

TeachFirst

Primary Handbook

2013-14

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The Primary Programme

Introduction

- 'It is primary teachers who teach children to read, to write, to manipulate
- numbers and to observe, record and question their experiences of the world,
- and who provide them with opportunities to stimulate their imaginations and
- expand their worlds.'

Arthur, J. & Cremin, C. (2010). *Learning to Teach in the Primary School*.

Welcome to the Teach First Primary Programme from the unique partnership of universities contributing to the preparation and teaching of this initial year:

Bath Spa University, Birmingham City University, Canterbury Christ Church University, Institute of Education University of London, Liverpool John Moores University, Sheffield Hallam University, University of Exeter, University of Northumbria, University of Nottingham.

'The message is clear: expect more, teach better, and children will respond.' Robin Alexander (2010). The Teach First primary programme is built around this expectation.

The programme has been planned by colleagues who support primary participants during the summer and throughout the year in partnership with Teach First. It reflects the content that experienced lecturers teach on other programmes, engages with developments in the primary curriculum and ensures flexibility to respond effectively to the needs of the group.

The programme design takes into account the need for participants to be prepared to teach in the most challenging school contexts and equipped to impact the achievement, access and aspirations of pupils in schools experiencing challenging circumstances.

This handbook is a guide to the primary programme, running in conjunction with your Professional School Placement and Teaching Experience Weeks, Professional Development Days and Leadership Development Programme which take place over the academic year 2013/2014.

The programme has been designed to enable you to achieve the Teachers' Standards (2012) necessary for Qualified Teacher Status (QTS). By the end of the Summer Institute you will have participated in the intensive preparation for your initial Teach First school year, building the foundation for your continuing development to teach the whole primary curriculum from 5-11. You will be assessed throughout the year: through classroom observations conducted by your university tutor and by your mentor in school, against the Teachers' Standards and Ofsted Grades for teachers (2012) and also through the assignments which will be assessed at Honours and Masters Level.

You have now taken the first steps to a rewarding and fulfilling career; we look forward to working with you as you embark on this journey.

Overview

This booklet contains all the elements of the Teach First programme including information regarding the learning approaches, content and assessment procedures and how these link to the Teachers' Standards. Recommended readings are included in session outlines, including texts and journals for further reading and research. The handbook should be read in conjunction with the Programme Guide which will provide further detail around specifics of the programme including assignments.

The Summer Institute primary programme aims to introduce participants to the essential skills required to devise and teach imaginative, integrated schemes of work which challenge and extend all pupils across the primary age range. Pedagogical skills are addressed within a framework of theoretical understanding of the processes and debates driving the primary curriculum in schools. It is important to remember that this is a Postgraduate Certificate in Education (PGCE) programme which is accredited with 60 Masters level credits and consequently theoretical perspectives underpin all sessions so that classroom practice is fully informed. If you do not meet the Masters level you will obtain a Postgraduate Certificate in Education (PGCE).

Graduates entering hold a wide range of degree subjects. The entry procedures ensure that candidates have demonstrated an enthusiasm, interest and ability for teaching. The primary programme, (in conjunction with work completed during Professional School Placement and Teaching Experience during the Summer Institute) will prepare Teach First participants to teach the primary curriculum in primary schools in England and Wales. The 5-11 programme covers transition between Key Stages 1, 2 and 3 as well as the Early Years. It also includes an awareness of additional educational needs, Special Educational Needs and Disability (SEND), English as an Additional Language (EAL), assessment and progression. The programme addresses the knowledge, understanding, skills and expertise required of newly qualified teachers (NQTs) in primary schools as stated in the Teachers' Standards.

The training introduces the current key aspects of primary education, with the assumption that participants pursue these through their placement experience and Professional Development Days. These include the essential knowledge, key skills and understanding that children need to develop as they progress through their primary years.

The Summer Institute curriculum has been designed as a foundation experience, upon which participants build during the following years in school. It is a requirement that Teach First participants continue to read theoretical and practical texts, developing their familiarity with current literature, international opportunities and new initiatives, as they progress through the school year. Sessions over the summer offer a range of teaching and learning experiences based on experiential approaches and are aimed at mirroring good primary practice and modelling holistic approaches to learning.

We believe that planning and reflective practice remain at the heart of the professional development of teachers, and the curriculum has been created around the notion of teaching as learning, namely the professional learning of the participant in conjunction with a developing understanding of pupils' learning.

You may expect to work in a variety of ways: group work, individual reflections, seminars, role play and micro-teaching. Interactive sessions reflect the nature of effective primary education with use of drama, creative arts and multimedia resources.

This programme is intensive, demanding and challenging and aims to equip participants with the knowledge and skills needed to be an effective Primary teacher - knowledge and skills which develop through continuing professional development.

The programme has been rigorously planned to ensure participants are as prepared as possible to begin teaching in the autumn term. However, tutors understand that nothing can prepare participants fully for the challenges that lie ahead and continue to support through visits and regular development sessions throughout the year.

The 2022 Impact Goals and the Primary Curriculum

In order to have a significant impact on pupil achievement, access to opportunities, and aspirations, Teach First has identified key areas that require attention. The primary programme will reference these measures at relevant points during the programme. The measures provide a specific focus for what it is that the programme intends to achieve in the short and long term. Implicit within the measures is recognition that success will mean working together at individual, school and system level with a whole constellation of people. They can be articulated as:

- **ACHIEVEMENT**
We want to see pupils from low-income backgrounds achieve at the same level as their wealthier peers throughout their compulsory school careers. To monitor progress towards this, we will track attainment gaps in literacy and numeracy and GCSE results, at the end of primary school and at the end of Year 11 respectively.
- **ASPIRATION / A WELL-ROUNDED EDUCATION**
Teach First believes that a well-rounded education is more than just academic attainment. We therefore want pupils from low-income backgrounds to have the same ability to meet their aspirations for educational success and future plans as their wealthier peers. We also want them to leave compulsory education equipped with the skills and characteristics that will support them to meet those aspirations, whatever they may be.
- **ACCESS**
We want to see pupils from low-income backgrounds accessing the same high-quality education, employment or training following compulsory education as those from wealthier backgrounds. To monitor progress towards this, we will track access to both level 3 apprenticeships and the top 25 selective universities.

Leading Learning: Five Principles for Maximising Impact

The Leading Learning strand of the Leadership Development Programme will introduce you to five principles of effective teaching and leadership. The Leading Learning principles draw upon lessons learnt from past cohorts' experience of setting and pursuing ambitious goals for pupil learning. The principles were also informed by research into effective leadership in other contexts in the UK and abroad. During the two years, you will use these five principles to help you lead your pupils' learning. These principles will also support your wider leadership development and provide you with skills you can transfer to any sector.

Having a Strong Vision

Participants set year-long goals for pupils' achievement in their classrooms.

Sharing the Vision and Collaborating with Others

Participants share their classroom goal with others - clearly articulating the path to success - and collaborating with pupils, colleagues, families to realise the vision.

Creating a Great Environment

Participants create an environment conducive to enabling success and achievement of the vision for pupil learning.

Planning Strategically and Teaching Effectively

Participants plan strategically and thoroughly over the long term towards the vision and teach their plans accordingly.

Being Reflective and Solution Focused

Participants are committed to continuously reflecting on their practice, and to problem solving in order to maximise their impact.

Objectives for the Summer Institute and Year-Long Development

The Summer Institute and year-long development sessions aim:

- To provide participants with an appropriate knowledge and understanding of a range of pedagogies relevant to teaching and learning in the primary school in order to become effective and reflective practitioners
- To enable participants to understand and critically engage with national developments in primary education and to acquaint participants with the requirements, demands and implications of current curriculum guidance in order to inform their professional practice, decisions and judgements
- To enable participants to develop planning skills for effective pupil progression and raise awareness of a range of appropriate teaching and learning resources
- To provide experiences in practical teaching situations
- To foster creativity
- To develop an understanding of teaching in schools in challenging contexts
- To prepare participants to arrive in schools with high aspirations for all pupils and support the development of skills which will make a profound impact on pupil learning
- To develop an understanding of how to build successful relationships centred on learning
- To examine and audit the participants' own subject knowledge and make adequate provision for them to update, amend and demonstrate this over the year
- To relate current knowledge and experiences to the Teachers' Standards and the content outlined by all elements of the programme.
- To build self-sufficiency and a reflex for continuous self-evaluation in participants, directing them to the resources and opportunities that allow them to take control of their own development.

These objectives apply to the three different aspects of the learning journey: the taught sessions during the Summer Institute, both regionally and nationally; the development days during the year; Teaching Experience days, and placement schools.

Subject Knowledge

There is a requirement for Qualified Teacher Status (QTS) that you:

Have a secure knowledge and understanding of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings. (Teachers' Standards Part 1: 3)

The Summer Institute focuses on how learning to teach each subject within the primary school. Subject knowledge in its widest sense relates to the pedagogy of the subject. Therefore, subject knowledge development involves participants learning the content of subjects and examining effective strategies to help children understand, progress and learn throughout the curriculum. This wide interpretation of subject knowledge informs planning, teaching and assessment throughout a teaching career.

There are opportunities to refer to Subject Knowledge Audits - establishing areas for improvement and setting personalised targets to improve each subject knowledge area. Such action planning will then become second nature through the year.

Subject knowledge development is undertaken through independent study as well as with peer support. Elements of pedagogy and philosophy of teaching run as threads throughout the programme.

It is suggested that you use the table of recommended reading below to support the development of your subject knowledge.

Subject	Recommended reading
Mathematics	Haylock, D. (2006). <i>Mathematics Explained for Primary Teachers</i> . London: Sage.
English	Cremin, T. (2009). <i>Teaching English Creatively</i> . London: Routledge.
Science	Roden, J., Ward, H. and Ritchie, H. (2007). <i>Extending Knowledge in Practice: Primary Science</i> . Learning Matters.
Physical Education & Development	Doherty, J. and Brennan, P. (2008). <i>Physical Education and Development 3-11, A Guide for Teachers</i> . Routledge.
Primary Languages	Kirsch, C. (2008). <i>Teaching Foreign Languages in the Primary School</i> . London: Continuum.

We would also recommend the following guide to creativity across the primary curriculum:

- Desailly, J. (2012). *Creativity in the Primary Classroom*. London: Sage.

Teach First Summer Institute Primary Programme 2013

‘Primary teaching is an immensely complicated business. It involves the interplay of so many elements including interpersonal, intellectual, physical, spiritual, even aesthetic dimensions. Neither is it one thing, but it changes in form from hour to hour, lesson to lesson, class to class and year to year.’

Arthur, Cremin and Wray, 2009

The content of the Teach First primary programme allows for the integration of professional and subject studies content. Through scaffolding of the transition from theory to practical application, key content will be taught through the following overarching themes:

- How children learn and develop
- Inclusion, Community and Cultures
- Classroom Culture and Ethos
- Developing evidence-based pedagogy
- Planning, teaching for progression and Assessment.

This integrated approach allows for sessions on pedagogical and professional skills to be quickly and meaningfully contextualised within subject areas. The programme design allows for cutting-edge theory and research to sit alongside outstanding practice throughout.

The themes identified intersect and overlap. Participants are therefore supported in plotting the different components of their development, as part of their reflective journal, and illustrating the intersection between the different areas.

The programme elements have been planned together to prepare you for your first weeks in school. Your own preparation - particularly the School Orientation Experience you arranged and experienced before the Summer Institute - also informs discussion.

The handbook includes guidance about the days you spend in a school during the Regional Summer Institute.

Tutors aim to develop your capacity for reflection and critical thinking so that you can better understand the range of factors that contribute to the participation, engagement and inclusion of all learners.

Essential to the programme is support for your learning journey as a professional. For this reason, there is much emphasis on the consideration of values, goals and aspirations as these relate to your own perspective and to the perspectives of others.

The programme also supports you in understanding links between theory and practice. It encourages you to read the literature with criticality, evaluating it and exploring its meaning for you as a practitioner. Learning theories, theories of behaviour, and the way in which pupils’ sense of identity and community relate to their progress through school are all explored. We hope you enjoy and find valuable all aspects of the Teach First Summer Institute Programme.

Introduction to the Primary Programme

As a primary teacher you teach a range of basic and complex skills; skills which are the foundation of the learning pupils do throughout their lives. The programme prepares you for teaching concepts in a range of subjects as well as focusing on a variety of skills that children need. Teaching is a profession with a code of conduct which you need to understand in order to succeed and be fully recognised in the profession. In September when you join the staff of your placement school, you need to be prepared to adopt a wide professional role with a range of associated responsibilities.

The Teach First programme prepares you to become effective in a range of different roles including the distinctive pastoral and academic roles of the profession. You become a specialist in learning who can translate your subject knowledge for the needs of young learners, some of whom find learning challenging. You also need to adapt to working as a member of a wider school team: both the teaching team and the support staff who provide valuable assistance and have a well-developed knowledge of both the school and the wider catchment community.

Classrooms are unpredictable spaces which can be exciting, energetic and possibly even frightening to those learning to read the environment. They are always full of opportunities for creativity and growth but making learning happen and flourish can be a challenging task. Learning is a delicate process and the needs of learners are diverse and complex.

You spend parts of Weeks 2 and 3 of the Summer Institute in schools. The time will help you to gain insight into the interactions between teachers and pupils and to understand what is happening in the lessons you observe. You need to be able to identify through observation, reflection and analysis, how respectful and productive relationships between teacher and learner and between learner and learner are created. You also need to understand how these relationships are the result, not just of the quality of the individual teacher's practice, but of the consistency of the wider school ethos and organisation.

The needs of all learners are met through the collaboration of everyone who works in a school. Recognising and drawing on the different kinds of expertise and responsibilities held by other members of staff are vital to the success of your practice. You will be part of a large community which includes a number of non-teaching, associate staff. The Professional Mentor has special responsibility for supporting your professional development. With the mentor's guidance, you are also able to draw on the expertise of many members of staff in different ways: including through informal conversation, year group and whole school meetings and development sessions, collaborative teaching, and formal observation of colleagues at different levels of experience.

As a Teach First participant, you need to think about what you yourself can bring - your ideas, attitudes and values - both to the Summer Institute Programme and to the school in which you teach. You need to think about how these ideas, attitudes and values interact with, shift, radically alter, and affect others in the light of your teaching practice. This is called being a *reflective practitioner*. One of the overall aims of the Summer Institute is to enable you to become an effective reflective practitioner. Your success as a teacher depends to a considerable extent on the quality of your reflection as a learner, and ability to adapt your practice to make a greater impact on the learning of your pupils as a consequence.

The programme helps you to:

- Develop knowledge and understanding of the school curriculum. As a Teach

First participant you need to think about curriculum planning for all the primary subjects and their relationship with the whole curriculum. The curriculum can mean different things to different people but it usually covers some or all of the following: what is taught in lessons, messages sent about values through formal and informal school hierarchies, the equality of relationships, how learning is organised, how pupils are organised, what happens in the playground, through curriculum enrichment activities and through the extended school after official hours and at weekends. The Professional Studies elements of the programme help you to address the 'hidden' curriculum which supports the effective socialisation of pupils.

- Engage in informed reflection and debate on how the curriculum can be adapted to best prepare all young people for adult life in the twenty-first century. The National Curriculum and its related guidance set out the statutory and the non-statutory requirements for both specific subject and whole-school policy and practice. This reflects both explicitly and implicitly the national aims of education within wider society.
- Understand that curriculum planning involves thinking about the diverse range of needs amongst learners and about the range of strategies which enable different learners to make progress. This is what is meant by an *inclusive curriculum* or *inclusion*. This recognises and respects the differences between pupils and places an expectation on schools to plan and provide pathways to meet the personalised needs of all the pupils. This might involve planning a range of activities with the same or related learning objectives or matching different resources to different learners. It might mean introducing alternative curricula, including for gifted and talented pupils, providing additional learning support, and support to pupils for whom English is not their only language.
- Appreciate that differences - whether of gender, culture, ethnicity, social class, physical impairment or additional educational needs - exist in all schools. Some schools also include children of parents who are long term unemployed, refugees, asylum seekers, migrants and many for whom English is an additional language (EAL). These differences are a great source of cultural richness for school communities, particularly in the areas in which the Teach First programme operates. Planning provision for learners with such diverse backgrounds can be challenging. Schools work in partnership with a wide range of different agencies and community groups to help meet the needs of their learners. Some schools are now formally recognised as 'Extended' schools and are working with other agencies within the community to reduce exclusion and increase wider levels of commitment to education across the community.

Effective teaching involves an understanding of practices beyond that of subject specialist. The professional element of this programme is intrinsic to your professional development as a teacher.

One underpinning theme is Inclusion. During the Summer Institute there are sessions where themes of identity and diversity are interwoven with the core elements so that you will develop understanding in terms of your own teaching context. This context can include: understanding the differences between your own perceptions and your placement schools'; working with parents and carers; behaviour expectations and classroom culture; and developing a professional identity. The underlying rationale is to allow you to develop and reflect on your understanding of yourself, your pupils, the school and its community. The sessions are intended to foster insights, reflection and productive dialogue in order to prepare you better during the Summer Institute for your future role within schools.

Teaching Model

Teach First primary sessions aim to equip you for work in your primary school in September and also to enable you to begin to develop a personal philosophy of teaching and learning. They are also designed to support your progression into future leaders full of energy, purpose and resilience, with an urgent desire to close the achievement gap in primary classrooms.

