curriculum Key Theme: A, B, C, D, E

2b. Ofsted - Intent Implementation Impact and Deep Dives

- To develop an understanding of the responsibilities of the maths specialist in working with colleagues to facilitate change.

BCU Curriculum Key Theme: A, B, C, D, E

Impact on practice:
Complete Pupil voice task

3b. Effective teaching and learning

- To evaluate teaching in line with the Curriculum Frameworks
- To develop a vision and philosophy for maths effective maths teaching and learning.

BCU Curriculum Key Theme: A, B, C, D, E

3a Learning from a maths specialist.

- Learn how to create a culture of respect and trust in the classroom that supports all pupils to succeed.
- Learn how to deliver a coherent approach to mathematics.
- Learn that effective professional development is likely to be sustained over time,
- Learn how to strengthening pedagogical and subject knowledge by participating in wider networks.
- Learn how to make valuable contributions to maths across the school through a shared vision.

Elements of this session will be led by the trainees as they learn from the maths specialist through the questions asked.
BCU Curriculum Key Theme: A, B, C, D, E

Impact on practice: Pedagogical Content Knowledge, Supporting the needs of all learner, securing positive outcomes

4a. Presentation of Maths vision

- Learn how to make valuable contributions to maths across the school through a shared vision.
- Learn how to develop as a professional Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.

BCU Curriculum Key Theme: A, B, C, D, E, F

4b. Mathematical minds

- To develop an understanding of maths anxiety; the impact it has on progress and what we can do as teachers to address this barrier to learning.
- To develop an understanding of growth mind-set and how we can implement this in our teaching so that there is a positive impact on pupil progress in mathematics.
- To develop an understanding of working memory, long-term memory and cognitive load and relate this theory to classroom practice.
- To consider strategies for supporting working memory and cognitive overload in mathematics based on Rosenshine's principles of instruction.

BCU Curriculum Key Theme: A, B, C, D, E

5a. Mastery and Variation

- To develop a deeper understanding of variation theory as part of Teaching for Mastery.
- To consider how the design of tasks invites deep learning.
- To reflect on practice and the design of tasks in light of understanding of conceptual and procedural variation

BCU Curriculum Key Theme: A, B, C, D

5b. Reasoning and dialogic teaching

- To consider reasoning in the maths curriculum.
- To understand the importance of teaching and learning mathematical vocabulary
- To understand dialogic teaching and how we can develop rich and robust dialogic interactions in the classroom
- Understanding of the ways in which new and emerging technologies can be used to foster engaging learning opportunities to support reasoning.

BCU Curriculum Key Theme: A, B, C, D, E

6. Maths beyond...

- To consider innovative teaching approaches beyond the classroom.
- To consider wider opportunities for mathematics.
 - Stories
 - Financial education
 - Active maths
- To develop a vision for mathematics

BCU Curriculum Key Theme: A, B, C, D, E, F

Assessment of Learning

Assignment
10 minute presentation to simulate a meeting to an identified audience.
Intent, Implementation and Impact of a chosen initiative.

Assessment for Learning

Completion of Maths Specialist Development Record
End of course audit and reflections

EDU7387 - Professional Studies and Leadership – Mathematics Specialism

- Donaldson, G, Field, J, Harries, D, Tope, C, & Taylor, H (2012), Becoming a Primary Mathematics Specialist Teacher, Taylor & Francis Group, London
- Foley, C, McNeill, J, and Suter S, (2019) Leading Primary Mathematics SAGE
- Chapter 1: Becoming a Leader of Mathematical Learning Available at <https://contentstore.cla.co.uk/secure/link?id=c6739a42-2e41-eb11-b9ed-281878520af7>
- Paramour, Z (2018), How to Be an Outstanding Primary Middle Leader, Bloomsbury Publishing Plc, London.
- Boaler, J. & Dweck, C.S. (2016), Mathematical mindsets: unleashing students' potential through creative math, inspiring messages and innovative teaching, First edn, Jossey-Bass, a Wiley Brand, San Francisco, CA.
- Boaler, J. (2015) The elephant in the classroom: helping children learn and love maths, Revised and updated paperback edn, Souvenir Press, London
- Cotton, T. (2016) Understanding and Teaching Primary Mathematics 3rd ed. Essex: Pearson
- Garry, T. (2020) Mastery in primary mathematics: a guide for teachers and leaders, Bloomsbury Education, London.
- McCrea, E. (2019) Making Every Maths Lesson Count: Six principles to support great maths teaching. Crown House Publishing Ltd.
- Payne, J., Scott, M., Allison, S. & Tharby, A. (2017) Making every primary lesson count: six principles to support great teaching and learning, Crown House Publishing Limited, Carmarthen, Wales
- Beilock, S. & Willingham, D. T. (2014). Math anxiety: Can teachers help students reduce it? American Educator, Summer, 28-32,43. <https://files.eric.ed.gov/fulltext/EJ1043398.pdf>
- Boaler J, Dieckmann Jack A., Pérez-Núñez G, Sun Kathy L, Williams C, (2018) Changing Students Minds and Achievement in Mathematics: Frontiers in Education VOLUME 3, 2018 p. 26 <https://www.frontiersin.org/article/10.3389/feduc.2018.00026>
- Dweck, C. S. (2008). Mindsets and math/science achievement, New York, NY: Carnegie Corp. of New York–Institute for Advanced Study Commission on Mathematics and Science Education https://www.growthmindsetmaths.com/uploads/2/3/7/7/23776169/mindset_and_math_science_achievement_-_nov_2013.pdf
- Dweck (2015) Growth Mindset, Revisited Education Week Vol. 35, Issue 05, Pages 20, 24 <https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- Rosenshine, B., (2012). Principles of instruction: Research-based strategies that all teachers should know. American educator, 36(1), p.12. <https://files.eric.ed.gov/fulltext/EJ971753.pdf>
- Willingham, D. T. (2009). Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom. John Wiley & Sons. [https://www.aft.org/sites/default/files/periodicals/WILLINGHAM\(2\).pdf](https://www.aft.org/sites/default/files/periodicals/WILLINGHAM(2).pdf)
- Willingham, D. T. (2009) 'Is it true that some people just can't do math?' American Educator, Winter 2009-10 pp. 14-19, 39. https://www.researchgate.net/publication/238076906_Is_It_True_That_Some_People_Just_Can't_Do_Math/link/5f00e113299bf1881600e4ae/download

Think Piece

- Mullis, I. Martin, M. Foy, P. Kelly, D and Fishbein, B (2020) TIMSS 2019 International Results in Mathematics and Science. Boston: TIMSS & PIRLS International Study Center, Available at https://www.iea.nl/sites/default/files/2020-12/TIMSS-2019-International-Results-in-Mathematics-and-Science_0.pdf
- Richardson, M. Isaacs, T. Barnes, I. Swensson, C. Wilkinson, D and Golding, J (2020) Trends in International Mathematics and Science Study (TIMSS) 2019: National report for England. Department for Education Available at <https://www.gov.uk/government/publications/trends-in-international-mathematics-and-science-study-2019-england>

EDU7388 – SEN Specialism

EDU7388

Professional Studies and Leadership – SEN Specialism

Introduction to SEN Specialism

- Equality, Diversity, Inclusion, Accountability
- Develop understanding of the importance of inclusion/legislation and policy – national and school
- To be aware of the SEND Code of Practice guidance (2015)
- Inclusion – background(link to EDU7386 SEND introduction)
- Introduction to Assignment for SEN specialism perspective

Key Theme : A B C D E F

- Specialist module schedule and Programme expectations**
- Following initial introduction to SEND(EDU7386 – whole cohort,) each SEND specialist module session focuses upon and consolidates specific areas of SEND, responsibilities of staff, professional partnerships, research and practice.
- Each group will access taught sessions and independent online/school based tasks. These must be completed to share with peer group members and consolidate the learning from taught sessions to further understanding.
- Directed tasks, PPTs and support materials are provided on Moodle to access and offer further support.