Sessions have a rhythm that is firmly embedded in constructivist theories of learning. Through modelling of outstanding primary practice, we start from your experience as a participant and actively engage you in constructing your own meanings about education, the curriculum, teaching and learning.

This means that you will:

- share experiences
- take part in discussions informed by reading
- engage with your Tutors' professional input or other resources, e.g. video
- take part in group tasks
- respond to questions which are intended to challenge assumptions and deepen understanding
- make group presentations
- give and receive feedback with your peers
- keep a Journal in which you summarise your learning and the action you are going to take to develop your understanding further.

By taking this approach you practise the essential teaching skills of:

- effective verbal and non-verbal communication
- self-evaluation
- peer review
- assessment for learning
- accepting and acting on advice
- reflecting on practice.

Integration of Theory and Practice

By reflecting on the underpinning principle or theory behind the method of teaching and learning you adopt, it can then become applicable to different situations. It is important to understand some educational theory and to use it in practice so that the theory can inform the development of your practice from the outset as you acquire a genuine classroom craft which is comfortable for you and expresses your own educational philosophy.

You will realise from observing teachers and pupils in school that each teacher will teach the same curriculum in their own unique style and no two groups of pupils are the same. The chemistry of groups always varies. In a similar way, each primary group is different and each Primary Tutor uses their own methods, expertise and ideas during the sessions. At times this may mean that your Tutor uses different resources or activities, but it is important to remember that all groups cover the same key areas to achieve the intended learning outcomes. Articles and resources which are available but not expressly used by your tutor may be useful for future reference, and assignment writing.

Maximising the value from Primary Sessions

From the outset, you should be willing to engage with a variety of approaches to learning and to make explicit links between prepared reading, the School Observation Experience and the content of the session.

You are required to take an active role in all sessions, including working collaboratively to develop presentations as well as contributing as an individual.

Using the Journal, you will engage in reflective writing throughout the Summer Institute.

You use a range of verbal and non-verbal communication techniques during presentations to improve your effective classroom practice.

You should demonstrate the ability to give and receive feedback on your performance in a professional manner.

In developing the guidelines for effective teaching and classroom management and developing secure boundaries and high expectations for appropriate behaviour from both the tutor and the learner, you are able to articulate the principles on which these guidelines are based.

In responding to case-study and video materials, you should maintain a professional manner, respecting other professionals and demonstrating a commitment to the needs of all learners in your group in line with our professional code.

You will identify targets for your future professional development during and after the Summer Institute with a programme of activities to support you further.

Opportunities to develop professional practice

Participant Preparation Work

In advance of beginning on the programme you will have undertaken the Participant Preparation Work which will include one week of observation in a school to support you to complete modules on:

- Pupils at the Centre
- Becoming an effective teacher
- Having a strong vision
- Leadership in the classroom
- Strengthening Communities.

Although the Participant Preparation Work is not formally assessed, it is integral to your year-long development programme as it is a reflective tool which is referred to during your Summer Institute sessions and your work with your mentor in school.

Summer Institute: Teaching Experience Days

These days are intended to contribute to your developing knowledge about learning and teaching. The purpose is to contribute to the development of your professional values and practice. The days are intended to build on observations carried out in your School Orientation Experience.

The Learning Objectives for Teaching Experience days are:

- To allow participants to learn more about how pupils work as individuals, as groups and especially as learners
- To allow participants the opportunity to experiment with the planning, teaching and reflection particularly in English and Mathematics
- To gather ideas on innovative practice in schools
- To gather evidence to use in Written Assignments 1 and 2.

Summer Institute: Placement School Days

These days are an opportunity to begin to get to know your mentors and the other members of your year group, to start to build relationships with other key members of the school staff and to familiarise yourself with your school's structures and procedures. Please remember that Placement School Days are taking place near to the end of term, and that teachers will have a lot of work to do to bring the term to a successful close. You may be able to spend time finding things out for yourself, for example, by reading policy documents or exploring resources, and this will be a profitable use of your time in school.

These days are intended to enable you to collect essential information, where available, including timetables, schemes of work and resources you will need in order

to prepare for work in school in September.

The overall aims of the Teach First Placement School Days are to enable you to:

- have useful meetings with your Professional Mentor (the person with overall responsibility for your work in school) and Subject Coordinators to find out in as much detail as possible what will be expected of you in September, and if/ when it is appropriate to contact staff over the summer
- collect information to enable you to prepare to teach in September
- have meetings with other key members of the teaching and support staff with whom you will be working over the year
- begin to become familiar with the normal routines and content of the school day, the school week, the timetable, the curriculum and school policies
- learn about the organisation of classrooms, teaching and learning and assessment strategies employed in lessons in a range of subjects in your school across different age groups
- become aware of the ethos of the school and the ways in which the pupils' spiritual, moral, social and cultural development is enhanced in lessons and in other school activity
- gather information to assist you in the completion of your written assignments.

Placement School and the Community

You are also asked to consider the school within its context of community. The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion and, from 2010, to provide access to a core offer of extended services.

Schools' contribution to community cohesion covers three areas:

- Teaching, learning and the curriculum - helping children and young people learn to understand others and value diversity; promoting awareness of human rights and encouraging participation and responsible action, for example, through the new 'identity and diversity; living together in the UK' strand within citizenship education
- Equity and excellence - removing barriers to participation in learning to narrow the attainment gap between different groups; cohesion is greatest when all share in success
- Engagement and ethos - creating opportunities for children, young people and their families to take part in activities and build relationships with people from different backgrounds, including by building links with other schools and community groups locally and further afield.

The term 'community' operates at a number of different levels:

- The immediate school community, including pupils, parents/carers/families, school staff, governors and members of the local community who make use of school facilities
- The local neighbourhood, town and/or local authority area and the people who live and work there, including other local schools
- The UK as a whole
- The global community.

Schools may also have formed their own unique communities, for example, through offering extended services to local people or establishing links and creating clusters with other schools.

In your Placement School Days you are asked to look at Community, and specifically the first two bullet points in the list above. This will form the basis of discussions with your tutor, and whilst you are in your placement school you need to consider both the context of the immediate school community and the local neighbourhood. The following prompts will support this:

- School: type and category, number on roll and capacity, state of buildings and other appropriate contextualisation
- Location: local community within which the school is situated. Useful data may include infant schools and secondary provision within the area
- Profile of Intake: useful data may include diversity, special needs including specific learning difficulties and emotional and behavioural needs, pupils for whom English is an additional language, free school meals. Also, performance indicators and standards including teaching and learning standards on intake and at key points considered against local authority and national averages, absenteeism, exclusions
- Ethos of the school: including personal development and well-being of pupils
- Staffing: structure within the school, how staff are clustered
- Other agencies: consider the range of other agencies that support pupils both within school and within the local community of the school.

The following aspects need to be considered:

- The creation of a school ethos that supports equality of opportunity
- The promotion of strong and supportive relationships with and between pupils, parents and staff, local people and partner organisations
- How the school actively works to tackle barriers - such as social and economic disadvantage or ethnicity - that could stand in the way of pupils' achievement
- How the school curriculum celebrates diversity, promotes tolerance and builds resilience
- How the school reaches out to the community by involving parents in the life of the school and bringing community groups into the school
- How the school workforce and governing body reflect the diversity of the community.

The examples you may find at the school could include: opening sports facilities to local groups and services in the evenings, weekends and holidays; providing space for parents' groups, adult education courses and language classes; linking pupils with local neighbourhood partnerships; and raising pupils' awareness through projects on local history and culture.

The following references may support your developing understanding of community cohesion:

1. Our Shared Future (2007) by the Commission on Integration and Cohesion:
<http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=18&file=PDFversion>
2. Promoting Community Cohesion: the role of extended services (2010):
<http://resources.cohesioninstitute.org.uk/Publications/Documents/Document/DownloadDocumentsFile.aspx?recordId=167&file=PDFversion>

Remember to display sensitivity when exploring in all elements of this work. Teachers are busy and therefore their time needs to be respected. Be aware of monitoring your own personal attitudes to the professional environment and context.

Summer Institute

Session Overview

	Session Theme
Week One	<ul style="list-style-type: none"> • Induction • Contextual lecture • Aims of primary education • Professional identity • Safeguarding, teachers and the law • Observing teaching and learning • Introduction to the teaching of reading
Week Two	<ul style="list-style-type: none"> • Observation and teaching English in partnership schools • Preparation for placement school and WA1 • Placement School visits
Week Three	<ul style="list-style-type: none"> • Observation and teaching Mathematics in partnership schools • Schools as communities • Working with parents/cares • Tutorials in preparation for WA1 • Working with the wider curriculum
Week Four	<ul style="list-style-type: none"> • Data and assignment planning • Learning Theories • Self concept and emotional literacy • Inclusion • Teaching and Learning through History • Teaching and Learning through Geography

Week Five	<ul style="list-style-type: none">• Language conference• Primary Science• Learning outside the classroom in Coombe Park (waterproof clothing and footwear required)• Carousel of foundation subjects: Art and Design, Design and Technology, Music, PE, PSHE, ICT
Week Six	<ul style="list-style-type: none">• WA4 Presentations• Intercohort events• Carousel of foundation subjects: Art and Design, Design and Technology, Music, RE, PSHE, ICT• Primary Mathematics• Family Links• PE-appropriate clothing required• Associate Tutor led workshops on a range of themes

Session Details and Themes

The Aims and Values of Primary Education	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • The purposes of primary education; • How do the purposes affect the curriculum we offer; • What is good teaching and learning for this curriculum; • Why economic and social disadvantage can make it harder to access the curriculum.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Understand some national, global, local and personal factors that affect the goals of primary education and the curriculum; • Realise that good teaching and learning is framed by its aims and is not absolute; • Recognise the tensions between competition and social justice; • Recognise some of the barriers to curriculum access for children in disadvantaged circumstances.
Core Reading	<p>Participants should read the overview briefing and the four briefing documents at: http://www.primaryreview.org.uk/publications/synoptic_briefings.php</p>
Detailed Session Information	<ul style="list-style-type: none"> • Drawing on the reading and participants' personal experiences of primary schools so far the session will explore the way primary education serves the aims of the individual, the education establishment the society, the economy and globalization. • Participants will discuss the implications for curriculum and match these aims with a number of curriculum models. • Participants will reflect on their responses to the Aims and Values of Primary Education in their initial Subject Knowledge Audit and consider how their responses have changed in the light of today's session.
Additional resources	<p>Alexander, R. <i>et al.</i> (2009). <i>Children, their world, their education</i>. The final report of the The Cambridge Primary Review http://www.primaryreview.org.uk/downloads/revise_2011-02/FINAL_REPORT_BRIEFING_REVISED_2_11.pdf</p> <p>Rose, J. (2009). <i>Independent review of the primary curriculum</i>. DES https://www.education.gov.uk/publications/standard/AbouttheDepartment/Page3/DCSF-00499-2009</p>
Links to Teachers' Standards	<p>Part 1: 1 Part 2</p>

Understanding professional identity and the professional role of a teacher	
Objectives	<ul style="list-style-type: none"> To reflect upon what professional identity means on a personal level; To reflect on the professional role of the teacher; To consider the diversity encompassed within the term 'challenging circumstances'.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> have considered the breadth of the role of the primary teacher; have begun to reflect on their learning journey; understand the importance of reflection for continuing professional development.
Core Reading	Arthur, J. and Cremin, T. (2010). <i>Learning to Teach in the Primary School</i> . London: Routledge. Chapters 1 and 8.1.
Detailed Session Information	<p>Introduction to the Journal - Structure, Year-Long reflections, Appendices</p> <ul style="list-style-type: none"> Lecturer shares personal journey Consider decisions made that have led to my being here today Participants reflect and share on their journeys Explore Teach First mission and the nature of challenging circumstances.
Additional resources	
Links to Teachers' Standards	<p>Part 1: 1, 2, 8</p> <p>Part 2</p>

Classroom culture and ethos	
Objectives	<ul style="list-style-type: none"> To consider what factors contribute to a positive classroom culture To understand what children bring to the classroom from their home lives; To understand the teacher's role in creating a positive classroom culture.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> Have an initial understanding of how rituals and classroom organisation can impact on learning; Begin to consider how their attitudes and experiences impact on their teaching and their pupils; Have considered the importance of valuing children's out of school experiences.
Core Reading	<p>Arthur, J. and Cremin, T. (2010). Learning to Teach in the Primary School. Abingdon: Routledge. (2nd Edition). Chapter 3.5.</p> <p>Jay, M. (2003). 'Critical Race Theory, Multicultural Education and the Hidden Curriculum of hegemony.' <i>Multicultural Perspectives</i>, 5:4.</p> <p>Ukpokodu, O. (2003). 'Teaching Multicultural Education from a Critical Perspective: Challenges and Dilemmas'. <i>Multicultural Perspectives</i>, 5:4.</p>
Detailed Session Information	<p>The session will firstly consider the constructed environment of the classroom and explore how displays and grouping impact on classroom culture and learning. Then the hidden curriculum, and the impact of language and media in creating culture within schools will be explored. A range of challenging scenarios will be used.</p>
Additional resources	
Links to Teachers' Standards	Part 1: S 7

<h2>Creating a positive classroom culture</h2>	
Objectives	To develop strategies for creating a positive classroom culture.
Learning Outcomes	By the end of this session you will: <ul style="list-style-type: none"> • know a range of ideas for organising classroom layout to maximise learning; • be able to use a range of strategies for developing a positive classroom culture.
Core Reading	<p><i>Positive Behaviour and the Learning Environment - Primary National Strategy</i> (2005). http://wsassets.s3.amazonaws.com/ws/nso/pdf/63b70fb937e975985a3a57de34f86d7e.pdf Accessed 7.3.13</p> <p>Chaplain, R. (2010). 'Managing Classroom Behaviour' in Arthur, J. and Cremin, T. <i>Learning to Teach in the Primary School</i>. 2nd edn. Abingdon: Routledge. (Chapter 3.4).</p>
Detailed Session Information	<p>This will include considering:</p> <ul style="list-style-type: none"> • organising classroom layout • creative displays and working walls • establishing a positive classroom culture • positive praise (praise for being/praise for doing) in the nurturing classroom • enhancing emotional literacy • whole-class reward systems • pupil-led learning • accessing learning for all.
Additional resources	<p>http://www.familylinks.org.uk/nurturing-programme/index.html Accessed 7.3.13</p> <p>Mosely, J. (2009). <i>101 Games For Self-Esteem</i>. LDA.</p> <p>Ashbridge, A. and Josephidou, J. (2012). 'Classroom Organisation and the Learning Environment' in Cooper, H. <i>Professional Studies in Primary Education</i>. London: Sage. Chapter 4.</p> <p>Papatheodorou, T. (2011). 'Creating a Positive Learning and Behaviour Environment' in Moyles, J., Georgeson, J. and Payler, J. <i>Beginning Teaching: Beginning Learning In Early Years and Primary Education</i>. 4th edn. Maidenhead: Open University Press. Chapter 8.</p> <p>Watkins, C., Carnell, E. and Lodge, C. (2007). <i>Effective Learning in Classrooms</i>. London: Paul Chapman. Chapter 3.</p> <p>http://www.teachingexpertise.com/topic/classroom-management Accessed 7.3.13</p>

	Smidt, S. (2010). 'Child Development' in Arthur, J. and Cremin, T. <i>Learning to Teach in the Primary School</i> . 2 nd edn. Abingdon: Routledge. Chapter 2.1.
Links to Teachers' Standards	S1, S2, S4, S5, S6, S7, Part 2.

<h2>Safeguarding, teachers and the Law</h2>	
Objectives	<ul style="list-style-type: none"> • To develop understanding of the statutory duties of teachers; • To consider the prevalence and impact of child abuse; • To develop understanding of the risks to children posed by technology; • To develop understanding of the need for e-safety strategies; • To reflect on their personal knowledge in order to identify priorities for their professional development; • To develop proactive personal and professional attitudes and values towards safeguarding children; • To develop personal attributes of sensitivity and empathy toward those children at risk of abuse/grooming.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Know the statutory duties of teachers and those duties specific to child protection; • Have greater knowledge and understanding of the prevalence and impact of child abuse; • Have greater knowledge and understanding of the risks to children posed by technology and the importance of e-safety; • Know how to seek help and support for themselves in order to effectively support children.
Core Reading	<p>Teachers TV - Spotting Signs of Abuse and Neglect in Primary http://www.teachersmedia.co.uk/videos/spotting-signs-of-abuse-and-neglect-in-primary</p> <p>NSPCC - Defining child abuse http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/defining/definingchildabuse_wda60692.html</p> <p>NUT - Education, The Law and You http://www.nut.org.uk/node/11934</p>
Detailed Session Information	<p>This session will address the statutory duties of teachers, especially in relation to child protection and e-safety. Participants will begin to understand their legal responsibilities to children; what actions must be taken when children make disclosures; how children are vulnerable online to perpetrators of abuse and the purpose of schools' child protection policy.</p>
Additional resources	<p>Presentation/web page: <i>Teaching and the Law Safer Children in a Digital World: Executive Summary</i> http://www.nen.gov.uk/esafety/43/the-byron-review-summary.html</p> <p>Childnet International http://www.childnet-int.org/</p>
Links to Teachers' Standards	<p>Part 2</p>

Observing teaching and learning	
Objectives	<ul style="list-style-type: none"> • To develop understanding of the features of successful teaching; • To consider the ways in which learners learn; • To investigate how observation may be used to identify learning and inform next steps; • Begin to acquire a range of strategies for assessment; • Have high expectations of children to achieve full educational potential.
Learning Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Be able to identify the use of Hay McBer's aspects of a successful teacher; • Understand strategies for observing and assessing learning.
Core Reading	<p>http://www.belb.org.uk/Downloads/i_ipd_hay_mcber_measures_of_teacher_effectiveness.pdf - essential details from the Hay McBer report</p> <p>http://www.education.gov.uk/publications/eOrderingDownload/RR216.pdf - the Hay McBer report</p>
Detailed Session Information	<p>This session will consider how to observe and measure teacher effectiveness and how good teaching is linked to good learning. It will then consider how to make best use of observation time in school.</p>
Additional resources	<p>http://www.thinkingeducation.co.uk/p4c.htm follow the link to 'Questions for Good Thinking' which gives a list of helpful questions</p> <p>http://www.thecommunicationtrust.org.uk/resources/resources/hello-campaign-resources/all-together-now.aspx A website for the campaign to make communication a priority in homes and schools - Link 2 is to 'Why Communication is Important'</p> <p>http://www.lookingforlearning.co.uk/view_resource.php?resourceid=357 A short report on 'Looking for Learning'</p>
Links to Teachers' Standards	<p>Part 1</p>

Planning a 15-minute lesson	
Objectives	<ul style="list-style-type: none"> • To be able to identify the key elements of an effective primary lesson; • To be able to use the National Curriculum to identify appropriate learning objectives; • To plan a 15-minute lesson.
Learning Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Be able to identify the key elements of an effective lesson; • Know how to use the NC to identify appropriate learning objectives; • Have planned a 15-minute lesson around one simple objective; • Know how to sequence activities in order to plan for progression.
Core Reading	
Detailed Session Information	<p>This session will introduce participants to lesson planning. The tutor will model effective practice and participants will experience and reflect on a lesson from the perspectives of both the learner and teacher.</p> <p>Participants will have opportunities to practise strategies and skills for teaching. Participants will use peer- and self-assessment to identify strengths and areas for development. This will be developed in the following session.</p>
Additional Resources	
Links to Teachers' Standards	Part 1: 2, 4

Micro teaching	
Objectives	<ul style="list-style-type: none"> • To practice teaching a 15-minute lesson; • To begin to develop an understanding of effective pedagogy; • To use self- and peer-assessment to evaluate their practice and to identify priorities for professional development • To explore how to establish: <ul style="list-style-type: none"> ➢ ‘Presence’ as a new teacher; ➢ Routines for gaining attention, transitions and moving around a space; ➢ Developing use of voice.
Learning Outcomes	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • Begun to identify their own and their peers’ strengths and areas for development; • Begun to implement planning and delivery practice.
Core Reading	
Detailed Session Information	<p>In this practical session participants will practise teaching the 15-minute lesson planned in the previous session.</p> <p>In addition to developing their use of effective pedagogy, participants will develop a range of skills relevant to teaching across the curriculum including establishing classroom presence, routines for gaining attention, and transitions and moving around a space. This will also be an opportunity to implement learning from sessions on planning, behaviour management and creating a positive classroom culture. Participants will also explore how to use their voice effectively.</p>
Additional Resources	
Links to Teachers’ Standards	Part 1: 2, 3 ,4, 7

Introduction to English at Key Stage 1 and Key Stage 2	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> the characteristics of spoken language; the key skills involved in being an effective speaker and listener; the strategies and environment necessary for developing the key skills of talk in learning; the links between speaking and listening strategies and writing; the principles and practices of Talk for writing; and how to begin to explore how the approaches exemplified might support children's writing development.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> understand the characteristics of spoken language; know and be able to use a range of practical strategies to develop children's skills and competencies as speakers and listeners; understand how to begin to develop an effective learning environment to promote speaking and listening; have given greater consideration to the integration of speaking and listening opportunities across the curriculum in developing writing; know and be able to utilise 'Talk for Writing' strategies in planning and teaching; and consider the role of assessment of children's speaking and listening skills and its impact on planning.
Core Reading	<ul style="list-style-type: none"> Department for Education (1999). <i>The National Curriculum: Handbook for Primary Teachers in England</i>. London: DfE. Primary National Strategy (2006). <i>The Primary Framework for Literacy and Mathematics</i>. London: DfES 02011-2006BOK-EN. Primary National Strategy (2003). <i>Speaking, Listening, Learning: Working with children in Key Stages 1 & 2</i>. London: DfES 0624-2003. Primary National Strategy (2008). <i>Teaching Effective Vocabulary</i>. London: DfES 00376-2008BKT-EN. Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge. Department for Education (2013). <i>Draft National Curriculum: English Programmes of Study for Key Stages 1-2</i>. Available from: http://media.education.gov.uk/assets/files/pdf/e/english%20-%20key%20stages%201%20and%202%2004-02-13.pdf
Detailed Session Information	<p>Part 1 - Talk for Learning: Theory</p> <ul style="list-style-type: none"> Introduction to the National Curriculum for English alongside the new draft National Curriculum for consideration Consider progression in En1 (speaking and listening) Introduction to the National Literacy Strategy (strands/objectives) Consider the importance of talk with reference to its role within the four language modes for learning

	<ul style="list-style-type: none"> • Introduction to the National Strategy 'Phase Model for Planning' • Focus upon how speaking, listening, group discussion/interaction and drama techniques can support children's learning • Examine <i>Speaking, Listening Learning: Working with Children in Key Stages 1 & 2</i> and discuss the possibilities it presents • Consider what makes an effective learning environment in order to promote speaking, listening and learning skills • Conclude the session by returning to the National Curriculum levels for speaking and listening - En1, to consider progression and assessment of these skills. <p>Part 2 - Talk for Learning: Practice</p> <ul style="list-style-type: none"> • Introduction to the importance of 'Talk for Writing' with consideration and development of what makes a 'Good Writer' throughout the writing process • Examine what 'Talk for Writing' looks like by modelling effective practice through; 'Book Talk', 'Writer Talk', 'Reading as a Writer', 'Storytelling and Story-making' and various word and language games • Consider 'Talk for Writing' and <i>Speaking, Listening, Learning: Working with Children in Key Stages 1 & 2</i> in the context of the 'Phase Model of Planning' from the National Literacy Strategy and/or National Curriculum. Move on by utilising a real text as a stimulus and examine planning for a literacy unit of work emphasising the development of talk for learning.
Additional Resources	N/A
Links to Standards	Part 1:1, 2, 3, 4, 5

Introducing Early Reading and the ‘Simple View of Reading’	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> the implications of the teaching of early reading; the ‘Simple’ model of reading; developing strategies to build confidence in the teaching of early reading; and the best methods of teaching early reading.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> understand the importance of effective teaching of early reading and pre-reading skills; have an awareness of the models and strategies recommended for the teaching of reading; have developed greater confidence and understanding in the application of strategies to teach early reading; and have been introduced to systematic synthetic phonics and its place as the prime approach to the teaching of early reading.
Core Reading	<ul style="list-style-type: none"> Department for Education (2006). ‘The Independent Review of Early Reading (Rose Review)’, available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf Department for Education (2012), ‘The Core Criteria for assuring High Quality Phonic work’, available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonics-work Ofsted, (2010) <i>Reading by six: How the best schools do it</i>. Manchester: Ofsted. Dombey, H. <i>et al.</i> (2010). <i>Teaching Reading: What the evidence says</i>. Leicester: UKLA. Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge.
Detailed Session Information	<p>Introductory institution-based session which introduces the importance of early reading and the Simple View of Reading (SVoR)</p> <ul style="list-style-type: none"> Introduction to learning to read and learning to read English, including the complicated language structure and the place of reading within the four interrelated modes of language Focus upon the models and strategies utilised to support the development of readers, drawing attention to phonics as the prime approach Introduction to the SVoR and its place in the current recommended approaches to teaching reading Consider the two interrelated axes from the SVoR of word recognition, as a time-limited skill and language comprehension as life-long learning. Consider the patterns of ‘poor’ readers Consider reading comprehension as a combination of the two skills and that neither is sufficient on their own.

	<ul style="list-style-type: none">• Introduce the Independent Review of Early Reading (The Rose Review) and consider the findings/summary/recommendations from the review• Introduce the concept of Systematic Synthetic Phonics as the recommended method in the teaching of early reading• Conclude the session by reflecting upon observation/video of children reading, drawing attention to the various strategies being employed at KS1/KS2 and introduce the observational formats for the following week's session.
Additional Resources	N/A
Links to Standards	Part 1:1, 2, 3, 4, 5

Initial Observations of the Teaching of Reading	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • the implications of teaching of early reading; • developing strategies to build confidence in the teaching of early reading; • the best methods of teaching reading; and • the application of theory into practice.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> • reflect upon how theory into the teaching of reading impacts upon practice; • the strengths and limitations of the strategies utilised to teach reading; • consider the variation in approaches to readers of differing abilities; and • be developing greater understanding and confidence in the provision of the teaching of reading.
Core Reading	<ul style="list-style-type: none"> • Department for Education (2006). 'The Independent Review of Early Reading (Rose Review)', available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf • Department for Education (2012). 'The Core Criteria for assuring High Quality Phonic work', available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonics-work • Ofsted, (2010) <i>Reading by six: How the best schools do it</i>. Manchester: Ofsted. • Dombey, H. et al. (2010). <i>Teaching Reading: What the evidence says</i>. Leicester: UKLA. • Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge .
Detailed Session Information	<p>Observation of the teaching of reading in a partnership school identified by Teach First partner institutions:</p> <ul style="list-style-type: none"> • Participants observe the teaching of literacy in the partnership school utilising a reflective pro-forma • Participants spend the first half of the morning session observing firstly phonics and then the literacy lesson in KS1 • Reflections should focus upon the structure of the lesson as well as the strategies used to support the teaching of reading both in the phonics session, but also how these are applied in the main lesson • Participants spend the second half of the morning observing the literacy provision in KS2 - ideally this will include a reading focus or reading guided group as part of the session • Reflections should again focus upon the structure of the lesson as well the strategies used to support the teaching of reading with both the whole class and with the guided group. How does the teacher model reading for the children? • Participants to complete their reflections using the supporting pro-

	formas for lesson observation.
Additional Resources	Standard Lesson Observation Form
Links to Standards	Part 1: 1, 2, 3, 4, 5, 6, 7

<h2>Systematic Synthetic Phonics</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> the significance of phonics in early reading development and to be introduced to materials to support this process; the requirements of the core criteria for High Quality Phonics; and secure an understanding of the key principles of teaching phonics and its implications in planning.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> have a greater understanding of the English alphabetic code; consider how to work with children to blend for reading and segment for spelling; be aware of the key requirements for ensuring the successful teaching of early reading through systematic synthetic phonics; and organise and plan for systematic phonic lessons to KS1 and KS2 children.
Core Reading	<ul style="list-style-type: none"> Department for Education (2006). 'The Independent Review of Early Reading (Rose Review)', available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf Department for Education (2012). 'The Core Criteria for assuring High Quality Phonic work', available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonic-work Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN. Department for Education (2012). 'The Importance of Phonics: Securing Confident Readers', available from: https://www.education.gov.uk/publications/eOrderingDownload/DFE-00155-2011B.pdf Waugh, D. & Jolliffe, W. (2012). <i>Teaching Systematic Synthetic Phonics in Primary Schools</i>. Learning Matters. Arthur, J., Grainger T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge.
Detailed Session Information	<p>Afternoon professional development session focusing upon key subject knowledge for the effective teaching of systematic synthetic phonics:</p> <ul style="list-style-type: none"> Return to the concept of Systematic Synthetic Phonics as the recommended method in the teaching of early reading and review the model of the SVoR Focus upon the word recognition continuum and the importance of developing the following: phonological awareness, systematic synthetic phonics, enunciation, blending, segmenting through an application of the 'Core Criteria for High Quality Phonics' - introducing the key terminology <p>http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonic-work and incorporating an appropriate teaching sequence for this</p>

	<ul style="list-style-type: none"> • Consider the make-up of the English alphabetic code and the importance of securing accurate phoneme discrimination through identification and enunciation of GPCs. • Consider and apply the key skills of blending to read and segmenting to spell as a reversible process • Consider the implications of the 'Core Criteria for High Quality Phonics' http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonics-work • Consider progression in learning through an introduction to Letters and Sounds or equivalent programme focusing on the development phases/stages that children pass through as well as the necessary knowledge learnt and secured at each stage ensuring fidelity to the programme • Focus upon the teaching sequence for effective phonics sessions reinforcing the notion of discrete daily sessions that promote multi-sensory learning through developing planning • Consider the use of decidable texts in supporting children to practise and apply phonics knowledge and skills • Consider the implications of ensuring accurate assessment to inform progress and future teaching, through formative and summative assessment measures • Conclude session by introducing the supportive observational pro-forma for observing phonics and setting the task for the following day and utilise in the reflective observation of video content.
Additional Resources	<ul style="list-style-type: none"> • Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN.
Links to Standards	Part 1: 1, 2, 3, 4, 5, 6

<h2>Observations of the Teaching of Reading</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • the implications of teaching of early reading; • developing strategies to build confidence in the teaching of early reading; • the best methods of teaching reading; and • application of theory into practice.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> • reflect upon how theory into the teaching of reading impacts upon practice; • the strengths and limitations of the strategies utilised to teach reading; • consider the variation in approaches to support children of differing abilities; and • be developing greater understanding and confidence in the provision for reading in schools.
Core Reading	<ul style="list-style-type: none"> • Department for Education (2006). 'The Independent Review of Early Reading (Rose Review)', available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf • Department for Education (2012). 'The Core Criteria for assuring High Quality Phonic work', available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonics-work • Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN. • Department for Education (2012). 'The Importance of Phonics: Securing Confident Readers', available from: https://www.education.gov.uk/publications/eOrderingDownload/DFE-00155-2011B.pdf • Waugh, D. & Jolliffe, W. (2012). <i>Teaching Systematic Synthetic Phonics in Primary Schools</i>. Learning Matters. • Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge.
Detailed Session Information	<p>Observation of the teaching of phonics in a partnership school identified by Teach First partner institutions:</p> <ul style="list-style-type: none"> • Observe at least one phonics lesson, utilising the supportive pro-forma introduced in the previous session • Make use of the prompts to record the structure of the lesson and reflect upon the relative successes observed focusing upon: the quality of the lesson, the application of phonic skills and knowledge and assessment of children's learning • Observe a guided reading session, utilising the observation record to support this process • Make use of the prompts provided to record the structure of the lesson and consider how the children's learning is managed and assessed

	<ul style="list-style-type: none">• Utilise these notes to inform future practice.
Additional Resources	Observational prompt format for systematic synthetic phonics teaching Guided reading observation record
Links to Standards	Part 1: 1, 2, 3, 4, 5, 6, 7

<h2 style="text-align: center;">Planning for Systematic Synthetic Phonics</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • How to identify the key elements of an effective phonics lesson; • To be able to use the recommended phonics programme to identify appropriate learning objectives; and • To plan a discrete phonics lesson.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> • be able to identify the key elements of an effective phonics lesson; • know how to use a recommended phonics programme to identify appropriate learning objectives; • have planned a discrete phonics lesson around one simple objective; • know how to sequence activities in order to plan for progression and build upon prior learning; and • develop greater understanding and confidence in the provision for reading in schools.
Core Reading	<ul style="list-style-type: none"> • Department for Education (2006). 'The Independent Review of Early Reading (Rose Review)', available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf • Department for Education (2012). 'The Core Criteria for assuring High Quality Phonic work', available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-ponic-work • Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN. • Department for Education (2012). 'The Importance of Phonics: Securing Confident Readers', available from: https://www.education.gov.uk/publications/eOrderingDownload/DFE-00155-2011B.pdf • Waugh, D. & Jolliffe, W. (2012). <i>Teaching Systematic Synthetic Phonics in Primary Schools</i>. Learning Matters. • Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge.
Detailed Session Information	<p>Partnership school-led development session which will utilise participants' observations to introduce phonics lesson planning.</p> <ul style="list-style-type: none"> • The tutor/teacher will model effective practice and participants will experience and reflect upon the observed lesson(s) from the perspectives of both the learner and teacher • Participants, working in pairs with the teacher's planning, prepare a short 'sample' phonics session - this is to be team- taught with groups of children during the afternoon session • Participants are to apply what they have learnt so far about the teaching of systematic synthetic phonics and consider the implications of the Core Criteria for High Quality phonics throughout • It is suggested that the participants utilise Letters and Sounds for this process, but this is school dependent and as long as the programme utilised meets the requirements of the Core Criteria for High Quality

	Phonics it does not matter if this is different.
Additional Resources	Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i> . Ref: 00282-2007BKT-EN.
Links to Standards	Part 1: 2, 3, 4, 5, 6