Role and Responsibilities of Class teacher

- Barriers to Learning
- Mainstream/Special
- Early Identification
- Assessment/N.C
- Graduated Approach
- Multi Agencies
- Parents/carers
- Current issues

Theme A B C D E F

Role of the SENCO

- National Qualification
- Strategic role
- Policy/budgets
- Partnerships
- Pupil progress
- Staff support/training
- Issues/challenges

Theme A B C D E F

Impact on practice:

Knowledge, skills and planning
Pedagogical Content Knowledge
Positive behaviour for Learning
Opportunity to reflect on practice

Data

- Led by specialist teacher - school partner
- Assessment
- Tracking Pupil Progress
- Use of Data
- Wider approaches to inclusion
- Leadership and Research/careers

Theme: A B C D E F

Dyslexia

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E F

SEND Audit 1 completed
Sept
Shared module leader/PDT

SEND Audit 2 completed
February
Shared module leader/PDT

Impact on practice:

Knowledge, skills and planning
Pedagogical Content Knowledge
Positive behaviour for Learning
Opportunity to reflect on practice

Impact on practice:

Knowledge, Skills and Planning
Pedagogical Content Knowledge
Positive Behaviour for learning
Opportunity to reflect on practice

Additional Areas of SEND – Directed tasks/Peer Groups INSET Presentations

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E F

Additional Areas of SEND - Peer INSET

Dyspraxia, Down Syndrome, Cerebral Palsy, Hearing Impairment, Visual Impairment, Global learning Delay, Selective Mutism, Dyscalculia, Fragile X Syndrome, Prader – Willi Syndrome, Williams Beuren Syndrome, G/T and More Able

SEMH

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E F

Autism(ASD)

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E F

Impact on practice:

Knowledge, Skills and Planning
Pedagogical Content Knowledge
Positive Behaviour for Learning
Opportunity to reflect on practice

Assessment for Learning

- SEND individual audits 1/2
- SEND Individual Professional Development Record - tasks and reflections
- Q&A forums/Peer Group feedback/tutor support/PDT support

Module Independent Research Tasks

- SEND Code of Practice 2015
 - National Audit Office review 2019-20
 - Ofsted Annual report 2020
 - SLCN
 - Forest School and SEND
 - ADHD
 - School SEND Resources
 - FASD
 - Oak Academy Resources
- Knowledge/Research/School Practice/Resources
- Theme A B C D E F

School Based Learning

Review school planning for adaptive teaching; discuss the intent, implementation and how progress is monitored with subject leader. Observe/support and plan/teach pupils with SEND needs in school.

BCU Themes: A, B, C, D, E, F

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Assessment of Learning

Module Assessment

Powerpoint recorded
Presentation delivered to designated audience – focus upon legislation/policy/barriers to learning/identification and assessment of SEND/role of the SENCO/chosen area of SEND/Case study child/lesson plan

Key Reading

- SEND Code of Practice (DfE,2015)
- Gray,A (2018) Effective Differentiation – A Training Guide to Empower
- Lavan,G (2017) Managing Challenging behaviour in the Classroom : A Framework for Teachers and SENCOs
- Tassoni, P (2015) Supporting Children with Special Educational Needs
- Breadth of additional reference/research/policy materials available on module site - Moodle

EDU7414 – PE Specialism

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

Assessment for Learning
Physical Education subject
knowledge audit.

Exploring the purpose and value of physical education. Develop own vision for PE
Develop understanding of physical literacy, motor development and fundamental movement skills and how they influence and impact each other.
Consider barriers to learning in PE and identify strategies to tackle these.
BCU Themes: A, C

School Based Learning
Look at school's vision for PE. Reflect on how it aligns with own?
Discussion with PE subject leader about school context barriers and strategies being undertaken to combat them.
BCU Themes: A, F

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – understanding of NC for PE with a focus on games.
- Secure subject knowledge - understanding of movement competency progressions.
- Planning for a movement rather than activity based curriculum.
- Professional Behaviours – understand school context and barriers to learning within this.

Explore the roles and responsibilities of the PE subject leader.
Skills and qualities for effective subject leadership.
Review PE policies and how to develop one. Use the SPACE model to develop a curriculum map.
Ofsted and Deep Dives.
Personal reflections for readiness to be a PE subject leader.
BCU Themes: A, F

School Based Learning
Discussion with PE subject leader about school priorities for improvement.
Review school PE policy.
Review curriculum overviews and discuss how they were developed with PE subject leader.
BCU Themes: A, F

Develop a deep understanding of subject content knowledge for dance and gymnastics.
Explore progression from EYFS to KS2 in each subject area.
Identify barriers to learning for teachers, pupils and schools.
Curriculum mapping for dance and gymnastics.
BCU Themes: A, B, C

School Based Learning
Review school planning for dance and gymnastics, and discuss the intent, implementation and how progress is monitored with subject leader.
Talk to staff about their confidence to teach both areas.
Observe/support the teaching of dance and gymnastics in school.
BCU Themes: A, B, C, D, F

Develop a deep understanding of subject content knowledge for OAA and athletics.
Explore progression from EYFS to KS2 in each subject area.
Identify barriers to learning for teachers, pupils and schools.
Curriculum mapping for OAA and athletics.
BCU Themes: A, B, C

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC dance and gymnastics.
- Secure subject knowledge – skills progressions within dance and gymnastics.
- How pupils learn – movement competency progressions for dance and gymnastics.
- Effective planning – structure of lessons within a dance and gymnastics context.
- Curriculum mapping.
- Professional Behaviours - Safe practice in gymnastics. Risk assessments and understanding the P.I.E model.

Current issues in Physical Education and challenges faced by the PE subject leader.
Understanding of the Primary PE and Sport Premium and how to report data and impact
How to develop and support the generalist teacher's PCK in physical education.

Understanding Inclusive practice with a focus on deep knowledge of the STTEP model for modified activity.
How to develop inclusive practice across the whole school, including extra curricular provision.
BCU Themes: A, E, F

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – curriculum mapping across all areas of PE.
- Secure subject knowledge - Understand the role of the PE subject leader.
- Professional Behaviours. Understand wider responsibilities of subject leadership, policy design and effective monitoring of curriculum impact.

School Based Learning
Review school planning for OAA and athletics, and discuss the intent, implementation and how progress is monitored with subject leader.
Observe/support the teaching of OAA and athletics in school.
Plan and deliver a unit of work in one area.
BCU Themes: A, B, C, D, E, F

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC OAA and athletics.
- Secure subject knowledge – skills progressions within OAA and athletics.
- How pupils learn – movement competency progressions for OAA and athletics.
- Effective planning – structure of lessons within an OAA and athletics context. Curriculum mapping.
- Professional Behaviours - Safe practice in OAAs. Revisit risk assessments and the P.I.E model.

The wider PESSPA roles and responsibilities of the PE Subject Leader, focussing on physical activity and school sport.
Current issues and the current landscape with PA and SS.
Engagement with the National School Games network. Work with a local SGO on project development for schools.
BCU Themes: A, F

Impact on practice:

- Research Informed Practice.
- Professional Behaviours – Understanding how to work with PE subject leader and local PESSPA networks in school context. Understanding of the current PA and SS landscape within school context to develop opportunities.

School Based Learning
Observe and support competition and participation activities. Plan and deliver an extra curricular club for physical activity.
Plan for and include PE home learning opportunities within homework.
Plan and lead a PE themed assembly.
BCU Themes: A, F

School Based Learning
Review school Ofsted report and note reference to Sports Premium spending.
Observe PE lessons in all key stages and identify inclusive practice.
Discussion with SENCO on how children with specific SEND are supported in PE and wider physical activity and school sport.
BCU Themes: A,, E, F

Impact on practice:

- Research informed practice.
- Professional Behaviours - Understand challenges faced by PE subject leader. Reflect on challenges in school context, and observe strategies for improvement. Understand grant funding conditions for PPESSP, and hoe to monitor and report effectively.
- Adapted Teaching - Deep understanding of adapted teaching pedagogy leading to planning for and delivery of inclusive teaching, and wider PESSPA offer.

Assessment of Learning
Assignment

10 minute presentation to simulate a meeting to an identified audience.

Intent, Implementation and Impact of a chosen initiative.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Key Reading

- AfPE 2020 *Safe Practice in Physical Education and Sport*. Leeds: Coachwise
- Bailey, Armour, Kirk, Jess, Pickup, Sandford & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009) *The educational benefits claimed for physical education and school sport: an academic review*. Research Papers in Education, 24:1, 1-27
- Capel and Blair (2019) *Debates in Physical Education*. Routledge
- Casey, A. Kirk, D. (2020) *Models Based Practice in Physical Education*. Routledge
- Griggs (2012) *An Introduction to Primary Physical Education*. Routledge
- Griggs (2018) *Understanding Primary Physical Education*. Routledge
- Huddleston, G. and Whitehouse, A. (2020) *Reflecting on Your Curriculum: Using Space as a Reflective Framework*. Physical Education Matters, 15 (2) 13-15

Professional Studies & Leadership

– Additional Days



Focus: Current
Educational Issues

Learning Outcomes:

- Critically engage with and develop a systematic understanding of factors that impact on children's learning and development;
- Exhibit a comprehensive understanding of teachers' responsibilities in addressing barriers to learning in light of key legal and policy requirements;
- Advance knowledge and understanding in learning within Primary and EYFS establishments
- Communicate ideas clearly and effectively to specialist and non-specialist audiences, with appropriate consideration given to the format used.

ADDITIONAL DAYS

Planning Session 2

Revisiting key principles of planning
Intent, Implementation and Impact
Adaptive teaching
Deconstructing planning

BCU Curriculum Key Theme: B, E, F

Impact on practice:

Knowledge, Skills and Planning
Pedagogical Content Knowledge
Positive Behaviour for Learning
Opportunity to reflect on practice

Speech and Language Day 1

To understand the definitions of speech, language and communication and that they are central to a young child's life and development. To understand that speech and language and communication needs (SCLN) can have a severe negative impact on learning, behaviour, social skills and emotional development. To collaborate effectively with Speech and Language trainees.

BCU Curriculum Key Theme: B, E, F

Speech and Language Day 2

Collaboration with Speech and Language trainees considering case studies relating to children with SCLN designing activities to support children's needs. SENCO expert colleague to share how SCLN children are supported in school.

BCU Curriculum Key Theme: C, D, E

Impact on practice:

Opportunity to reflect on practice

Impact on practice:

Based on wider reading, consider implications for own practice to support mental health and well-being.

Employability Day

- How to find advertised jobs
- Understanding the application process
- The importance of forming a personal philosophy of education
- Writing a personal statement
- Preparing for interview
- Accepting the job!

BCU Curriculum Key Theme: F

Mental Health & Well-Being

- Understand issues affecting the well-being of teachers and how these may impact on learners;
- Have a critical understanding of strategies which may be used to address issues impacting on teacher well-being;
- Understand the notion of resilience;

BCU Curriculum Key Theme: A, C, D, E

Cognitive Overload

To understand the significance of memory and cognitive overload on learning and pupil progress. Consider strategies to reduce cognitive overload.

BCU Curriculum Key Theme: B,

EAL

Develop an understanding of the significance of EAL the resources available and sources of information

BCU Curriculum Key Theme: C, D, E

SMSC/Drugs Education

To understand the importance of SMSC/PSHE in promoting children's personal and social wellbeing. Develop knowledge and understanding linked to Drugs Education within the Primary age range

BCU Curriculum Key Theme: C,D

Voice Care

Voice Care for teachers from an expert colleague in the Speech and Language Department. Opportunity to develop an understanding of the strains and stresses teaching can have on the voice and how to prevent long term damage.

BCU Curriculum Key Theme: F

Preparing for School

A range of expert colleagues offer advice and support to current trainees preparing themselves for their first teaching post.

BCU Curriculum Key Theme: F

Teachers & the Law

Further develop an understanding of all aspects of a teacher's legal responsibilities and authorities

BCU Curriculum Key Theme: B, E, F

Professionalism

Challenging scenarios around personal and professional boundaries

BCU Curriculum Key Theme: F

Impact on practice:

Opportunity to reflect on practice

Early Career Framework

Introduction to the Early Career Framework. The Early Career Framework has been designed to support early career teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours

BCU Curriculum Key Theme: F

BCU Curriculum Key Theme:
A - indicated as ongoing by the red outline

EDU7385 – Foundation



This module provides opportunities for trainee teachers to explore the nature of the foundation subjects (History, Geography, Art, Music, Computing, DT, PE, Foreign Languages and RE) and prime and specific areas of the EYFS in the context of learning and teaching in the primary school and early years settings. The module provides substantial support for trainees' professional practice in such settings, assessed through the School Experience modules. This module provides a strong philosophical underpinning to the importance of trainees' subject knowledge in the primary school and EYFS curricula. By undertaking this module trainees will be shaping their own rationale for their approach to the teaching of the above subjects/areas and to meet the needs of all learners. Trainees will develop an understanding of cross curricular approaches and how they support the development of knowledge, understanding and skills in the foundation subjects /areas of learning.

Assessment

Assignment Type:	Written Assignment
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Assignment Scope:	3000 words
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Learning Outcomes

Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.

Critically evaluate pedagogical approaches in relevant subjects/areas of learning.