<h2>Micro teaching of Systematic Synthetic Phonics</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • practice team-teaching a discrete phonics lesson; • a developing understanding of effective pedagogy; • self- and peer-assessment to evaluate their practice and to identify priorities for professional development; • how to establish: 'Presence' as a new teacher, routines for gaining attention, transitions and moving around a space; and • the developing use of voice.
Learning Outcomes	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • begun to identify their own and their peers' strengths and areas for development; and • begun to implement planning and delivery practice for phonics.
Core Reading	<ul style="list-style-type: none"> • Department for Education (2006). 'The Independent Review of Early Reading (Rose Review)', available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf • Department for Education (2012). 'The Core Criteria for assuring High Quality Phonic work', available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonics-work • Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN. • Department for Education (2012). 'The Importance of Phonics: Securing Confident Readers', available from: https://www.education.gov.uk/publications/eOrderingDownload/DFE-00155-2011B.pdf • Waugh, D. & Jolliffe, W. (2012). <i>Teaching Systematic Synthetic Phonics in Primary Schools</i>. Learning Matters. • Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge .
Detailed Session Information	<p>In this practical session participants will practise teaching the discrete phonics lesson planned in the previous session.</p> <ul style="list-style-type: none"> • In addition to developing their use of effective pedagogy, participants will develop a range of skills relevant to teaching across the curriculum including establishing classroom presence, routines for gaining attention, and transitions and moving around a space. • This will also be an opportunity to implement learning from sessions on planning, behaviour management and creating a positive classroom culture. Participants will also explore how to use their voice effectively • During the afternoon session participants team-teach the discrete phonics lesson with groups of children in pairs • Partnership practitioner is to observe the session utilising the observational prompt format for systematic synthetic phonics teaching • This is followed by an opportunity to reflect on the lesson and plan

	<p>the next lesson in pairs</p> <ul style="list-style-type: none"> • Partnership practitioner will facilitate peer evaluation of the taught session and planning of the next steps for the following session • Participants are to apply what they have learnt so far about the teaching of systematic synthetic phonics and consider the implications of the Core Criteria for High Quality phonics throughout.
Additional Resources	<ul style="list-style-type: none"> • Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN. • Observational prompt format for systematic synthetic phonics teaching
Links to Standards	Part 1: 2, 3 ,4, 5, 6, 7

<h2>Planning for Guided Reading</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • How to identify the key elements of an effective guided reading lesson; • To be able to use the National Curriculum to identify appropriate learning objectives; and • To plan a short guided reading lesson.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> • be able to identify the key elements of effective guided reading; • know how to use the National Curriculum to identify appropriate learning objectives; • have planned a short guided reading lesson around one simple objective; • know how to sequence activities in order to plan for progression and build upon prior learning; and • develop greater understanding and confidence in the provision for reading in schools.
Core Reading	<ul style="list-style-type: none"> • Department for Education (1999). <i>The National Curriculum: Handbook for Primary Teachers in England</i>. London: DfE. • Primary National Strategy (2006). <i>The Primary Framework for Literacy and Mathematics</i>. London: DfES 02011-2006BOK-EN. • Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge. • Department for Education (2013). 'Draft National Curriculum: English Programmes of Study for Key Stages 1-2'. Available from: http://media.education.gov.uk/assets/files/pdf/e/english%20-%20key%20stages%201%20and%202%2004-02-13.pdf
Detailed Session Information	<p>Partnership school-led development session which will utilise participants' observations to introduce planning for effective guided reading.</p> <ul style="list-style-type: none"> • Return to the model of the SVoR and focus upon the language comprehension continuum to consider how reading comprehension is a product of both this and word recognition • Consider progression in En2 (reading) through National Curriculum levels and introduce the seven assessment focuses for reading • Consider best practice in the teaching of reading through shared and guided reading with the practitioner modelling effective provision for, teaching of and assessment of reading comprehension • Review the observations of guided reading and then introduce the recommended best practice approach to these sessions • Participants are to plan and prepare their own guided reading session based on an allocated text following the practice outlined during the facilitated session.

Additional Resources	<ul style="list-style-type: none">• Department for Education and Schools (2005). <i>Understanding Reading Comprehension 1: What is reading comprehension?</i>. DfES 1310-2005.• Department for Education and Schools (2005). <i>Understanding Reading Comprehension 2: Strategies to develop reading comprehension</i>. DfES 1311-2005.• Department for Education and Schools (2005). <i>Understanding Reading Comprehension 3: Further strategies to develop reading comprehension</i>. DfES 1312-2005.
Links to Standards	Part 1: 2, 3 ,4, 5, 6

<h2>Teaching of Guided Reading</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • Practice teaching a short guided reading lesson; • a developing understanding of effective pedagogy; • self- and peer-assessment to evaluate their practice and to identify priorities for professional development; • how to establish; 'Presence' as a new teacher, routines for gaining attention, transitions and moving around a space; and • the developing use of voice.
Learning Outcomes	<p>By the end of the session participants will have:</p> <ul style="list-style-type: none"> • begun to identify their own and their peers' strengths and areas for development; and • begun to implement planning and delivery practice for teaching reading.
Core Reading	<ul style="list-style-type: none"> • Department for Education (1999). <i>The National Curriculum: Handbook for Primary Teachers in England</i>. London: DfE. • Primary National Strategy (2006). <i>The Primary Framework for Literacy and Mathematics</i>. London: DfES 02011-2006BOK-EN. • Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge. • Department for Education (2013). 'Draft National Curriculum: English Programmes of Study for Key Stages 1-2'. Available from: http://media.education.gov.uk/assets/files/pdf/e/english%20-%20key%20stages%201%20and%202%2004-02-13.pdf
Detailed Session Information	<p>In this practical session participants will practice teaching the short guided reading lesson planned in the previous session.</p> <ul style="list-style-type: none"> • In addition to developing their use of effective pedagogy, participants will develop a range of skills relevant to teaching across the curriculum including establishing classroom presence, routines for gaining attention, and transitions and moving around a space • This will also be an opportunity to implement learning from sessions on planning, behaviour management and creating a positive classroom culture • Participants will also explore how to use their voice effectively • Participants will teach guided reading sessions (individually) with an identified group of children • Additionally participants are to team-teach a second phonics lesson in pairs, before peer evaluation • Partnership practitioner is to observe the sessions utilising the observational prompt format for guided reading and systematic synthetic phonics teaching • This is followed by an opportunity to reflect on the lesson and peer-evaluation facilitated by the Partnership practitioner.

	<p>This is to be followed by a short debrief session focusing on participants' learning around the teaching of reading.</p> <ul style="list-style-type: none">• Participants are to reflect upon their own learning and set appropriate targets• Expectations for the English consolidation and application sessions in placement schools will be discussed.
Additional Resources	<p>Guided reading observation record</p> <p>Observational prompt format for systematic synthetic phonics teaching.</p>
Links to Standards	<p>Part 1: 2, 3 ,4, 5, 6, 7</p>

Consolidation and Application Focus - Teaching Reading	
Objectives	To consider: <ul style="list-style-type: none"> the teaching of reading in school; and build upon initial learning in partnership school experiences.
Learning Outcomes	By the end of this session participants will: <ul style="list-style-type: none"> consolidate their understanding of and provision for the teaching of reading; have practised and applied their knowledge and skills of the teaching of phonics; and have practised and applied their knowledge and skills of the teaching of reading.
Core Reading	<ul style="list-style-type: none"> Department for Education (2006). 'The Independent Review of Early Reading (Rose Review)', available from: http://www.literacytrust.org.uk/assets/0000/1175/Rose_Review.pdf Department for Education (2012). 'The Core Criteria for assuring High Quality Phonic work', available from: http://www.education.gov.uk/schools/teachingandlearning/pedagogy/a0010240/criteria-for-assuring-high-quality-phonics-work Ofsted, (2010). <i>Reading by six: How the best schools do it</i>. Manchester: Ofsted. Dombey, H. <i>et al.</i> (2010). <i>Teaching Reading: What the evidence says</i>. Leicester: UKLA. Department for Education (2007). <i>Letters and Sounds: Principles and Practice of High Quality Phonics</i>. Ref: 00282-2007BKT-EN. Waugh, D. & Jolliffe, W. (2012). <i>Teaching Systematic Synthetic Phonics in Primary Schools</i>. Learning Matters. Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge.
Detailed Session Information	To take place in placement schools: all participants will be expected to carry out the following non-negotiable opportunities: <ul style="list-style-type: none"> Initial meeting with literacy coordinator to explain principles of literacy teaching in school, including: guided reading, phonics and literacy interventions observations of phonics teaching using the observational prompt format for systematic synthetic phonics teaching observation of literacy lessons in either KS1 or KS2 (as appropriate) using Teach First lesson observation formats plan and teach guided reading plan and teaching small group phonics, and teach elements of literacy lessons from class teacher's plan.
Additional Resources	Observational prompt format for systematic synthetic phonics teaching
Links to Standards	Part 1: 2, 3, 4, 5, 6, 7

Developing Writing: Focus upon spelling, punctuation and grammar through shared and guided writing strategies

<p>Objectives</p>	<p>To consider:</p> <ul style="list-style-type: none"> • the importance of spelling, punctuation and grammar for learning to compose; • key strategies and a range of resources for teaching grammar and punctuation; • the teaching sequence for writing and practical strategies for developing writing; • the principles that underpin effective planning for shared writing; • a deepening understanding of the links between speaking and listening, reading and writing and consider the significance of oral interaction in developing writing; • key strategies for teaching spelling and handwriting; and • a range of resources for spelling and handwriting, for the primary age phase.
<p>Learning Outcomes</p>	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • know that grammar and punctuation play a key role in developing writing; • be able to recognise a progression in sentence structure and punctuation skills; • know a range of strategies for teaching writing; • understand the structure and importance of shared writing and guided writing; • utilise shared and guided writing teaching strategies to develop children’s writing skills; and • know that handwriting and spelling play a key role in developing composing ability.
<p>Core Reading</p>	<ul style="list-style-type: none"> • Department for Education (1999). <i>The National Curriculum: Handbook for Primary Teachers in England</i>. London: DfE. • Primary National Strategy (2006). <i>The Primary Framework for Literacy and Mathematics</i>. London: DfES 02011-2006BOK-EN. • Department for Education (2013). ‘Draft National Curriculum: English Programmes of Study for Key Stages 1-2’, available from: http://media.education.gov.uk/assets/files/pdf/e/english%20-%20key%20stages%201%20and%20%2004-02-13.pdf • The National Literacy Strategy (2001). <i>Developing Early Writing</i>. London: DfES. • The National Literacy Strategy (2001). <i>Grammar for Writing</i>. London: DfES. • The National Literacy Strategy (2007). <i>Improving Writing with a Focus on Guided Writing</i>. London: DfES 00618-2007BKT-EN. • Medwell, J., Strand, S. and Wray, D. (2007). ‘The role of handwriting in composition for Y2 children’. <i>Journal of Reading, writing and literacy</i>. 2(1), pp. 18-36.

	<ul style="list-style-type: none"> National Strategies (2010). 'Support for Spelling'. London: DfES found at: http://webarchive.nationalarchives.gov.uk/20110809091832/teachingandlearningresources.org.uk/collection/35326
Detailed Session Information	<p>This session focuses upon the necessary subject knowledge for writing and the relationship between developing sentence structure and punctuation to improve writing.</p> <ul style="list-style-type: none"> Return to the National Curriculum for English alongside the new draft National Curriculum for consideration Consider progression in En3 (writing) alongside the National Literacy Strategy (strands/objectives) Return to the 'Phase Model for Planning' from the initial English session and focus upon the teaching sequence for writing Drawing upon the National Curriculum levels for writing and the Primary Literacy Strategy, focus upon the exemplification of key learning objectives in writing Deconstruct and model the writing process through; teacher demonstration, teacher scribing, supported composition, guided and independent writing Repeat with practitioners taking the lead in small groups to model shared and guided writing techniques Consider the relationship between spelling, handwriting and composition Consider the application of spelling strategies and Support for Spelling. Introduce the forthcoming grammar, punctuation and spelling test for KS2, available via: http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/b00218030/gps-sample-materials
Additional Resources	<p>Grammar, punctuation and spelling KS2 sample materials: http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/b00218030/gps-sample-materials</p>
Links to Standards	Part 1: 1, 2, 3, 4, 5, 6

Developing Writing: Planning a Literacy Unit of Work	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> the structure of and rationale for the Primary Framework for Literacy; and the principles of medium- and short-term planning.
Learning Outcomes	<p>By the end of the session you will;</p> <ul style="list-style-type: none"> be able to plan a coherent unit of work in Literacy, underpinned by a creative ethos in the classroom; and explore real texts as a stimulus for planning creative literacy opportunities.
Core Reading	<ul style="list-style-type: none"> Cremin, T. (2009). <i>Teaching English Creatively</i>. Routledge Ch. 12. Arthur, J., Grainger, T. and Wray, D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge. Department for Education (1999). <i>The National Curriculum: Handbook for Primary Teachers in England</i>. London: DfE. Primary National Strategy (2006). <i>The Primary Framework for Literacy and Mathematics</i>. London: DfES 02011-2006BOK-EN. Department for Education (2013). 'Draft National Curriculum: English Programmes of Study for Key Stages 1-2', available from: http://media.education.gov.uk/assets/files/pdf/e/english%20-%20key%20stages%201%20and%202%2004-02-13.pdf
Detailed Session Information	<p>This session builds upon the necessary subject knowledge for writing from the previous session to look at how to construct a unit of literacy teaching based on real texts.</p> <ul style="list-style-type: none"> Take a 'Book Walk' through the PNS Framework for Literacy, noting its structure and key features Introduce the notion of a long-term, medium-term and short-term plan, discussing the framework itself as the 'long-term' plan Consider the features and purpose of a Medium Term Plan (MTP) - create the skeleton of one for Y4 Move from MTP to short-term planning - a unit of work Return to the 'Phase Model for Planning' and model how a unit of work (fiction) is constructed using the PNS website and/or other appropriate resources using children's literacy and/or visual literacy at the core Evaluate the planning for a unit of work, focusing in particular on the progression of learning, so lessons build upon each other Assessment for Learning (AfL) - consider key strategies for this Conclude the session with reflection about planning within the context of a creative ethos in the classroom.
Additional Resources	<p>http://www.literacyshed.com/</p> <p>https://www.education.gov.uk/schools/toolsandinitiatives/nationalstrategies</p>

	<p>National Literacy Strategy (2008). <i>Progression in Narrative</i>. London: DfES http://webarchive.nationalarchives.gov.uk/20110809101133/http://www.nsonline.org.uk/node/48334?uc=force_uj</p> <p>Range of children's literature</p>
Links to Standards	Part 1: 1, 2, 3, 4, 5, 6

<h2>Developing Writing: Assessment of Writing at KS1/KS2</h2>	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> the role of assessment in the planning and teaching cycle; how to assess writing in KS1/KS2; efficient and effective sampling strategies; and summative assessment and reporting strategies for literacy and language.
Learning Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> Understand the role of assessment in the KS1/KS2 planning and teaching cycle; Recognise writing assessment opportunities in language and literacy; Be able to make efficient and effective sampling decisions; Know some recording formats - Assessing Pupils' Progress (APP); Develop a clear understanding of the progression in skills in writing and use this to plan children's next steps in learning; and Know their summative assessment and reporting responsibilities for writing and be able to apply this to other aspects of literacy and language.
Core Reading	<ul style="list-style-type: none"> Gipps, C. and Pickering, A. (2010). 'Assessment for learning: Formative approaches' in Arthur, J. and Cremin, T. (2010). <i>Learning to Teach in the Primary School</i>. London: Routledge. Hall, K. and Sheehy, K. (2010). 'Assessment and learning: summative approaches' in Cremin, T. and Arthur, J. (2010). <i>Learning to teach in the Primary School</i>. London: Routledge. 'Assessing Pupils' Progress - an overview' at: http://webarchive.nationalarchives.gov.uk/20110809101133/http://www.nsonline.org.uk/primary/assessment/assessingpupilsprogressapp Arthur, J. and Cremin, T. (2010). <i>Learning to Teach in the Primary School</i>. (2nd Edition). Chapter 7. Abingdon: Routledge.
Detailed Session Information	<p>This session builds upon the subject knowledge and planning for writing sessions which precede it to focus upon the importance of accurate assessment of writing which informs future teaching.</p> <ul style="list-style-type: none"> Discuss the differences between summative and formative assessment, considering who assessment is for Discuss the importance of assessment, planning and teaching as a cyclical model, ensuring assessment of writing is regular, accurate, moderated, drawn from a range of evidence and informs planning Return to the National Curriculum levels for writing looking at the progression in skills between levels and the national expectations at each Key Stage Move on to assessment focuses across text, word and sentence level Focus upon progression in sentence structure and punctuation (AF5/AF6) and encourage participants to order a series of statements Move from this to examples of Assessing Pupils' Progress for writing to practitioners, to practise making accurate judgements at KS1/KS2

	<ul style="list-style-type: none"> • Reflect upon the statutory assessment requirements at KS1/KS2 including making their own judgements against the criteria for a piece of writing where appropriate. <p>Close the session by reflecting on the teaching of English so far, reviewing and debriefing the taught content which has covered En1 Speaking & Listening, En2 Reading and En3 Writing. Participants are to consider their own initial actions at this stage and are asked to complete the <u>initial English subject knowledge audit</u>.</p>
Additional Resources	See also core bibliography in appendix
Links to Standards	Part 1: 1, 2, 3, 4, 5, 6