Analyse theoretical perspectives which inform classroom practices.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the red outline

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

Impact on practice:
Developing creative approaches to teaching and learning.
Research informed practice

Intro to module: creative thinking and learning/ cross curricular approaches

2 hour online lecture: theory

- Exploring nature of the foundation subject (FS)
- FS or RE curriculum framework/ EYFS & KS1 or KS1 & KS2
- Key learning theories and pedagogical approaches in FS

BCU Curriculum Key Themes: **See subject specific diagrams**

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

Impact on practice:
Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners
Positive Behaviour for learning

3 hour face to face: practical workshop

- Practical exploration of subject pedagogy

BCU Curriculum Key Themes: **See subject specific diagrams**

Weekly linked PSL theme development task:
BCU Key themes A – F
Curriculum knowledge and Planning

- Assessment and developing thinking
- Behaviour for Learning
- Diversity and Inclusion

NB: Online planning day in October which will explore generic principles and practice of planning

Assignment Briefing and technology enhanced learning

SBT1
Observe/reflect/teach
Audit
BCU Key Themes: **A, B, C, D, E, F**

Foundation reflection and development 1
(2 hour online session)

Reflection on learning – spiral curriculum/mastery/ building schemas/how children learn etc.
See specific subject diagrams

BCU Curriculum Key Themes: **See subject specific diagrams**

Assessment of Learning: Assignment
Explore cross curricular learning as a way to demonstrate understanding of different foundation subjects

Critical analysis of different pedagogical approaches and underpinning learning theories which can be used to secure learning and progress in (specific) foundation subjects.

Assessment for Learning

- Subject knowledge audits
- Personal skills audit

Foundation reflection and development 2
(2 hour online session)

Reflection on learning – spiral curriculum/mastery/ building schemas/how children learn etc.
See specific subject diagrams

BCU Curriculum Key Themes: **See subject specific diagrams**

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT2
Observe/reflect/teach
Audit
BCU Key Themes: **A, B, C, D, E, F**

SBT3
Observe/reflect/teach
Audit
BCU Key Themes: **A, B, C, D, E, F**

Early Career Teacher transition

- Review of subject knowledge audits
- Identify areas for further development

Key Reading

Barnes, J., 2015. An Introduction to Cross- Curricular Learning. In P. Driscoll, A. Lambirth, & J. Roden, eds. The Primary Curriculum - A Creative Approach. 2nd edn. London: SAGE Publications Ltd.

Art and Design subject audit –
ongoing and for use in subject
development sessions.

2 hour online session

Identify areas for own professional development for the
teaching of EAD/ Art and Design (AUDIT)
Understanding the nature of Art and Design/ EAD
Develop understanding of the frameworks for teaching
Expressive Arts and Design (EYFS) and the National
Curriculum for Art and Design
Develop an understanding of Art and Design pedagogies
Consider how pupils learn in Art and Design/EAD

BCU Key themes A, C, F

Learning Outcomes ED7385:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

3 hour face to face: practical workshop

Develop understanding of EAD/ Art and Design
pedagogy; linking theory and practice. Managing
the learning environment .
Skills and knowledge development:
EAD: mark making, playful exploration of
materials and tools
KS1/KS2: Print, Draw, Collage, 3D
BCU Key themes B,C,

Impact on practice:

Pedagogical Content
Knowledge
Disciplinary processes
and thinking
Considering the needs of
all learners
Positive Behaviour for
learning

SBT1

Observe/reflect/teach
Audit

BCU Key Themes: A,B,C,D, E, F

Foundation reflection and development 1 (2 hour online session)

Pre-session task: Reflection on school practice.

- Planning for progression in Art and Design
- Inclusivity: Adapting teaching and learning strategies in Art and Design for the needs of different learners
- Developing teacher subject knowledge (pedagogy/ integrated curriculum, developing the language of art)
- Assessing pupils' understanding and progress (questioning/ observing/ using sketchbooks)

BCU Key themes A,C,D, E

Foundation reflection and development 2 (2 hour online session)

- Pre-session task:** building on previous session,
school practice and linking with audit
- Understanding the impact of high quality teaching and learning approaches on children's development and progress in EAD/Art and Design.
 - Setting high expectations in Art and Design.
 - Learning spaces for EAD/ Art and Design
 - Subject knowledge development (evaluating art works/contemporary art/ critical thinking)

BCU Key Themes: A,B,C, F

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT2

Observe/reflect/teach
Audit

BCU Key Themes: A,B,C,D, E, F

**Foundation
Assignment
Submission**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT3

Observe/reflect/teach
Audit

BCU Key Themes: A,B,C,D, E, F

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Remind ECTs where to access high quality support for continued Art and Design development (NSEAD, Access Art etc.)

BCU Key Themes: A C, F

Key Reading

- Edwards, J. (2013) *Teaching Primary Art*. Harlow: Pearson Education Limited
- Gregory, P.; March. C. and Tutchell, S. (2010) *Mastering Primary Art and Design*. London: Bloomsbury
- Ogier, S (2017) *Teaching Primary Art and Design*. London: Learning Matters
- Tutchell, S (2014) *Young Children as Artists: Art and Design in the Early Years and Key Stage 1*. Oxon: Routledge

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Computing subject knowledge audit – ongoing and for use in subject development sessions.

2 hour online lecture: theory

- Context of Computing in NC at KS1&2 only – No longer EYFS
- Screen time in EYs – low risk research
- 3 strands of Computing – CS/IT/DL
- What is a Computational Thinker?
- Beginnings of coding - algorithms
- Computing unplugged
- Planning & assessing – Good practice
- CC learning overview

BCU key themes: **A, C,D, E**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT1 (age phase appropriate)
Observe/reflect/teach
Audit

BCU Key Themes: **A,B,C,D, E, F**

Foundation reflection and development 1
(2 hour online session)

- Reflection on school practice (age phase appropriate)
- Application of Computing Skills
- Assessing progress and planning for future learning
- Development of planning

BCU Curriculum Key Themes: A,B,C,D,E

Impact on practice:

Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners
Positive Behaviour for learning

3 hour face to face: practical workshop

- Building coding skills
- Developing the Computational Thinker
- Connecting learning (thematic links)
- Beebots/Scratch jnr./Scratch
- Problem Based Learning – a pedagogy
- Constructionism – A learning theory

BCU key themes : **A,B,C,D,E**

SBT2 (age phase appropriate)
Observe/reflect/teach
Audit

BCU Key Themes: **A,B,C,D, E, F**

Foundation Assignment Submission

Foundation reflection and development 2
(2 hour online session)

Pre-session task: building on previous task and linking with audit (tbc)

- Reflect and consolidate prior learning
- Application

BCU key themes: **A,B,C,D,E**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT3 (age phase appropriate)
Observe/reflect/teach
Audit

BCU Key Themes: **A,B,C,D, E, F**

- End of course/ECT transition**
- Review of subject knowledge audits
 - Identify areas for further development
 - Remind ECTs where to access high quality support for continued Computing development (CAS, Quickstart, Code-It Support, Professional Websites)

BCU key themes: **A, C,F**

Key Reading

- Prensky, M. (2010) Teaching digital natives: partnering for real learning. Thousand Oaks, Calif.: Corwin Press.
- Resnick, M. (2017) Lifelong Kindergarten: Cultivating creativity through Projects, Passion, Peers and Play. 1st edn. Cambridge Mass.: MIT Press.
- Wing, J. M. (2006) Computational thinking. Communications of the ACM, 49(3), March 2006. [Online] <https://www.cs.cmu.edu/~15110-s13/Wing06-ct.pdf>

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

Design and technology subject knowledge audit – ongoing and for use in subject development sessions.

Online lecture: theory

- Exploring the design and technology curriculum framework/ EYFS & KS1 or KS1 & KS2
- What is design and technology?
- Why is it important?
- 3 stage process and 6 principles for design and technology.
- Developing subject knowledge, key learning theories and pedagogies in design and technology.

BCU Key themes **A, B, C, D, F**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

Impact on practice:

Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners/
effective use of assessment
Positive Behaviour for learning

Face to face: practical workshop

- Practical exploration of subject pedagogy / practical skills
- Activities for EYFS/KS1 or KS1/KS2
- Mechanisms, structures, textiles.

BCU Key themes **A, C, D, E**

SBT1

Observe/reflect/teach
Audit

BCU Key Themes: **A, B, C, D, E, F**

Design and Technology reflection and development 1

Pre-session task: Reflection on school practice.

- How pupils learn – building understanding in design and technology (food technology)
- Planning for progress in design and technology
- Assessing understanding
- Risk Assessment
- Developing teacher subject knowledge.

BCU Key Themes: **A, B, C, D, E, F**

Design and Technology reflection and development 2

Pre-session task: building on previous task and linking with audit (tbc).

Greater depth

- How pupils learn – building understanding in design and technology – the iterative design process
- Thematic design and technology contexts and creativity.
- Planning for progress in design and technology – ‘Projects on a Page’.
- Assessing understanding – progression framework.
- Developing teacher subject knowledge

BCU Key Themes: **A, C, D, E,**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT2

Observe/reflect/teach
Audit

BCU Key Themes: **A, B, C, D, E, F**

**Foundation
Assignment
Submission**

SBT3

Observe/reflect/teach
Audit

BCU Key Themes: **A, B, C, D, E, F**

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Remind ECTs where to access high quality support for continued design and technology development (DATA, STEM, BNF etc.)
- BCU Key Themes: **A, C, F**

Key Reading

- Hope, G. (2018), **Mastering Primary Design and Technology**, Bloomsbury Academic: London
- Benson, C. and Lawson, S. (2017), **Teaching Design and Technology Creatively**, Routledge.
- OFSTED (2012) **Design and technology A training resource for teachers of design and technology in primary schools**,
- Design and Technology Association, available at data.org.uk

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Foreign Languages subject knowledge audit – ongoing and for use in subject development sessions.

2 hour online lecture: theory

- Context of FL in NC at KS2 only
- Relevance to KS 1 And EYFS
- Exemplar lesson and planning for progression
- Outstanding practice in schools
- Links to supporting pupils new to EAL

BCU Key themes: **A, C,D, E**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

Foundation reflection and development 1 (2 hour online session)

- Reflection on school practice (age phase appropriate)
- Application of 4 Skills
- Assessing progress and planning for future learning
- The 4 skills of speaking, listening, reading and writing & how they interlink
- Develop planning

BCU Curriculum Key Themes: **A,B,C,D,E**

SBT1
Observe/reflect/teach
Audit
BCU Key Themes: **A,B,C,D, E, F**

Impact on practice:

Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners
Positive Behaviour for learning

3 hour face to face: practical workshop

- Practical exploration of language learning pedagogy
- Connecting learning (thematic links)
- Inter cultural understanding
- Use of poetry & song, and story
- Practical inclusion

BCU key themes : **A,B,C,D,E**

SBT2
Observe/reflect/teach
Audit
BCU Key Themes: **A,B,C,D, E, F**

Foundation
Assignment
Submission

Foundation reflection and development 2 (2 hour online session)

Pre-session task: building on previous task and linking with audit (tbc)

- Reflect and consolidate prior learning
- Application
- Using story to develop language learning
- Models of practice
- Little and often approach

BCU Curriculum Key Themes: **A,B,C,D,E**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

SBT3
Observe/reflect/teach
Audit
BCU Key Themes: **A,B,C,D, E, F**

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Remind ECTs where to access high quality support for continued FL development (ALL, FB Support, Professional Websites)

BCU Key themes **A C, F**

Key Reading

- Forder, C., Watts, C & Phillips, H. (2013) *Living languages: an integrated approach to teaching Foreign Languages in primary schools* Abingdon: Routledge
- Hood, P & Tobutt, K. (2015) *Teaching Languages in the Primary School* (2ndEd) London: Sage
- Jones, J. & Coffey, S. (2013) [Modern foreign languages, 5-11: a guide for teachers 2nd ed.](#) Abingdon: Routledge

Geography subject audit – ongoing and for use in subject development sessions.

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

Impact on practice:
Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners
Positive Behaviour for learning

Learning Outcomes ED7385:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

2 hour online session.

- Recognise the importance of place and personal geography in the primary curriculum.
- To develop fieldwork skills and understand how these can support knowledge of and enquiry into the local area and beyond.
- Understand how and why we use the pedagogy of geographical enquiry.

BCU Key Themes: **A, B, C, D, F**

3 hour face to face session.

- To understand what geography is and how it fits into the EYFS and the NC.
- To look at and understand opportunities for assessment.
- To develop fieldwork skills through understanding the pedagogy of outdoor learning and how these can support knowledge of the local area and beyond.

BCU Key Themes: **A, C, D**

SBT1
Observe/reflect/teach
Audit
BCU Key Themes: **A, B, C, D, E, F**

SBT2
Observe/reflect/teach
Audit
BCU Key Themes: **A, B, C, D, E, F**

SBT3
Observe/reflect/teach
Audit
BCU Key Themes: **A, B, C, D, E, F**

Foundation reflection and development 1 (2 hour online session)

Pre-session task: Reflection on school practice.

- Developing teacher subject knowledge in the processes of teaching mapping skills.
- Adapting teaching and learning of mapping for the needs of different learners.
- Assessing pupils' understanding and progress of mapping knowledge and skills across the EYFS and NC.
- Planning for progression in mapping skills.

BCU Key Themes: **A, C, D, E**

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

Foundation reflection and development 2 (2 hour online session)

Pre-session task: Reflection on school practice linking with subject audit

- Understanding the impact of high quality fieldwork approaches on children's development and progress in Geography.
- Developing teacher subject knowledge in the processes of teaching and learning fieldwork skills.
- Adapting teaching and learning of fieldwork skills for the needs of different learners.
- Assessing pupils' understanding and progress of fieldwork skills across the EYFS and NC.
- Planning for progression in fieldwork skills.

BCU Key Themes: **A, B, C, F**

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
How pupils learn
Effective planning

**Foundation
Assignment
Submission**

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Remind ECTs where to access high quality support for continued Geography development (Geographical Association, royal Geographical Society, etc.)

BCU Key Themes: **A C, F**

EDU7385
Foundation
Geography

Key Reading

- Barlow, A. and Whitehouse, S. (2019) Mastering Primary Geography
- Catling, S. and Willy, T. (2018) Understanding and teaching primary geography
- Grigg, R and Hughes, S (2013) Teaching Primary Humanities
- Scoffham, S. (2017) Teaching Geography Creatively

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

History subject knowledge audit – ongoing and for use in subject development sessions.