Preparation for WA1	
Objectives	<ul style="list-style-type: none"> To understand the requirements of written assignment 1 (WA1); To develop an understanding of key terminology and practice in 'periodic assessment'; To develop awareness of areas for exploration during the placement school visit; To identify relevant data to inform WA1 and how to access it.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> Have analysed the demands, and developed their understanding of the requirements of WA1; Be familiar with periodic assessment practice and terminology in primary schools and how such data is used; Know how to access relevant data to inform WA1; Have generated questions in preparation for visiting our placement school.
Core Reading	<p>Performance tables 2012: http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00200454/dfe-2012-primary-school-performance-tables</p> <p>A simple guide to the terms used in the above performance tables: http://www.bbc.co.uk/news/education-11947190</p> <p>Pollard, A. with Anderson, J., Swaffield, S., Warin, J. and Warwick, P. (2008). <i>Reflective Teaching</i>. (3rd Edition). Chapter 14: Assessment. London: Continuum.</p> <p>'How are we monitoring Learning and Performance?' Ofsted reports http://www.ofsted.gov.uk/</p> <p>Social Science Research Unit, Institute of Education. 'A systematic review of the impact of summative assessment and tests on students' motivation for learning'. Summary accessed online: http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=107&language=en-US</p> <p>Assessing Pupils' Progress (APP): http://www.teachfind.com/national-strategies/assessing-pupils-progress-app-assessment-guidelines</p>
Detailed Session Information	<p>This session will introduce you to the practice of, and key terminology associated with, 'periodic assessment' in primary schools. It will consider the use of such data to evaluate school performance and assess and inform pupil progress.</p> <p>You will analyse the requirements of your WA1 assignment.</p> <p>You will access performance data for your placement school and consider relevant questions in preparation for visiting your placement school.</p>
Additional Resources	See WA1 reading list
Links to Teachers' Standards	Part 1

<h2>Developing Reflective Practice</h2>	
Objectives	To investigate approaches to reflective practice in the classroom to support professional development and impact in the classroom.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Have a better understanding of how reflective practice can support personal development and lead to positive impact in the classroom; • Have an initial understanding of reflective models and an action plan for developing reflections to support the writing of the first Reflective Journal Assignment; • Have been introduced to the Tracking Progress Document.
Core Reading	Kolb, D. (1984). <i>Experiential Learning: Experience as the Source of Learning and Development</i> . New Jersey: Prentice-Hall.
Detailed Session Information	During the session, participants will consider the nature of reflective practice and how use of reflective models can support continuous professional development in the classroom. They will develop an action plan for reflections linked to the Reflective Journal Assignment 1 (RJA1). Participants will also be introduced to the Tracking Progress document.
Additional Resources	<p>Pollard, A. (2002). <i>Readings for reflective teaching in the primary school</i>. (2nd Edition). London: Continuum.</p> <p>Pollard, A. (2008). <i>Reflective Teaching in the Primary School</i>. (3rd Edition). London: Continuum.</p> <p>Moon, J. (2004). <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i>. London: Routledge.</p> <p>Tripp, D. (1993). <i>Critical Incidents in Teaching: Developing Professional Judgement</i>. London: RoutledgeFalmer.</p> <p>This teacher's TV programme supports trainees to focus on how they see the world and the impact this has on their pedagogy and teaching.</p>
Links to Teachers' Standards	Part 1

Preparing for school experience days in SI week 3	
Objectives	<ul style="list-style-type: none"> • To develop an initial awareness of the qualities of good primary mathematics teaching; • To prepare input for first school experience day (mental starter).
Learning Outcomes	<ul style="list-style-type: none"> • Participants will have reflected on their own beliefs about mathematics teaching; • Participants will consider the impact of research upon children's learning and the teaching process; • Participants will be able to identify aspects of good mathematics teaching and learning; • Participants will be prepared to deliver mental starter for first maths experience day (as directed by class teacher).
Core Reading	<ul style="list-style-type: none"> • Askew <i>et al.</i> (1997). <i>Kings report: effective teachers of mathematics</i>. • McGuiness, C. (1999). <i>From thinking skills to thinking classrooms</i>. Nottingham: DFEE.
Detailed Session Information	Participants will engage in discussions of school observations, issues and practices relating to recognised good classroom practice in teaching mathematics and discuss issues raised from relevant research relating to effective mathematics teaching. They will engage in some mathematics investigation. They will prepare to teach mental starters (guided by the class teachers) for first mathematics-focused school experience day.
Additional resources	<ul style="list-style-type: none"> • Mathematics-based investigations • Suitable video for analysis of some mathematics teaching • Planning materials
Links to Teachers' Standards	Standards 1, 2, 3, 4, 5

What makes for good mathematics teaching and learning?	
Objectives	<ul style="list-style-type: none"> • To teach a mental starter in KS1 and KS2 context; • To engage and support children in a mathematics classroom; • To prepare (under the guidance of class teacher) to a mental starter for the following session and a group activity; • To consider the role of specific pedagogic strategies in the teaching and learning process; • To consider the role of assessment within the teaching and learning process.
Learning Outcomes	<ul style="list-style-type: none"> • Participants will develop confidence in working with children in the role of class teacher; • Participants will begin to engage with the assessment and planning cycle under the guidance of the class teacher; • Participants will begin to develop an awareness of issues that impact upon the learning process and how to plan to ensure that children make progress in their understanding.
Core Reading	<ul style="list-style-type: none"> • Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. • Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson.
Detailed Session Information	Participants will work with the class teacher, initially teaching the mental starter and then supporting children in small group work under the direction of the teacher. They will evaluate the children's learning and plan the mental starter for the following session, along with group work for the children (under the supervision of the class teacher). They will consider issues related to assessment and pedagogic strategies to enable learning.
Additional resources	<ul style="list-style-type: none"> • Planning materials • Usual classroom-based mathematics resources
Links to Teachers' Standards	Standards: 1, 2, 3, 4, 5, 6, 7

Measures	
Objectives	<ul style="list-style-type: none"> To review subject knowledge and conceptual development related to measures (focusing on mass, length and volume and capacity); To consider how children develop the mathematical language and skills associated with measurement; To review common misconceptions.
Learning Outcomes	<ul style="list-style-type: none"> Participants will consider their own subject knowledge and reflect on how children can develop an awareness of measurement; Participants will reflect on the process through which children develop their ability to measure.
Core Reading	<ul style="list-style-type: none"> Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. Ryan, J. and Williams, J. (2007). <i>Children's Mathematics 4 - 15</i>. London: McGraw Hill. Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009). <i>Primary Mathematics Teaching for Understanding</i>. Maidenhead: OUP McGraw Hill.
Detailed Session Information	<p>Participants will engage in mathematical activity that will enable them to consider a range of issues related to developing children's understanding of this area of mathematics. The materials prepared are flexible and will enable the participants to engage either independently or with direct input from regional institutions. The participants will engage in activities that children might encounter, but also activities that are at the participants' level, to engage them and to enable the participants to begin to consider relevant contexts to ensure children's developing understanding and mathematical learning.</p>
Additional resources	<ul style="list-style-type: none"> Classroom-based measuring equipment 'Talking Head' presentation (CD) PowerPoint slides (on CD)
Links to Teachers' Standards	Standards: 2, 3, 4, 5, 6

Enabling children to make progress	
Objectives	<ul style="list-style-type: none"> • To teach a mental starter in KS1 and KS2 context; • To lead children in group activity; • To prepare (under the guidance of class teacher) to a mental starter, main teaching input and a group activity for the following session under the guidance of class teacher; • To evaluate pedagogic strategies and their impact upon children's learning.
Learning Outcomes	<ul style="list-style-type: none"> • Participants will develop confidence in working with children in the role of class teacher; • Participants will continue to engage with the assessment and planning cycle under the guidance of the class teacher; • Participants will begin to develop an awareness of issues that impact upon the learning process and how to plan to ensure that children make progress in their understanding.
Core Reading	<ul style="list-style-type: none"> • Askew <i>et al.</i> (1997). <i>Kings report: effective teachers of mathematics</i>. • Atkinson, S. (1992). <i>Mathematics with a reason</i>. • Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson.
Detailed Session Information	Participants will work with the class teacher, extending their teaching by delivering the mental starter and then working with children in small group activity. They will evaluate the children's learning and plan for the following session the mental starter, the main input and group activity for the children (under the supervision of the class teacher). They will consider issues related to assessment, use of resources, questioning and pedagogic strategies to enable learning.
Additional resources	<ul style="list-style-type: none"> • Planning materials • Usual classroom-based mathematics resources
Links to Teachers' Standards	Standards: 1, 2, 3, 4, 5, 6, 7

Data handling	
Objectives	<ul style="list-style-type: none"> To identify the main concepts of data handling in Key Stages 1 and 2; To identify how the use of Information technology can enhance children's learning of data handling.
Learning Outcomes	<ul style="list-style-type: none"> Participants will recognise the processes undertaken when handling data; Participants will evaluate and consider contexts in which children can develop and extend their understanding of handling data, along with making judgements about how ICT might be valuable in this process.
Core Reading	<ul style="list-style-type: none"> Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson. Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009). <i>Primary Mathematics Teaching for Understanding</i>. Maidenhead: OUP McGraw Hill.
Detailed Session Information	Participants will engage in mathematical activity that will enable them to consider a range of issues related to developing children's understanding of this area of mathematics. The materials prepared are flexible and will enable the participants to engage either independently or with direct input from regional institutions. The participants will engage in activities that children might encounter, but also activities that are at the participants' level, to engage them and to enable the participants to begin to consider relevant contexts to ensure children's developing understanding and mathematical learning.
Additional resources	<ul style="list-style-type: none"> Class room based equipment 'Talking Head' presentation (CD) PowerPoint slides (on CD) Additional PowerPoint slides (on CD) - Data Handling Technicals Interactive White Board (IWB) software (if available, if not print out of 'Love/Hate' from CD)
Links to Teachers' Standards	Standards: 2, 3, 4, 5, 6

Towards whole class teaching	
Objectives	<ul style="list-style-type: none"> • To teach a mental starter in KS1 and KS2 context; • To lead main session teaching input; • To lead children in group activity; • To evaluate pedagogic strategies and their impact upon children's learning.
Learning Outcomes	<ul style="list-style-type: none"> • Participants able to evaluate the impact of their teaching; • Participants able to identify initial areas of strengths and areas for development within the lesson planning process; • Participants can identify initial areas of personal development in terms of their classroom practice.
Core Reading	<ul style="list-style-type: none"> • Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. • Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson.
Detailed Session Information	Participants will work with the class teacher, extending their teaching by delivering the mental starter, main teaching input and then working with children in small group activity. They will evaluate the children's learning and the impact of their session. The participants will be able to identify initial areas of strength and areas for development in terms of classroom practice.
Additional resources	Usual classroom based mathematics resources
Links to Teachers' Standards	Standards: 1, 2, 3, 4, 5, 6, 7

Shape and space twilight subject knowledge development	
Objectives	<ul style="list-style-type: none"> To explore the main concepts of shape and space, both 2D and 3D; To identify the main research findings in this area and the implications for the classroom; To identify common misconceptions in this area'
Learning Outcomes	<ul style="list-style-type: none"> Participants to review their own subject knowledge and refine their use of accurate mathematical vocabulary; Participants evaluate their ability to link learning to relevant and realistic contexts for children.
Core Reading	<ul style="list-style-type: none"> Hansen A. (ed.) (2005). <i>Children's Errors in Mathematics</i>. Exeter: Learning Matters. Mooney, C. et al. (2012). <i>Primary Mathematics: Teaching Theory and Practice</i>. DFES (2000). <i>Mathematical vocabulary</i>.
Detailed Session Information	<p>Participants will engage in mathematical activity that will enable them to consider a range of issues related to developing children's understanding of this area of mathematics. The materials prepared are flexible and will enable the participants to engage either independently or with direct input from regional institutions. The participants will engage in activities that children might encounter, but also activities that are at the participants' level, to engage them and to enable the participants to begin to consider relevant contexts to ensure children's developing understanding and mathematical learning.</p>
Additional resources	<ul style="list-style-type: none"> 'Talking Head' presentation (CD) PowerPoint slides (on CD) Participants' own camera phones (as available) Prototypical classroom resources for shape and space (plastic 3D shapes (clixi or Polydron, etc.), squared paper, protractors) IWB software
Links to Teachers' Standards	Standards: 2, 3, 4, 5, 6

Number and relationships	
Objectives	<ul style="list-style-type: none"> • Understand the role of counting in early number development; • Understand the impact of place value upon mathematical understanding; • Understand the connections and relationships between counting, place value (PV) and fractions, decimals and percentages; • To recognise effective models and images in supporting children's understanding of mathematical ideas; • Become familiar with children's common difficulties and their progression in learning for this aspect of mathematics.
Learning Outcomes	<ul style="list-style-type: none"> • Participants reflect on current mathematical understanding and how this affects their teaching; • Participants identify key areas of mathematical understanding required for children to make progress in their understanding; • Participants recognise appropriate strategies to support children in developing their understanding of the counting, place value and fractions, decimals and percentages.
Core Reading	<ul style="list-style-type: none"> • Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. • Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson. • Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009). <i>Primary Mathematics Teaching for Understanding</i>. Maidenhead: OUP McGraw Hill.
Detailed Session Information	Participants to engage in practical mathematics related to developing children's counting, their understanding of place value and the relationships between fractions decimals and percentages. This will be in the form of activities that children might encounter, but also activities that are at the participants' level, to engage them and to enable the participants to begin to consider relevant contexts to ensure children's developing understanding and mathematical learning.
Additional resources	<ul style="list-style-type: none"> • Mathematics resources such as cubes, objects to count, PV cards, counting sticks, ITPs, base 10 apparatus • IWB resources
Links to Teachers' Standards	Standards: 1, 2, 3, 4, 5, 6

Calculation and structures	
Objectives	<ul style="list-style-type: none"> Identify the specific mathematical structures within each mathematical operation being taught; Become familiar with progression in mental and written calculation and issues associated with this. Recognize ways in which calculation may be taught to children.
Learning Outcomes	<ul style="list-style-type: none"> Participants will become familiar with a range of mental calculation strategies that children need to use to calculate; Participants are able to identify the specific mathematical structures associated with particular calculation strategies and recognise the value of each, depending upon the circumstances in which they are found.
Core Reading	<ul style="list-style-type: none"> QCA (1999). <i>Mathematical vocabulary</i>. Bramald, R. & Thompson, I. (2002). <i>An investigation of the relationship between young children's understanding of the concept of place value and their competence at mental addition</i>. Newcastle University. DFES (2011). <i>Guidance Papers: Calculation</i>. Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson. Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009). <i>Primary Mathematics Teaching for Understanding</i>. Maidenhead: OUP McGraw Hill.
Detailed Session Information	<p>Participants to engage in practical mathematics related to developing children's ability to calculate using the four rules of number, illustrating the mathematical structures involved in these processes. This session aims to develop an understanding of the variety of strategies and mathematical thinking required to calculate, in the first instance, mentally. This will be in the form of activities that children might encounter, but also activities that are at the participants' level, to engage them and to enable the participants to begin to consider relevant contexts to ensure children's developing understanding and mathematical learning.</p>
Additional resources	<ul style="list-style-type: none"> Mathematics resources such as cubes, objects to count, PV cards, counting sticks, ITPs, base 10 apparatus, number lines and grids IWB resources
Links to Teachers' Standards	Standards: 1, 2, 3, 4, 5, 6

<h2 style="text-align: center;">Written calculation using the four rules of number</h2>	
<p>Objectives</p>	<ul style="list-style-type: none"> • Understand the importance of mental calculation and how it differs from written calculation; • Review and consider strategies and perspectives to develop children’s ability to engage in written calculations in the four rules; • Recognise the connection between written calculation and the conceptual understandings that underpin them.
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Participants will be able to analyse on their own understanding of written calculations and begin to be able to identify the specific conceptual understanding that underpins these processes; • Participants will consider and reflect upon how to ensure that children can develop a clear grasp of both the mechanics of how written calculation operate, but also an understanding of why they work in the way that they do; • Participants will be able to reflect upon relevant research that offers insights into children’s developing understanding.
<p>Core Reading</p>	<ul style="list-style-type: none"> • Haylock, D. (2010). <i>Mathematics Explained for Primary Teachers</i>. (Fourth Edition). London: Sage. • Cotton, T. (2010). <i>Understanding and Teaching Primary Mathematics</i>. Essex: Pearson. • Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009). <i>Primary Mathematics Teaching for Understanding</i> Maidenhead: OUP McGraw Hill.
<p>Detailed Session Information</p>	<p>Participants to engage in practical mathematics related to developing children’s written calculation using the four rules of number. This session aims to develop an understanding of the progression that children will make towards written calculation. This will be in the form of activities that children might encounter, but also activities that are at the participants’ level, to engage them and to enable the participants to begin to consider relevant contexts to ensure children’s developing understanding and mathematical learning. The participants will consider a variety of steps that children make towards standard written calculation.</p>
<p>Additional resources</p>	<ul style="list-style-type: none"> • Mathematics resources such as cubes, objects to count, PV cards, counting sticks, ITPs, base 10 apparatus, number lines and grids • IWB resources
<p>Links to Teachers’ Standards</p>	<p>Standards: 1, 2, 3, 4, 5, 6</p>