Online lecture: theory

- Exploring nature of the history curriculum framework/ EYFS & KS1 or KS1 & KS2
- What is history?
- How do pupils learn in history?
- Developing subject knowledge
- Key learning theories and pedagogies in history

BCU Key themes **A B,C,D, F**

Impact on practice:

Secure curriculum knowledge
Secure subject knowledge
Research informed practice
How pupils learn
Disciplinary processes and thinking

Impact on practice:

Secure curriculum knowledge
How pupils learn
Securing subject knowledge for pupils
Developing effective planning

Impact on practice:

Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners/
effective use of assessment
Positive Behaviour for learning

Face to face: practical workshop

- Practical exploration of subject pedagogy/use of sources
- Activities for EYFS/KS1 or KS1/KS2 – evidence handling and enquiry, interpretation
- Chronological understanding
- **BCU Key themes A C,D, E**

Impact on practice:

Securing subject knowledge
Disciplinary processes and thinking
How pupils learn
Effective planning
Assessing progress

History reflection and development 2

Pre-session task: Reflection on school practice/update audit and timeline
Revisit PH article: What confuses primary pupils in history? (Part 1 and Part 2)

Greater depth

- Planning an enquiry
- Developing disciplinary processes and understanding (focus on significance)
- Addressing misconceptions.
- Adaptive teaching
- Assessing understanding

BCU Key Themes: **A C,D, E, F**

SBT1
Observe/reflect/teach
Audit
BCU Key Themes: **A,B,C,D, E, F**

SBT2
Observe/reflect/teach
Audit
BCU Key Themes: **A,B,C,D, E, F**

SBT3
Observe/reflect/teach
Audit
BCU Key Themes: **A,B,C,D, E, F**

**Foundation
Assignment
Submission**

History reflection and development 1

Pre-session task: Reflection on school practice/update audit and timeline

- How pupils learn – building schemas in history/ supporting children's knowledge retrieval
- Historical vocabulary
- Adaptive teaching
- Review of pre-session task/importance of teachers' subject knowledge

BCU Key Themes: **A C,D, E, F**

End of course/ECT transition

- Review of subject knowledge audits/timeline
- Identify areas for further development
- Remind ECTs where to access high quality support for continued history development (Historical Association/Schools History Project/Midland History Forum etc.)

BCU Key Themes: **A C,D, E**

Key Reading

- Cooper, H (Ed) (2013) *Teaching History Creatively*, Abingdon: Routledge.
- Cooper, H (2017), *History 3-11*, London. Fulton
- Doull, K, Russell, C and Hales, A (2019) *Mastering Primary History*, London: Bloomsbury.
- Howorth, M (2015) *Teaching Primary History*, London: Bloomsbury.
- Lomas, T (2018) What Confuses Primary Pupils in History? Part 1
Primary History: 78 Spring 2019 pp 11-18
- Lomas, T (2018) What Confuses Primary Pupils in History? Part 2
Primary History: 79 Summer 2019 pp 12-17

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Music subject knowledge audit – ongoing and for use in subject development sessions.

- Learning Outcomes:**
1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
 2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
 3. Analyse theoretical perspectives which inform classroom practices.

Online lecture: theory
Evaluate frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Music
To begin to learn how to plan for progression in EAD/ Music (in a single lesson)
To develop an understanding of body percussion as a pedagogy (Introduction to Schulewerke)
BCU Key Themes: A,B,C,D, E,

Practical Activity
NC Area of Focus – understand and explore how music is created, produced and communicated, including through the inter-related dimensions
Specific focus – Improvisation
Develop an understanding of tempo, rhythm, timbre and texture in order to create musical patterns and structures with untuned instruments and body percussion
BCU Key Themes: A,B,C,D, E,

SBT1
Observe/reflect/teach
Audit
BCU Key Themes: A,B,C,D, E, F

SBT2
Observe/reflect/teach
Audit
BCU Key Themes: A,B,C,D, E, F

SBT3
Observe/reflect/teach
Audit
BCU Key Themes: A,B,C,D, E, F

- Impact on practice:**
- Research informed practice
 - Secure curriculum knowledge – NC- improvisation (explore and create)
 - Secure subject knowledge to control the making of music through the inter-related dimensions of music
 - Play confidently a range of untuned instruments inc body percussion
 - Understand effective music lesson structure to aid planning.

- Impact on practice:**
- Research informed practice- Keith Swanwick, Kampylis and Berki, Theresa Cremin, JP Guilford. Carl Orff
 - Secure curriculum knowledge – NC Composition
 - Secure subject knowledge – explicit links made between all areas of music and other subjects.
 - How pupils learn – focus on structuring sounds
 - Effective planning – using creative approaches to develop a stimulus or thematic approach within a focused musical structure.

Music reflection and development 2
Instructional Models and Teaching Styles
NC Area of Focus – Listening and appraising
To understand and apply listening and appraising as a way to develop a musical understanding within a 4 part instructional pedagogy
Explore the link between listening and musical practice.
Practical Activity
NC Area of Focus – Create and compose
Focus on composition in groups to produce a soundscape exploring the arrangement of sounds using a creative, exploratory pedagogy.
BCU Key Themes: A,B,C,D, E,

- Impact on practice:**
- Research informed practice- Keith Swanwick, Kampylis and Berki, Theresa Cremin, JP Guilford. Carl Orff
 - Secure curriculum knowledge – NC Composition
 - Secure subject knowledge – explicit links made between all areas of music and other subjects.
 - How pupils learn – focus on structuring sounds
 - Effective planning – using creative approaches to develop a stimulus or thematic approach within a focused musical structure.

Foundation Assignment Submission

Music reflection and development 1
Theory and Discussions
Cross-Curricular links between Music and other subjects. Focus on multi-disciplinary approach with IT.
What is creativity in music?
Enabling a creative learning culture in music.
Creativity in music.
Structure of MTP for effective music teaching.inc introduction to 4 stage model of Schulewerke
BCU Key Themes: A,C,D,

- End of course/ECT transition**
- Review of subject knowledge audits/timeline
 - Identify areas for further development
 - Remind ECTs where to access high quality support for continued music development

BCU Key Themes: A C,D, E

Key Reading

- Beach, N., Evans, J. and Spruce, G., n.d. *Making music in the primary school*.
- Daubney, A., n.d. *Teaching primary music*.
- Fautley, M. and Savage, J., n.d. *Lesson planning for effective learning*.
- Ross, M., 1980 *The Arts and Personal Growth*. London: Pergamon
- Swanwick, K., 2003. *Teaching music musically*. London: Routledge.
- Paynter, J. and Mills, J., 2008. *Thinking and making*. New York: Oxford University Press.

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Physical Education subject knowledge audit – ongoing and for use in subject development sessions.

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

EDU7385
Foundation
PE

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – planned activity fits with NC.
- Secure subject knowledge – developmentally appropriate activities planned.
- Plan and Assess Learning – planning PE lessons with effective structure. Assessment of progress.
- Adapted teaching – appropriate modified activity to ensure inclusive approaches and progression.
- Professional behaviours - Reflections on impact of planned activities.

Online lecture: theory

The profile of PE, including own PPE profiles. EYFS and NC frameworks. The educative value of PE, focusing on physical literacy, fundamental movement skills introduction and learning through all domains. Inclusive practice and the STTEP pedagogical model. Safe Practice introduction – expectations and P.I.E model. Lesson structure and planning.
BCU Themes: A,B,C, E, F

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – overview of NCPE.
- Secure subject knowledge of the holistic approach to teaching PE.
- How pupils learn – focus on fundamental movement skill competency progression and physical literacy.
- Adapted teaching model that can be used in planning and delivery to modify activities.
- Understand effective PE lesson structure to aid planning.
- Safe practice knowledge

SBT1
Observe/reflect /teach
Audit
BCU Key Themes: A,B,C,D, E, F

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NCPE. Focus on one area taught in school.
- Secure subject knowledge – skills progressions within focus area.
- How pupils learn – application for behaviours for learning in practice.
- Classroom Practice – Effective assessment for learning – and planning for these within PE.
- Adapted teaching – modify activity during lessons in response to effective AFL.

Physical Education reflection and development 1
Pre-session task – Reflection on PE teaching in school

Curriculum Focus – Dance
Dance in the NC, and subject specific content knowledge, pedagogical approaches and assessment. Using resources to support subject knowledge and planning. Dance development planning from a chosen stimuli.
BCU Key Themes: A,B,C,D

Face to Face - Practical Activity

Lesson structure and sustained activity with a focus on warm ups and how they are used effectively within a spiral curriculum. Fundamental Movement Skills as a focus for activity and learning. Adapting activities using the STTEP model to ensure inclusive practice. Organisation and management of learning in PE.
BCU Key Themes: B,C,D, E,

SBT2
Observe/reflect/teach
Audit
BCU Key Themes: A,B,C,D, E, F

Foundation Assignment Submission

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – connections within learning. Building on prior knowledge.
- Classroom Practice – organisation of activities and effective behaviour management strategies. .
- How pupils learn – fundamental movement skills approach.
- Adapted Teaching – how to organise modified activities.
- Understand effective PE lesson structure to aid planning.

SBT3
Observe/reflect/teach
Audit
BCU Key Themes: A,B,C,D, E, F

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Signpost ECTs to where they can access support for continued PE development (YST and AfPE for example)

BCU Key Themes: A,C,F

Physical Education reflection and development 2

Curriculum Focus – Gymnastics

Gymnastics in the NC. Core principles and key skills for effective teaching of gymnastics. Video analysis of gymnastics lessons. Planning for FMS in gymnastics and progression of movement competencies. Safe practice for using gymnastics equipment and apparatus.
BCU Key Themes: A,B,C,D, E

Key Reading

- AfPE 2020 *Safe Practice in Physical Education and Sport*. Leeds: Coachwise
- Capel and Blair (2019) *Debates in Physical Education*. Routledge
- Doherty and Brennan 2014 *Physical education 5 – 11; A Guide for Teachers*. London: Routledge
- Griggs (2012) *An Introduction to Primary Physical Education*. Routledge
- Griggs (2018) *Understanding Primary Physical Education*. Routledge

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

Religious Education subject knowledge audit – ongoing and for use in subject development sessions.

Learning Outcomes:

1. Apply a systematic understanding and knowledge of the relevant subjects in EYFS and Key Stage 1 or Key Stage 1 and Key Stage 2.
2. Critically evaluate pedagogical approaches in relevant subjects/areas of learning.
3. Analyse theoretical perspectives which inform classroom practices.

EDU7385
Foundation
RE

Online lecture: theory

Subject knowledge audits; acronym game, purpose of education; RE and BV; RE and the NC; RE in the school system; Evaluate a Locally Agreed Syllabus; Introduction to Review of RE in England; Current Events in RE; your rationale for RE; my experiences of RE; exploring concerns about teaching RE; aims and importance of RE; justifying learning areas/topics in RE and 'lived RE'; religious literacy.

BCU Key Themes: **B,C,D, F**

Impact on practice:

- High Expectations
- Subject knowledge
- Curriculum knowledge
- Pedagogical knowledge
- Professional behaviours

SBT1
Observe/reflect
/teach
Audit

BCU Key Themes:
A,B,C,D, E, F

Impact on practice:

- Research informed practice
- Pedagogy
- Adaptive Teaching
- Assessment
- Subject knowledge

Face to Face - Practical Activity

Knowing and Understanding by recognising and interpreting symbols; rationalise the use of stories; evaluate subject specific pedagogy [EY] and PARDES; adaptive teaching to meet the strengths and needs of all pupils in RE; identify areas for future professional development.; and RE models from classrooms. Planning- cross-curricular, thematic & discrete; planning models in RE.

BCU Key Themes: **B,C,D, E, F**

Impact on practice:

- Curriculum knowledge
- Pedagogy
- Planning
- Behaviour for learning
- Professional behaviours

Religious Education reflection and development 1

Exploring strategies of using artefacts, places of worship and concepts in RE.

BCU Key Themes: **A,B,C, E, F**

Religious Education reflection and development 2

Subject knowledge self-study resources: RE in EYFS; active learning in RE; 10 Rubbish Ideas for RE; Big Questions and Enquiry Based RE; Sensory Activities; Assessment in RE; Subject Knowledge Development.

BCU Key Themes: **A,B,C,D, E, F**

SBT2
Observe/reflect/teach
Audit

BCU Key Themes: **A,B,C,D, E, F**

Foundation
Assignment
Submission

Impact on practice:

- Curriculum knowledge
- Pedagogy
- High expectations
- Adaptive Teaching
- Planning

SBT3
Observe/reflect/teach
Audit

BCU Key Themes: **A,B,C,D, E, F**

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Signpost ECTs to where they can access support for continued PE development (YST and AfPE for example)

BCU Key Themes: **A,C,F**

Key Reading

- Bandura, A. (1986) *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Castelli, M. and Chater, M. (eds.) *We Need to Talk about Religious Education: Manifestos for the Future of RE*, London: Jessica Kingsley.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK.
- Elton-Chalcraft, S. (2015) (ed.) *Teaching Religious Education Creatively*, Abingdon: Routledge.
- Freathy, G., Freathy, R., Doney, J., Walshe, K. and Teece, G. (2015) *The RE-searchers: A New Approach to Religious Education in Primary Schools*, Exeter: The University of Exeter.
- James, M., and Stern, S. (2019) *Mastering Primary Religious Education*, London: Bloomsbury.
- Larkin, S., Freathy, R., Doney, J., and Freathy, G. (2020) *Metacognition, Worldviews and Religious Education: A Practical Guide for Teachers*, Abingdon: Routledge.
- Mogra, I. (2018) *Jumpstart! RE*, London: Routledge.
- Pett, S. (2015) *Religious Education: The Teacher's Guide*, Birmingham: RE Today Service
- Religious Education Council of England and Wales (REC) (2013) *A Curriculum Framework for Religious Education in England*. London: REC of England and Wales.
- Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20.

School Based Training



These modules provide trainees the opportunity to develop within a professional, safe and supportive community of practice in order to help you to become a confident, creative, collaborative and committed teacher and enable you to demonstrate a working understanding of the BCU Curriculum Key Themes and progress towards, the professional standards that underpin learning and teaching in a primary or early years settings. You will be assessed against the current professional competences for teaching, through a learning, teaching and assessment strategy that describes the stages of development as exploring, establishing and embedding.