<h2>Inclusion</h2>	
Objectives	<p>To examine what is meant by the terms ‘Social and Educational Inclusion’ and ‘Special Educational Needs and Disabilities’ (SEND) and to reflect on attitudes, values, and beliefs about inclusive practice.</p> <p>‘Disability Does Not Equal Handicap and The Origins of Special Education’ from Smith, D. (2004). <i>Introduction to Special Education: Teaching in an age of opportunity</i>. 5th Edition. Boston. USA: Pearson</p> <p>Swinson, J. (2008)</p>
Learning Outcomes	<p>By the end of the session(s) participants will have:</p> <p>An understanding of the concept of Educational Inclusion within the wider context of Societal (Social) Inclusion and SEND and have thought about the feelings associated with latent discrimination/labelling by peers, teachers and parents.</p>
Core Reading	<ul style="list-style-type: none"> • ‘Disability Does Not Equal Handicap and The Origins of Special Education’ from Smith, D. (2004). <i>Introduction to Special Education: Teaching in an age of opportunity</i>. 5th Edition. Boston, USA: Pearson. • Swinson, J. (2008). RESEARCH SECTION: ‘The self-esteem of pupils in schools for pupils with social, emotional and behavioural difficulties: myth and reality.’ <i>British Journal of Special Education</i>, 35. pp. 165-172. • Corbett J., (2001). ‘Teaching approaches which support inclusive education: a connected pedagogy.’ <i>British Journal of Special Education</i>, Vol.28, No. 2 • Ofsted (2010). ‘The Special Educational Needs and Disability Review: A Statement is not enough.’ (Ofsted Reference No. 090221). Retrieved from: http://www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review <p>RESEARCH SECTION: The self-esteem of pupils in schools for pupils with social, emotional and behavioural difficulties: myth and reality. <i>British Journal of Special Education</i>, 35: 165-172.</p>

Detailed Session Information	<p>The session will include activities/scenarios linked to:</p> <ul style="list-style-type: none"> • Definitions of Inclusion (Social/Educational (SEND)/ Attitudes, Values and Beliefs about Inclusion/SEND) • Different Groups of Learners/ 'The Hidden Curriculum' • Consideration of the role of parents • Understanding the facts/current government legislation/Ofsted Frameworks/Human Rights Issues • National Curriculum: Three Principles of Inclusion • A Connected Pedagogy - Culture/Policy/Practice • The Statement Process - to include current new legislation • Historical Context to SEN(D)/Social Justice • Reasonable Adjustments
Additional Resources	<p>Banks, M. and Woolfson, L. (2008). RESEARCH SECTION: 'Why do students think they fail? The relationship between attributions and academic self-perceptions.' <i>British Journal of Special Education</i>, 35, pp. 49-56.</p> <p>Lewis, A. and Norwich, B. (2005). <i>Special Teaching for Special Children?: Pedagogies for inclusion</i>. Open University Press.</p> <p>Ofsted (2006). <i>Inclusion: does it matter where pupils are taught?</i></p>
Links to Teachers' Standards	<p>Part 1</p> <p>Part 2</p>

Schools as Communities	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • the impact of extended services and community in contemporary primary schools; • the interactions between schools and their communities; • your role in the communities within and around your school.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • have extended their understanding of the extended role of schools; • have planned investigation work whilst in the placement school community; • have considered what community means to them as an individual and as a teacher and a future ambassador of the programme.
Core Reading	Alexiu, T. & Sorde, T. (2011). <i>How to turn difficulties into opportunities</i> .
Detailed Session Information	<p>Consider community as a web.</p> <ul style="list-style-type: none"> • What is a school community? • How do teachers fit into that community? • Discuss the key issues for schools and communities. How can we all play our part in a cohesive way? • What makes for good practice in extended services? • Consider professional relationships with outside agencies.
Additional resources	Watson, J. (2011). 'Discussion in religious education.' <i>International Journal of children's spirituality</i> , 16: 2. pp. 97-108.
Links to Teachers' Standards	<p>Part 1: 8 Part 2</p>

Building positive working relationships	
Objectives	<ul style="list-style-type: none"> To foster the development of constructive relationships with colleagues; To develop strategies for effective time management.
Learning Outcomes	<p>By the end of this session participants will:</p> <ul style="list-style-type: none"> have developed strategies for establishing constructive working relationships with colleagues; have devised a plan for managing the workload from September.
Core Reading	<p>http://www.gtcw.org.uk/gtcw/index.php/en/revised-code-of-professional-conduct-and-practice-for-registered-teachers-faq</p>
Detailed Session Information	<p>Workshop will include:</p> <ul style="list-style-type: none"> identifying key personnel in school and how to develop positive working relationships in September working with support staff making the most of available tutor and mentor support making the most of peer support teacher responsibilities and how to organise them managing the school, university and Teach First workload and your well-being professional identity in and beyond the school.
Additional resources	<p>Bubb, S. and Earley, P. (2004). <i>Managing Teacher Workload: Worklife balance and wellbeing</i>. London: Paul Chapman Publishing.</p> <p>http://www.atl.org.uk/Images/Worklife%20balance%20toolkit%20maintained.pdf</p>
Links to Teachers' Standards	<p>Part 1</p> <p>Part 2</p>

Learning Theories	
Objectives	Develop knowledge of the main theories of learning: <ul style="list-style-type: none"> • Understand how knowledge of learning theories may promote better teaching and learning in the classroom; • Have an opportunity to present to your peers.
Learning Outcomes	By the end of the session participants will: <ul style="list-style-type: none"> • Develop an understanding of theories of learning relevant to primary aged learners; • Deliver a group presentation; • Understand the importance of developing your understanding of learning theories.
Core Reading	
Detailed Session Information	Participants will engage in a range of practical enquiry-based learning activities relating to theories of learning. There will be opportunities for participants to lead sections of the session and take part in peer evaluation of these sections.
Additional Resources	
Links to Teachers' Standards	Part 1:1, 2, 3, 7

Introduction to how children learn through geography	
Objectives	<ul style="list-style-type: none"> • Consider where geography as a foundation subject fits in with the rest of the curriculum and with the core subjects; • Explore effective and appropriate teaching and learning strategies for geography; • understand the nature of geography as a foundation subject and its place in the primary school curriculum; • address commonly held misconceptions about geography and appreciate its potential for helping children to develop a deep understanding of the world around them.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Be aware of the nature and potential of geography as a foundation subject to enrich children's understanding of their environment on all different scales and inculcate in them a passion to find out more; • Be aware of some of the requirements of the geography National Curriculum and the changes to be made to the teaching of geography in the newly revised curriculum of 2014; • Appreciate a range of different teaching strategies and approaches that they can use both inside and outside the classroom; • Understand the importance of enquiry-based learning in geographical studies and fieldwork and the importance of encouraging and nurturing curiosity in young geographers.
Core Reading	<p>Scoffham, S. (ed.) (2010). <i>Primary Geography Handbook</i>. Geographical Association, Sheffield. Chapter 1.</p> <p>Catling, S. and Willy, T. (2009). <i>Teaching Primary Geography</i>. Learning Matters, Exeter. Chapters 1 and 6.</p>
Detailed Session Information	<p>The session will be participatory and interactive developing participants understanding of the importance of enquiry-based learning and relating theory to practice in and outside the classroom. Participants will consider the wide range in content of the subject and consider effective cross-curricular links with other subject areas.</p>

Additional Resources	Geographical Association website, Early Years (EY) and Primary http://www.geography.org.uk/eyprimary
Links to Teachers' Standards	Part 1: 1, 2, 3, 4, 5, 6

Introduction to how children learn through history	
Objectives	<ul style="list-style-type: none"> • Understand how teaching strategies may promote learning in history; • Understand the importance of different perspectives in creating history; • To begin to develop an understanding of how power and ideology can be transmitted through history.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Know the main theories of learning relevant to primary aged learners; • Begin to know the History National Curriculum; • Gain experience of a range of teaching and learning strategies; • Understand the importance of developing pupils' critical understanding through history; • Be given a group presentation task to be delivered in week 2.
Core Reading	<p>Open Learn Unit ED_209 'Exploring Children's Learning' 2.7; 3.5; 4.7; 5.3 and 6.0 http://openlearn.open.ac.uk/mod/oucontent/view.php?id=397489</p> <p>Arthur, J., Cremin, T. and Wray, D. (2010). <i>Learning to Teach in the Primary School</i>. London: Routledge, Chs 2.1 2.2.http://primaryhistory.org/principles/ http://www.bbc.co.uk/news/education-12711145</p>
Detailed Session Information	<p>Participants will engage in a range of practical enquiry-based learning activities relating to theories of learning.</p> <p>There will be opportunities for participants to lead sections of the session and take part in peer evaluation of these sections. Participants will also be introduced to the learning theory group presentation task to be delivered in week 2.</p>
Additional Resources	<p>http://www.emtech.net/learning_theories.htm (learning theories)</p>
Links to Teachers' Standards	<p>Part 1: 1, 2, 3, 4, 5, 6</p>

Working with Parents	
Objectives	To consider how to build positive relations with parents and carers.
Learning Outcomes	By the end of the session participants will: <ul style="list-style-type: none"> • be able to understand how to build productive relationships with children's families and how to regain a parent's support when a relationship is challenged.
Core Reading	Reading Resource Appendix D: Thompson, P. (2002). <i>Schooling the Rustbelt Kids</i> . Stoke-on-Trent: Trentham Books (Chapter One: Vicki and Thanh).
Detailed Session Information	The session will include activities linked to <ul style="list-style-type: none"> • The Rust Belt Kids • Professional Practice and Links with Community • Parental Rights in Education • Extended Schools: The Lamb Enquiry December 2009
Additional Resources	Parents Rights: http://www.direct.gov.uk/en/Parents/ParentsRights/DG_4002948 The Lamb Inquiry: https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-01143-2009
Links to Teachers' Standards	Part 1: 8 Part 2

Introduction to primary science: What is primary science?	
Objectives	<ul style="list-style-type: none"> To understand the nature of science and how this translates into practice in the primary classroom; To understand that meaningful and memorable learning in science requires children to be intellectually and emotionally stimulated through relevant discussion and practical experiences; To complete the science audit and to set targets for personal development of science subject knowledge.
Learning Outcomes	<p>By the end of the session the participants will:</p> <ul style="list-style-type: none"> Have begun to be able to identify and negotiate science in the the current National Curriculum (NC) and the Early Years Foundation Stage Curriculum (EYFS) Recognise why teaching primary science as facts and figures is unlikely to promote effective long-life learning Experience the practical nature of primary science Start to understand and recognise the importance of developing both science enquiry skills and and conceptual knowledge and understanding alongside each other.
Core Reading	<p>Early Years Foundation Stage Curriculum available at https://www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/DFE-00023-2012</p> <p>Early Years Foundation Stage Profile available at http://www.education.gov.uk/schools/teachingandlearning/assessment/eyfs/a00217599/eyfs-handbook</p> <p>Statutory National Curriculum at Key Stages 1 and 2 until September 2014 available at http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science-</p> <p>Roden, J. (2012). 'An Introduction to Science' in Driscoll, P., Lambirth, A. and Roden, J. <i>The Primary Curriculum: A Creative Approach</i>. London: Sage. Chapter 3.</p>

<p>Detailed Session Information</p>	<p>A variety of different types of science activities will be explored and discussed. These quick ‘hands on’ activities will be used to start to identify the enquiry skills and relevant areas of scientific knowledge that children need to be engaged in.</p> <p>Discussion about how these relate to the general structure of science within the EYFS and the National Curriculum for Science at Key Stages 1 and 2</p> <p>Participants will undertake the Science Audit (1) and complete an action plan to develop their own personal subject knowledge.</p>
<p>Additional Resources</p>	<ul style="list-style-type: none"> • Loxley, P., Dawes, L., Nicholls, L. and Dore, B. (2010). <i>Teaching Primary Science: Promoting Enjoyment and Developing Understanding</i>. London: Pearson/Longman Education. • See science bibliography in appendices
<p>Links to Teachers’ Standards</p>	<p>S3, S4</p>

<h2>Forces and Motion</h2>	
Objectives	<ul style="list-style-type: none"> • Consider the nature of forces and the effects of forces; • Undertake a whole investigation with forces as a focus; • Self- and peer-assess their own performance on the investigation in relation to the NC level descriptors for Scientific Enquiry (Sc1).
Learning Outcomes	<p>By the end of the session the participants will:</p> <ul style="list-style-type: none"> • Have explored their own understanding of the topic of forces and their effects and how this relates to the science National Curriculum and Key Stages 1 and 2; • Be able to use NC level descriptors to assess elements of scientific enquiry; • Know how to use assessment evidence to inform planning for development of the skills associated with scientific enquiry.
Core Reading	<ul style="list-style-type: none"> • Howe, A., Davies, D., McMahon, K., Towler, L. and Collier, C. (2009). 'Forces.' Chapter 4 in <i>Science 5-11: a guide for teachers</i>. 2nd ed. London: Routledge/David Fulton. • Johnson, J. (2005). <i>Early Explorations in Science</i>. Maidenhead: Open University Press. • Roden, J., Ward, H. and Ritchie, H. (2007). 'Forces.' Chapter 12 in <i>Extending Knowledge in Practice: Primary Science</i>. Exeter: Learning Matters.
Detailed Session Information	<p>This session will be very practical in nature. The topic of forces will be explored through typical activities appropriate to teaching the topic at Key Stages 1 and 2. Participants will carry out an investigation and will assess their own and others' performance. Examples of children's work will be scrutinised and assessed against the current National Curriculum attainment targets.</p>
Additional Resources	<ul style="list-style-type: none"> • http://www.space.com/56-our-solar-system-facts-formation-and-discovery.html • http://www.juliantrubin.com/bigten/davinciparachute.html • Early Years Foundation Stage Exemplification Materials available at: http://media.education.gov.uk/assets/files/pdf/e/elg14-theworld-1of2.pdf
Links to Teachers' Standards	S3, S4

Introduction to teaching for progression and datalogging in science through the context of Materials and their Properties	
Objectives	<ul style="list-style-type: none"> • To explore what progression in knowledge and skills looks like in the context of materials and their properties; • To consider the pedagogies required to teach for progression in science for a range of ages; • To consider how to develop children as thinkers and to understand the importance of metacognition as a driver for progress; • To identify when children are making progress; • To identify key aspects of the Materials and their Properties strand of the science National Curriculum; • To develop an understanding of ‘datalogging’; • To be aware of a range of ways in which ‘datalogging’ can be used to enhance the teaching and learning of primary science.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Know some ways to scaffold children’s learning in science to ensure progress; • Have considered teachers’ questioning skills for promoting children’s thinking; • Be familiar with the content of the Materials and their Properties of the National Curriculum; • Have considered various pedagogies and begun to identify their own professional philosophy; • Have used a datalogger and appropriate sensors to collect data and investigate a simple question; • Be able to explain how their use of ICT datalogging has enhanced the teaching and learning of primary science.

Core Reading	<ul style="list-style-type: none"> • Peacock, G., Sharp, J., Johnsey, R. and Wright, D. (2012). <i>Primary Science Knowledge and Understanding</i>. (6th ed.) London: Sage. pp. 70-102. • Russell, T., Longden, K. and McGuigan, L. (1991), 'SPACE - Materials.' Online at: http://www.nationalstemcentre.org.uk/elibrary/resource/4541/space-project-research-report-materials (Last accessed 23/04/13). • Sharp, S., Peacock, G., Smith, R., Johnsey, R., Simon, S. and Harris, D. (2012). <i>Primary Science Teaching Theory and Practice</i>. (6th ed). London: Sage. • Shayer, M. and Adey, P. (2002). <i>Learning Intelligence</i>. Open University.
Detailed Session Information	<p>With a focus on the materials strand of the National Curriculum, this session will introduce you to the concept of datalogging. You will use ICT/datalogging hardware and software to conduct a simple investigation on materials and their properties (and evaluate how the use of data logging/ICT can enhance the teaching and learning of primary science).</p> <p>You will explore various techniques and ideas for teaching about materials in Key Stages 1 and 2 and have the opportunity to engage in practical explorations.</p>
Additional Resources	None required from participants
Links to Teachers' Standards	Part 1:1-8

Introduction to planning the teaching of science using Living Things as the context.	
Objectives	<ul style="list-style-type: none"> To understand how to plan a scheme of work for science; To consider the planning of engaging science lessons for a range of ages; To consider how planning is informed by assessment and informs the next sequence of teaching for progression.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> be able to plan interactive, engaging science lessons for children 3-11; know how to plan a six-week scheme of work for science; understand where planning fits in the Learning Cycle.
Core Reading	Johnsey, R., Sharp, J., Peacock, G., (2009). <i>Primary Science Knowledge and Understanding Achieving QTS</i> . Routledge.
Detailed Session Information	<ul style="list-style-type: none"> The session will include opportunities to experience activities linked to a study of plants and to consider what children of various ages need to learn in this area of science. They will discuss key features of engaging science lessons. They will have the opportunity to begin planning a six- week topic, considering: <ul style="list-style-type: none"> Assessing prior knowledge Learning outcomes The knowledge and skills to be developed. They will plan teach, evaluate and assess initial sessions and consider the cycle of assessment.
Additional resources	http://www.teachersmedia.co.uk/videos/ks1-ks2-science-ks2-learning-with-nicole-lesson-review
Links to Teachers' Standards	Part 1: 1, 2, 3, 4, 5, 6, 7, 8

<h2>Learning Outside the Classroom</h2>	
Objectives	<ul style="list-style-type: none"> • Participate in a variety of outdoor education opportunities at Coombe Park; • Consider the risk assessments and planning implications of such a trip; • Use the outdoor classroom in your planning.
Learning Outcomes	<ul style="list-style-type: none"> • Be able to plan a day out for your class; • Be able to include outdoor education opportunities in your planning ; • Know and be able to use risk assessment for such a trip; • Consider the role of Teaching Assistants and other adult help needed for such a trip.
Core Reading	<ul style="list-style-type: none"> • www.eco-schools.org.uk • Mansell M. (2010). 'Biodiversity in school grounds: auditing, monitoring and managing an action plan.' <i>SSR</i>, March 2010, 91(336). pp. 89-98. • NFER (2005). <i>Engaging and learning with the outdoors</i>. The final report of the putdoor classroom in a rural context action research project.
Detailed Session Information	<p>You will be going to Coombe Park for a day of outdoor educational activities with the Coombe Park Ranger Service. You need to dress appropriately for a day out at a country park. Please note that the visit will take place no matter what the weather, so have good footwear, a waterproof, a hat and sun protection. A packed lunch will be provided. Participants will be out at Coombe all day.</p>
Additional Resources	<p>Dress for a day outdoors</p> <p>You may wish to bring a camera to record details of the activities for your own records and to take to your placement school.</p>
Links to Teachers' Standards	S4 c/d/e. S8 a-e.

Teaching Design and Technology (D & T)	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • The nature of D&T in early years and across primary school; • Official guidance and statutory requirements for D&T in the primary school; • Practical classroom opportunities to develop children’s design and technology learning; • Cross-curricular links to designing and making.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Understand the current curriculum requirements; • Have a process to apply which will develop the abilities of children in design and technology; • Have explored first-hand how to develop practical skills; • Evaluated products and processes; • Feel confident to tackle D&T in the classroom.
Core Reading	<p>National Association of Advisors and Inspectors in Design and Technology (NAAIDT) <i>Make it Safe</i>.</p> <p>The Design Council (1987). <i>Design and Primary Education</i>.</p>
Detailed Session Information	<ul style="list-style-type: none"> • Drawing on participants’ personal experiences of primary schools, the session will explore characteristics of the design and make process in EYFS, KS1 and KS2 • Participants will discuss the implications of the current curriculum requirements • Participants will brainstorm needs and opportunities related to the theme of Nature and the Outdoors • Working in pairs participants will design and make a bird-box and bird • Participants will review their subject knowledge and set targets for their professional development.
Additional resources	<p>TTA (1999). <i>Using Information and Communications Technology to meet teaching objectives in primary design and technology, ITT exemplification materials</i>.</p> <p>BITSA (TV programme with innovative use of D&T)</p>
Links to Teachers’ Standards	Part 1: 1, 2, 3, 4, 5

Teaching Music	
Objectives	<ul style="list-style-type: none"> To develop personal knowledge of teaching music in the primary curriculum; To develop personal creative skills and vocabulary for music; To consider how high expectations can support children in achieving their full educational potential.
Learning Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> Have explored their own musicality and participated in practical activities; Have considered what musical learning and musical development are; Have explored cross-curricular links between music and literacy, music and mathematics and music and science; Have an increased confidence to teach class music.
Core Reading	<p>Arthur, J., Grainger, T. and Wray D. (2006). <i>Learning to Teach in the Primary School</i>. London: Routledge. Ch 3.3.</p> <p>Glover, J. and Ward, S. (1998). 'Understanding Music' in the Primary School. (2nd Edition). London: Continuum. pp. 1-17</p> <p>Hallam, S. and Creech, A. (eds) (2010). <i>Music Education in the 21st Century in the United Kingdom: Achievements, Analysis and Aspirations</i>. London: Institute of Education, University of London. Chapters 1, 2, 12 and 13.</p>
Detailed Session Information	<p>Discovering your musicality: an introduction to primary music making through a practical activity. Participants will consider the activity in terms of what they were doing and how it might link in with science and maths and also consider their own musical starting points.</p> <p>What is musical learning?: An introduction to musical learning, musical development and the role of the primary classroom teacher. Music and literacy: A discussion of the role of talk in musical learning, followed by a composition activity based on a reading book. This activity will demonstrate how the skills of composition, performance and appraisal as outlined in the National Curriculum for Music are interrelated and can be addressed holistically.</p> <p>Singing together: A reflection of the activities of the session in the light of students' musical and teaching strengths, culminating in a singing activity.</p>

Additional Resources	Classroom percussion (enough for the group size) Projector and screen for PowerPoint presentation with a sound input that can also be plugged into a portable digital recorder
Links to Teachers' Standards	Part 1: 1, 2, 3, 4, 5

PHSE & Emotional Literacy	
Objectives	<ul style="list-style-type: none"> • To understand what PHSE encompasses at KS1 & 2; • To develop awareness of dialogic strategies in developing PHSE skills; • To begin to explore participants' own emotional constructs.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • have experienced and evaluated a range of teaching and learning strategies; • have reflected on their own emotional literacy; • understand curriculum links and opportunities within PHSE and SMSC foci.
Core Reading	<p>Arthur, J. and Cremin, T. (2010). <i>Learning to Teach in the Primary School</i>. Abingdon: Routledge. (2nd Edition). Chapter 5.4.</p> <p>Antony Browne's Voices in the Park</p> <p>Goleman, D. (1996). <i>Emotional Intelligence</i>. London: Bloomsbury.</p> <p>Humphrey <i>et al.</i> (2010). 'Going for Goals: An Evaluation of a Short, Social-Emotional Intervention for Primary School Children.' <i>School Psychology International</i>, 31:3.</p>
Detailed Session Information	<ul style="list-style-type: none"> • Participants will undertake a series of self-concept exercises • Discussions on the concept of emotional literacy • Peer reflection exercise using the NC guidance on PHSE • Exploration of PHSE through texts and drama strategies • Participate in Circle Time Activities
Additional resources	<p>http://www.teachersmedia.co.uk/videos/primary-special-needs-emotional-literacy-the-hightown-elsas</p>
Links to Teachers' Standards	<p>Part 1: 1, 2, 3, 4, 5, 7</p>

Teaching Art and Design	
Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • The components of the primary art and design curriculum; • Some key thinking related to learning in art and design; • Stages of development in learning through art and design experiences; • Practical classroom opportunities to develop children's art and design learning.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Understand the current curriculum requirements; • Have a process to apply which will develop the abilities of children in art and design; • Have some understanding of the language of art and design; • Feel confident to attempt some quality art and design experiences with children.
Core Reading	<p>DfEE (1999). <i>The National Curriculum Handbook for Primary Teachers in England. Programmes of Study for art and design.</i> pp. 116-121 and <i>National Curriculum Attainment Targets for art and design.</i> pp. 33.</p> <p>Ofsted (2009). 'Drawing Together.' http://www.ofsted.gov.uk/resources/drawing-together-art-craft-and-design-schools. Primary School related findings</p>
Detailed Session Information	<ul style="list-style-type: none"> • Drawing on participants' personal experiences of primary schools so far, the session will explore the teaching of art and design in Key Stage 1 and 2 • Participants will discuss the implications of the current curriculum requirements • Participants will be introduced to the components of teaching art and design through some practical experiences of appreciation, observation, learning a technique and personal interpretation • Participants will learn some of the language of art to support children's discourse within the subject
Additional resources	<p>Key, P. and Stillman, J. (2009). <i>Teaching Primary Art and Design.</i> Exeter: Learning Matters.</p> <p>Cox, S. and Watts, R. (2007). <i>Teaching Art and Design 3-11.</i> London: Continuum.</p> <p>Herne, S., Cox, S. and Watts, R. (eds) (2009). <i>Readings in Primary Art Education.</i></p>
Links to Teachers' Standards	Part 1:1, 4

Physical Development, Health and Well-being	
Objectives	<ul style="list-style-type: none"> • To consider the potential value of physical education to the education and development of the whole child; • To understand the lesson format within physical education; • To develop an understanding of how to assess within physical education; • To understand the importance of being healthy and active; • To understand the implications for Behaviour for Learning and; • Health and safety within physical education.
Learning Outcomes	<p>Participants will:</p> <ul style="list-style-type: none"> • Be able to work through a lesson format within physical education; • Be able to progress practically through a lesson; • Have discussed behaviour for learning in the context of the PE lesson; • Will have an understanding of health and safety issues within physical education; • Be able to discuss the importance of being healthy and active; • Have an awareness of the potential value of physical education to the education and development of the whole child.
Core Reading	<p>Doherty, J. and Brennan, P. (2008). <i>Physical Education and Development 3-11, A Guide for Teachers</i>. Routledge. Lawrence, J. (2012). <i>Teaching Primary Physical Education</i>. Pickup, I., Price, L., Shaughnessy, J. and Spence, J. (2008). <i>Learning to Teach Primary PE</i>. (Achieving QTS series).</p>
Detailed Session Information	Please refer to the Virtual Learning Environment (VLE) for further information.
Links to Teachers' Standards	Part 1: 1, 2, 3, 4, 5, 7

Religious Education - Culture and Ethos	
Objectives	<ul style="list-style-type: none"> • To introduce the nature of religious education (RE); • To discuss religious education and professional values; • To exemplify a basic constructivist pedagogy of religious education including an effective cross-curricular approach; • To raise awareness of the scope of subject knowledge and access to a range of resources for teacher and learner.
Learning Outcomes	<p>By the end of the session participants will:</p> <ul style="list-style-type: none"> • Have a basic understanding of the theory and practice of religious education in the primary curriculum based on a broad definition of the subject and specific discussion of learning about and learning from religion within a constructivist pedagogy; • Be confident in establishing a professional approach to issues of faith and belief in the classroom; • Be aware of effective online and printed resources to secure subject knowledge for teachers and creative activity for learners; • Have experienced drama and other interactive pedagogical strategies; • Have reflected on issues raised in the inclusion and ICA sessions and implications for planning in RE.
Core Reading	<p>Rudge L. 'Religion in the Primary School Context' in Browne A. and Haylock, D. (2004). <i>Professional Issues for Primary Teachers</i>. London: Sage.</p> <p>McCreery E. 'Religious Education: Teaching the Curriculum in Boys' in R. Spink, E. (2008). <i>Teaching the Foundation Subjects</i>. London: Continuum.</p>
Detailed Session Information	<p>Participants will reflect on their memories of religious education in their primary schools. They will consider their personal definitions of religious education and the terminology (Religious? Education?). They will consider the nature of attainment target 1 (AT1) (learning about religion) and AT2 (learning from religion). They will be introduced to the statutory requirements, professional values and depth of subject knowledge required for RE lessons. Participants will be guided to reflect on culture, diversity and community issues, building on the inclusion and ICA sessions. They will have an opportunity to experience creative approaches for AT1 and AT2, building on opportunities for use of drama and artefacts. They will consider cross-curricular principles, planning and assessment and will be directed to where to find reliable resources for teachers and learners.</p>

Additional Resources	<p>Bastide, D. (2007). <i>Teaching Religious Education 4-11</i>. London; Routledge.</p> <p>Fisher, R. and Williams, M. (2004). <i>Unlocking Creativity</i>. London: Fulton. Ch. 4.</p> <p>McCreery, E., Palmer, S. and Voiels, V. (2008). <i>Teaching Religious Education Primary and Early Years</i>. Exeter: Learning Matters.</p> <p>Rivett R. (2007). <i>A Teachers Handbook of Religious Education</i>. Birmingham: CEP.</p> <p>www.bbc.co.uk/learningzone/clips/</p> <p>www.reonline.org.uk</p> <p>www.retoday.org.uk</p> <p>www.tes.co.uk/video</p> <p>www.woodlands-junior.kent.sch.uk (go to homework help)</p> <p>British Journal of Religious Education accessed at www.tandf.co.uk/journals</p>
Links to Teachers' Standards	Part 1: 1, 2, 3, 4, 5, 6, 7, 8

Computing/ICT	
Objectives	<ul style="list-style-type: none"> To consider the debates and new directions in the Primary Curriculum in relation to ICT and computing; To gain practical experience of using the programming language 'Scratch'; To consider resources available to support digital literacy in the primary classroom.
Learning Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> Have an understanding of the place of computing/ICT in the Primary Curriculum; Have used the programming language 'Scratch' to create a two-player racing game and a simple animation; Be able to draw on a range of resources in planning for digital literacy in the primary classroom.
Core Reading	<p>Key reading for this session:</p> <ul style="list-style-type: none"> Resnick, M. (2007). 'All I Really Need to Know (About Creative Thinking) I Learned (By Studying How Children Learn) in Kindergarten.' Proceedings of the SIGCHI Conference on Creativity and Cognition, Washington, D.C. <p>Further reading:</p> <ul style="list-style-type: none"> Addison, I. (2012). <i>Rising Stars Essentials: ICT</i> Sharp, J., Potter, J., Allen, J. and Loveless, A. (2007). <i>Primary ICT</i>. (3rd Edition). Exeter: Learning Matters.
Detailed Session Information	<p>This session enables participants to consider their personal use of technology, its place in 21st century learning and encourages debate on how best to support children in the primary classroom in relation to ICT/computing.</p> <p>The focus of the session is a practical workshop using 'Scratch' as a programming language to create a two-player racing game. The emphasis throughout the session is on how to develop programming activities in a classroom that have purpose and a creative outcome. A range of programming ideas and example schemes of work will be examined in addition to the practical game creation.</p> <p>The final part of the session discusses how to support digital literacy in a primary classroom and considers a range of resources available for participants to develop new media learning activities in a school environment.</p>
Additional Resources	http://scratch.mit.edu/
Links to Teachers' Standards	Part 1: 1, 2, 3, 4, 5, 6, 7, 8

Behaviour for Learning

Objectives	<p>To consider:</p> <ul style="list-style-type: none"> • The principles and strategies of the Nurturing Programme; • How the Nurturing Programme supports the development of the building blocks of calm, kind and respectful school communities; • Examples of the implementation of a Nurturing Programme in a primary school and by previous Teach First participants and its impact on behaviour and relationships.
Learning Outcomes	<p>By the end of the session, participants will have:</p> <ul style="list-style-type: none"> • Explored some key strategies in depth and had opportunities to practise and develop positive behaviour management skills; • Begun to build a foundation of ideas and tools to support participants in their first year of practice and beyond in the areas of emotional health for adults and children, clear and assertive communication skills and looking after our own wellbeing.
Core Reading	
Detailed Session Information	<p>The workshops will be experiential, interactive and focused on finding solutions to classroom challenges and to support preparation for teaching. Discussion will be facilitated through small group work, role play and paired activities. Each session will be facilitated by a Family Links national trainer; contributions and participation from associate tutors will be welcomed.</p>
Additional Resources	
Link to Teachers' Standards	<p>Part 1: 1a, 5b, 7a,b,c,d, 8e</p>

Year-Long Development

There will be nine days of development sessions during the year. The year-long development sessions build on the foundations laid during the Summer Institute, developing ideas explored in the sessions. The sessions in term one allow participants to reflect more deeply on skills and knowledge addressed during the Summer Institute as well as providing an opportunity to work on areas to support your development alongside your work in school.

The year-long sessions have also been planned to ensure that there is flexibility to respond effectively to the needs of the group and are constantly revised during the course of the year.

Sessions are taught by specialist tutors, some of whom you meet during the Summer Institute, as well as outside speakers and there are opportunities for group visits.

The year-long sessions also provide you with an opportunity to meet regularly with one or more of the Primary Tutor team, in addition to the support you receive in school. You are encouraged to use this opportunity for journal reflection and for peer discussions on the reflective journal assignment (RJA).

First half-term session content includes opportunities for:

- emotional support
- exploring different experiences
- structured talk time
- inspiration
- establishing routines
- problem-solving approaches
- sharing of pupil work
- working with support staff
- support with subject planning and teaching.

The table below outlines the anticipated focus of each of the sessions and the indicative dates that the days will take place. These are subject to regional variation and will be confirmed by your Programme Lead.