BCU ITE

Formative Assessment Tracker

2021 22



EDU7389 – SBT1 Phase 1

EDU7390 – SBT2 Phase 2
SBT3 Phase 3

BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

(CCF – Professional Behaviours) (TS8 and Part 2)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works with clearly focused support using critical enquiry and research informed practice to:</i></p> <p>engage with relevant research and policy relating to subject and pedagogical knowledge</p> <p>reflect on lessons making links to theory and practice explored in taught sessions and observed in school</p> <p>use subject audits to identify areas of current strengths and development</p> <p>use identified resources and reading to support learning in the subject</p> <p>track own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The trainee works confidently under direction using critical enquiry and research informed practice to:</i></p> <p>critically evaluate identified resources and reading to develop subject and pedagogical knowledge</p> <p>reflect critically on practice to identify and discuss links to evidenced based research</p> <p>recognise pedagogical approaches they have adopted which are underpinned by learning theories</p> <p>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result</p> <p>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The trainee demonstrates growing independence using critical enquiry and research informed practice to:</i></p> <p>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning</p> <p>justify these choices in professional discussions with expert colleagues</p> <p>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice</p> <p>critically evaluate reading and research to continue their own professional development</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme B – Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

(CCF – High Expectations; Managing Behaviour) (TS1 and TS7)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>explore and observe how expert colleagues establish effective classroom routines</p> <p>be clear about what good behaviour looks like</p> <p>prepare for common behaviour issues and plan how they will be addressed</p> <p>build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood</p> <p>experience how high expectations are demonstrated through praising pupil engagement and progress made</p> <p>understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils</p> <p>explore policies related to behaviour management and well-being of pupils, and</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines</p> <p><u>demonstrate</u> clear expectations that communicate shared values and support classroom and school culture.</p> <p>proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom</p> <p>role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions</p> <p>discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically</p> <p>maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils</p> <p>engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine</p> <p><u>support</u> pupils to believe that their feelings will be considered and understood.</p> <p>Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically</p> <p>identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances</p> <p>support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives</p> <p>clearly embed a range of effective behaviour management strategies within their professional practice</p>

understand how they are implemented within the classroom	<p>establish high expectations of behaviour using a predictable and secure system of reward and sanction</p> <p>respond quickly to any behaviour or bullying that threatens emotional and/or physical safety</p>	<p>respond with authority to any behaviour or bullying that threatens emotional and/or physical safety</p> <p>consistently use early and least-intrusive interventions as an initial response to low level disruption</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track, have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme C – Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.

(CCF – How Pupils Learn; Curriculum) (TS2 and TS3)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:</i></p> <p>familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice</p> <p>reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject</p> <p>know that taking pupils’ prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils</p> <p>understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils’ development as confident learners</p> <p>understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice</p> <p>actively develop pedagogical content knowledge in relation to key concepts and skills of the subject</p> <p>use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils</p> <p>teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions</p> <p>teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge</p> <p>use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons</p> <p>make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge</p> <p>plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress</p> <p>demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them</p> <p>withdraw scaffolding as pupils’ knowledge builds to ensure apt stretch and challenge</p> <p>teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately</p>

<p>misconceptions whilst maintaining focus on key content</p> <p>know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress</p> <p>know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing</p> <p>familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject</p> <p>Primary trainees:</p> <p>understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing</p> <p>begin to teach phonics following school policy</p> <p>know of the approaches for teaching for conceptual understanding and depth in mathematics</p> <p>begin to teach mathematics, following school policy</p>	<p>teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject</p> <p>Primary trainees:</p> <p>demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing</p> <p>teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress</p> <p>teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils</p>	<p>Primary trainees:</p> <p>to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress</p> <p>effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.

(CCF – Classroom Practice; Adaptive Teaching; Assessment) (TS4 and TS6)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:</i></p> <p>explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented</p> <p>identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning</p> <p>adapt and teach from existing planning to demonstrate the key lesson components in practice</p> <p>begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving</p> <p>observe how expert colleagues adapt lessons during the teaching process based upon formative assessment</p> <p>discuss and analyse 'Assessment For Learning' opportunities with expert colleagues</p> <p>recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues</p> <p>use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:</i></p> <p>plan effective sequences of learning using a range of teaching strategies</p> <p>plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills</p> <p>use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress</p> <p>plan appropriate 'Assessment For Learning' strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective</p> <p>effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress</p> <p>use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:</i></p> <p>plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive</p> <p>comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met</p> <p>uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think</p> <p>expose potential pitfalls/misconceptions and explain how to address them</p> <p>continually adapt the teaching to respond to emerging learning needs</p> <p>fully integrate additional adults into the planning, teaching and assessment process (where applicable)</p> <p>consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress</p> <p>ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform</p>

discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used	use summative assessment to inform planning to ensure progress for all pupils	future planning. The impact of the teaching is evident in progress data and targets can be set
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track, have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).
(CCF - How Pupils Learn, Classroom Practice; Adaptive Teaching) (TS3 and TS5)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:</i></p> <p>understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed</p> <p>begin to understand that pupils' differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching</p> <p>know there is a common misconception that pupils have distinct and identifiable learning styles</p> <p>know pupils with special educational needs or disabilities are likely to require additional or adapted support</p> <p>work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL</p> <p>observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>anticipate pupils' differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning</p> <p>begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils</p> <p>build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils</p> <p>use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively</p> <p>identify pupils who need new content to be broken down further</p> <p>make use of formative assessment to inform adaptive learning to meet the needs of all pupils</p> <p>provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils</p> <p>work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils</p> <p>to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils</p> <p>make consistent use of teaching assistants and other adults in the classroom</p> <p>demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils</p> <p>build in additional practice or remove unnecessary expositions to meet the needs of all pupils.</p>

	appropriately select well-designed resources to promote positive outcomes for all pupils.	effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.
(CCF Professional Behaviours) (TS8 and Part 2)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p>The trainee demonstrates professional behaviour by consistently following placement expectations:</p> <p>understands safeguarding responsibilities as set out in Keeping Children Safe In Education</p> <p>adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications</p> <p>understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession</p> <p>recognises the experience and expertise of university and school staff, acts upon advice</p> <p>The trainee works with clearly focused support to develop:</p> <p>professional relationships with colleagues</p> <p>reflective practice and acting upon expert feedback</p> <p>understanding of professional development as a sustained process over time that will impact positively on pupil outcomes</p>	<p>The trainee confidently demonstrates professional behaviour and works with expert colleagues to:</p> <p>know who to contact with any safeguarding concerns</p> <p>use feedback and discussion with expert colleagues to reflect upon and improve own practice</p> <p>use recent and relevant research evidence to inform professional discussions and to improve own practice</p> <p>develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school</p> <p>understand how relationships with carers and parents can impact on pupils and begin to develop these relationships</p> <p>ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported</p> <p>work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs</p> <p>be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning</p>	<p>The trainee's professional behaviour is consistent and noticeable:</p> <p>collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice</p> <p>reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence</p> <p>seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways</p> <p>understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success</p> <p>plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers</p> <p>collaborates with colleagues, such as SENDCos and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track, have Rapid Improvement Targets been set?		Choose an item.

Contacting the PGCE Course Team

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