Indicative dates (in the week beginning)	Foci	Links to assessment
Late August or early Sept (half day)	Preparation for first days; action plans refresher; rehearsing introductions to class; routines and ethos	
September 2013	Debrief on 1 st three weeks; classroom organisation; sharing practice - literacy; ICT in the classroom; RJA1 preparation and reflective practice	
October 2013	Sharing practice - literacy planning; Behaviour for Learning (RJA1 link); Literacy focus - supporting reading skills	RJA1 5 Nov
November 2013	Sharing practice - EY/FS observation feedback; EY/FS curriculum understanding; managing learning through thinking development	
December 2013	Sharing practice- planning for maths; Assessment for Learning (WA2 link); Maths in context; writing at Masters level	WA2 14 Jan
January 2014	SEND and inclusive practice day; preparation for WA3	RJA2
February 2014	Literacy focus - supporting writing skills	WA3
March 2014	Science focus day (Sc1); RJA3 preparation	Final portfolio RJA3
April 2014	Creative cross-curricular learning	

APPENDICES

Appendix 1 Resource Bank

English Bibliography:

- Alexander, R. (2008). *Towards Dialogic Teaching: Rethinking Classroom Talk*. 4th ed. York: Dialogos.
- Barrs, M. and Cork, V. (2002). *The Reader In The Writer*. CLPE.
- Bearde, R. (2000). *Developing Writing 3-13*. Hodder & Staughton.
- Bearne, E. and Wolstencroft, H. (2007). *Visual Approaches To Teaching Writing: Multimodal Literacy 5-11*. UKLA.
- Bennett, R. (2007). *Using ICT in Primary English Teaching*. Exeter: Learning Matters.
- Browne, A. (2001). *Developing Language and Literacy 3-8*. SAGE publications.
- Corden, R. (2000). *Literacy and Learning Through Talk: Strategies for the Primary Classroom*. Milton Keynes: Open University Press.
- Cremin, T. (2009). *Teaching English Creatively*. David Fulton Books.
- Evans, J. (2000). *The Writing Classroom*. David Fulton Books.
- Eyres, I. *English For Primary and Early Years: Developing Subject Knowledge*. Paul Chapman Publishing Ltd.
- Foale, J. and Pagett, L. (2008) *Creative Approaches to Poetry for the Primary Framework for Literacy*. Routledge.
- Goodwin, P. (2011). *The Literate Classroom*. 3rd ed. David Fulton Books.
- Goodwin, P. (2008). *Understanding Children's Books*. SAGE publications.
- Graham, J. and Kelly, A. (2009). *Writing Under Control*. Routledge.
- Hall, K., Goswami, U., Harrison, C., Ellis, S. and Soler, J. (eds) *Interdisciplinary Perspectives on Learning to Read*. David Fulton Books.
- Johnstone, R. and Watson, J. (2007). *Teaching Synthetic Phonics*. Learning Matters.
- Lewis, M. and Ellis, S. (eds) (2006). *Phonics Practice Research and Policy pub*. UKLA.
- Lockwood, M. (2008). *Promoting Reading for Pleasure In The Primary School*. SAGE publications.
- Mallett, M. (2011). *Choosing and Using Fiction and Non Fiction*. David Fulton Books.
- Marsh, J. *Popular Culture, Media and Digital Literacies in Early Childhood*. London: RoutledgeFalmer.
- Medwell, J., Strand, S. and Wray, D. (2007). 'The Role Of Handwriting In Composition for Y2 Children.' *Journal of Reading, writing and literacy*. 2(1), pp. 18-36.
- Mercer, N. and Littleton, K. (2007). *Dialogue and the Development of Children's Thinking*. London: Routledge.
- Whitehead, M., (2004). *Language and Literacy in the Early Years*. London: Sage Publications.
- Winston, J. and Tandy, M. (2008). *Beginning Drama 4-11*. (Third Edition). London: David Fulton Books.
- Wilson, A. and Scanlon, J. (2011). *Language Knowledge for Primary Teachers*. 4th ed. David Fulton Books.
- DfES/QCA (2007). *Statutory Framework and Guidance for the Early Years Foundation Stage*. DfES/QCA.

- DfES/PNS (2007). *Primary Framework for Literacy and Mathematics*.
 PNS/DES (2007). *Letters and Sounds: Principles and Practice of High Quality Phonics*.
 DES.
 Rose, J. (2006). *The Rose Review of Early Reading*. DfES.

Ofsted Reports Relating to English Teaching <http://www.ofsted.gov.uk>

- Reading for Purpose and Pleasure - an evaluation of the teaching of reading in the primary school*. (2004). Ref: HMI 2393.
Poetry in Schools: a survey of practice. (2006/07). Ref: 070034.
Performance Differences between Boys and Girls at School.
Effective Teaching of Inference Skills for Reading. - research report no: DCSF RR031.
<https://www.education.gov.uk/publications>

Internet-based resources

An example of a publisher's 'teacher support' site - a chance to consider reading materials and approaches
<http://www.oup.co.uk/Primary>

Words and Pictures (phonics teaching programme) website
<http://www.bbc.co.uk/education/wordsandpictures/phonics.html>

An example of e-books
<http://www.sebastianswan.org.uk>

Teaching resources including video clips linking literacy and citizenship
<http://news.bbc.co.uk/cbbcnews/hi/teachers>

Maths Bibliography

- Anghileri, J. (2001). *Principles and practices in arithmetic teaching: innovative approaches for the primary classroom*. Open University Press.
 Bottle, G., Birrell, D., Donaldson, G., Harris, A., Lawrence, C., Taylor, H. and Wild, J. (2005), *Teaching Mathematics in the Primary School*. London: Continuum.
 Brown, T. and Liebling, H. (2005). *The really useful maths book*. Oxford: Routledge.
 Cockburn, A. and Littler, G. (2008). *Mathematical Misconceptions*. London: Sage.
 Cowan, P. (2006). *Teaching Mathematics*. Oxon: Routledge.
 Drews, D. and Hansen, A. (2007). *Using resources to support mathematical thinking*. Exeter: Learning Matters.
 Gifford, S. (2005). *Teaching Mathematics 3-5*. London: Continuum.
 Hansen, A. (2008). *Extending Knowledge and Practice*. London: Continuum.
 Haylock, D. (2006). *Mathematics Explained for Primary Teachers*. (Third Edition). London: Sage.
 Haylock, D and Cockburn, A. (2003). *Understanding Mathematics in the Lower primary Years*. London: Paul Chapman Publishing.
 Haylock, D. and Cockburn, A. (2008). *Understanding Mathematics for young children*. London: Sage.
 Haylock, D. and Thangata, F. (2007). *Key Concepts in Teaching Primary Mathematics*. London: Sage.
 Hogden, J. (2006). *Mathematics inside the black box*. London: NFER.

Hopkins, C., Pope, S. and Pepperell, S. (2004). *Understanding Primary Mathematics*.

London: David Fulton Publishers.

Mooney, C. *et al.* (2007). *Primary Mathematics Teaching Theory and Practice*. Exeter Learning Matters.

O'Sullivan, L., Harris, A., Sangster, M., Wild, J., Donaldson, G. and Bottle, G. (2005). *Primary Mathematics*. Exeter: Learning Matters.

Pound, L. (2006). *Supporting Mathematical development in the Early Years*. (Second Edition). Berkshire: Open University Press.

Pratt N. (2006). *Interactive mathematics teaching in the primary school*. London: PCP.

Rowland, T., Turner, F., Thwaites, A. and Huckstep, P. (2009). *Developing Primary Mathematics Teaching*. London: Sage.

Ryan, J. and Williams, J. (2007). *Children's Mathematics 4-15*. Berkshire: McGraw Hill.

Sutherland, R. (2007). *Teaching for learning mathematics*. Maidenhead: OUP McGraw Hill.

Thompson, I. (2003). *Enhancing Primary Mathematics Teaching*. Buckingham: Open University Press.

Way, J. and Beardon, T. (2003). *ICT and Primary Mathematics*. Maidenhead: OUP.

Williams, J. and Easingwood, N. (2004). *ICT and Primary Mathematics*. London: Routledge.

Winter, J., Andrews, J., Greenhough, P., Hughes, M., Salway, L. and Ching Yee, W. (2009). *Improving Primary Mathematics: Linking Home and School*. London: Routledge.

Routledge.

Worthington, M. and Carruthers, E. (2003). *Children's Mathematics: Making Marks, Making Meaning*. London: PCP.

Internet-based resources

Reading - Selection of DfE Papers on teaching mathematics

<https://www.education.gov.uk/publications/standard/Mathematics/Page1>

Resources

<http://www.songsforteaching.com/numberscounting.htm>

<http://www.teachingideas.co.uk/earlyyears/contents.htm>

<http://www.primaryresources.co.uk/maths/mathsC1.htm>

<http://www.underfives.co.uk/>

Science Bibliography

Allen, M. (2010). *Misconceptions in Primary Science*. Maidenhead: Open University Press.

Association for Science Education (ASE) (2011). *Be Safe*. 4th Edition. Hatfield: ASE.

Brunton, P. and Thornton, L. (2009). *Science in the Early Years: Building Firm Foundations from Birth to Five*. London: Sage.

DfEE (1999). *The National Curriculum for England and Wales: Science*. London: HMSO.

Early Years Foundation Stage Curriculum available at:

<https://www.education.gov.uk/publications/eOrderingDownload/EYFS%20Statutory%20Framework%20March%202012.pdf>

Haigh, A. (2010). *The Art of Creative teaching: Primary Science*. Harlow: Pearson Education Ltd.

Harlen, W. (ed.) (2001). *ASE Guide to Primary Science Education*. Hatfield: ASE.

Harlen, W (ed.) (2011). *Principles and big ideas of science education*, available at:

http://cmaste.ualberta.ca/en/Outreach/~/_media/cmaste/Documents/Outreach/IANASInterAmericasInquiry/PrinciplesBigIdeasInSciEd.pdf

Loxley, P., Dawes, L., Nicholls, L. and Dore, B. (2010). *Teaching Primary Science: Promoting Enjoyment and Developing Understanding*. Harlow: Pearson.

Osborne, J. and Dillon, J. (2012) *Good Practice in Science Teaching: What research has to*

say. 2nd edition. Maidenhead: Open University Press.

Roden, J., Ward, H. and Ritchie, H. (2007). *Extending Knowledge in Practice*. Exeter: Learning Matters.

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Ward, H., Roden, J., Foreman, J., and Hewlett, C. (2008). *Teaching Science in the Primary Classroom: A Practical Guide*. London: Sage.

Wenham, M. and Ovens, P. (2010). *Understanding Primary Science*. 3rd edition. London: Sage.

Professional Studies Resources

Additional Educational or Special Needs:

Booth, T. and Ainscow, M. (1998). *From Them to Us*. London: Routledge.

DfES (2001). 'Code of practice on the identification and assessment of special needs.' HMSO. http://www.dfes.gov.uk/sen/documents/Code_of_Practice.htm

Cheminais, R. (2000). *Special Educational Needs for Newly Qualified Teachers*. London: David Fulton Publishers.

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Appendix 2 - Lesson Planning and Evaluation

Several sessions refer to the following pro forma for planning lessons.

Aims:	
Date:	Time:
Year Group:	No. of pupils:
Learning Objectives	NC PoS / PNS links
Success Criteria. In 'child friendly' language.	
Key Language	Opportunities for ICT
Use of other adults What will your role be?	
Review of previous learning	
Anticipated learning misconceptions / difficulties	

Timing	Introduction. How will you introduce the topic and interest the children?	Assessment Key questions/ Observations
	Main Activities (Groups / Differentiation) How will you cater for EAL, SEN, more able learners?	Assessment Key questions/ Observations

	<p>Plenary. How will you conclude the lesson? Refer to success criteria</p>	
--	---	--

Assessment Key questions/ Observations

Lesson Evaluation

<p>To what extent were the learning objectives achieved? Were they achieved for SEN, EAL and more able children? What evidence are you using for your assessment?</p>
<p>If you were to deliver this lesson again (consider aspects such as resources, activities, pace, timing, assessment AND different groups / individual pupils):</p> <p>a) What would I retain and why?</p> <p>b) What would I change and why?</p>
<p>Targets for the pupils (whole class and individual):</p>
<p>Review my targets:</p>

The pro forma included above has been designed to stimulate particular kinds of thinking and learning which you need to engage with during the programme. It is very important to use it as a thinking tool. Some experienced teachers do not write down as much about their practice as you are expected to do - they may have internalised the

professional thinking which you are asked to record in more detail. The reason for your written planning is partly to ensure that you are considering the different elements of planning that must not be overlooked in good practice; partly to enable tutors and mentors to monitor the development of your professional thinking and practice; and partly to allow you to reflect on your development in ways which feed into both planning and target setting.

Prompts for Lesson Planning

Aims

This is an opportunity for you to indicate the general focus of the lesson, and outcomes you are planning to achieve, but which are not necessarily or easily measurable: What are you trying to teach your pupils?

- What is the central theme with which your pupils are engaged?
- What do you want the pupils to enjoy?
- What will be memorable in the lesson or scheme of work?
- What values and attitudes is the work concerned with developing?
- What connections do you want the work to make with other subjects, or life outside school?
- What will be challenging and new about the work?
- How will pupils be challenged to work in productive ways?
- How will you engage the pupils in the learning journey?

Objectives and Success Criteria

Under this heading you should identify measurable learning objectives. 'By the end of the lesson, pupils will have...'

- Aim to separate the skills from the context (e.g. skill - to write instructions, context - a sandwich)
- List the key objectives which you are particularly concerned to measure, separating the skills from the context
- Keep the list short and focused
- Say how these objectives will be addressed
- Indicate cross-curricular and thematic links.

Ensure the language you share with the pupils is child-friendly.

Simple language is effective, for example:

- 'We are learning to...' when referring to learning objectives
- 'Remember to...' when referring to success criteria
- 'I can...' when assessing the learning outcomes.

Your school will probably have a standard way of sharing the learning objectives and success criteria with the pupils.

Assessment

How will you assess the learning that takes place in this lesson?

- Does the assessment method match the learning objectives e.g. if these focus

- on speaking and listening, are you using writing?
- Does the assessment method have a formative function or is it summative?
- Does the assessment method give equal opportunities to all pupils, and cater for the range of ability in the group?
- Is the method using teacher-/peer-/self-assessment? Why have you selected this method?
- Is the assessment method related to NC attainment targets, the Literacy/Maths/Languages Framework or school marking policy?
- Will the assessment method assess all the pupils or a selection?
- How will you share the big picture with the children through target setting and the use of 'can do' statements?

Differentiation

You must learn to say more than differentiation 'by outcome' or 'by task'. It is not appropriate to say 'not needed': all classes are mixed ability classes. You might include here specific examples of...

- how you have planned the session and activities to teach to meet all the differing needs of the pupils in your class
- your use of graded questioning
- the different levels of support you will provide
- any additional resources you are providing
- how you are sharing expected outcomes.

Appendix 3 - Planning a Unit of Work

You will be referred to this section during a number of sessions. The information contained in the table below also refers to the units you will need to submit for your portfolio and WA2 assignments.

What Does A Unit Of Work Include?

Planning a unit of work is vital to teachers as leaders of learning. True progression in terms of pupil understanding can only be made through clear planning over a series of lessons. Through planning units of work in depth, participants develop their understanding of a number of key elements of the planning process. You consider how lesson planning fits within the complete learning journey of a unit of work in several sessions during the Summer Institute. You also work closely with peers and tutors to plan and receive feedback on ideas for your WA2 assignment in the Autumn term.

Key Element	Definition
Learning objectives / outcomes for the unit as a whole: what do we want pupils to achieve in terms of key skills and understanding?	These learning objectives should be set for the unit with individual lessons feeding into these whole unit objectives. How does the unit fit into the longer-term plan? How does the unit relate to the National Curriculum programmes of study / awarding body specification? How does the unit relate to literacy, numeracy and ICT/the whole class thematic plan/year group themes?
How long should the unit be?	The QCA defines units as beyond a single lesson plan up to a half term's work. There needs to be enough time for key knowledge, skills and understandings to be developed. The unit should also be able to demonstrate connections between previous lessons and upcoming lessons. Therefore it should be at least five hours' teaching time.
Each lesson plan should be included for the unit	This is important for showing how lesson level objectives feed into the unit learning objectives. It will also exemplify a range of learning activities where pupil progression can be clearly tracked rather than one thing done over and over. This will include aspects of assessment for learning. The unit will exemplify how you have supported pupils with additional educational needs over a series of lessons so as the unit objectives are met. This support should include how you plan/work with additional adults (for example, teaching assistants).
Each lesson should include an evaluation	This could be as simple as What Went Well, Even Better If. However, it should include an insight into future changes or adaptations which you will make based on your reflection.

Assessment	There needs to be clear evidence of how the teacher will know that the objectives of the unit have been achieved. This will include examples of pupil work and the criteria for assessment. It could also include self- or peer-assessment.
Overall evaluation of the unit	There needs to be an overall evaluation of the unit which describes the progress in terms of KSU's that pupils made, including evidence to support reflection concerning whether pupils reached the objectives set for the unit. If the objectives were not or only partially met, the evaluation should include possible amendments to the unit which could help to ensure that all pupils make progress in line with their previous level of attainment.

Appendix 4 - Making the Difference: Supporting EAL Pupils in the Classroom

Your programme is designed to include regular opportunities for reflecting on ways of supporting EAL pupils in the classroom.

General principles:

- Always remember that the pupil is learning in and through another language, as well as learning new skills and concepts.
- Do not worry if very little English is spoken initially.
- Plenty of listening time is important when starting a new language.
- Provide visual and other resources to stimulate pupil response.
- Allow for pupils who are learning to record from left to right for the first time.
- Pupils who are literate in their first language tend to make faster progress than students who are not.
- Provide vocabulary lists of key words with first language equivalents.
- Build into lesson planning support for identified pupils, including opportunities to speak in home tongue.
- Focus on what pupils can do, rather than what they cannot do.
- Make links between the curriculum and the pupil's own culture.
- Check that setting is by subject (e.g. mathematical) ability and not English language acquisition.
- Placing in SEN groups can be highly damaging.
- Find out about a pupil's previous educational experience.
- Set challenging targets.
- Have high expectations.
- Consider pupil's speed of progress from initial starting point.
- Communicate with parents using services of translator / intermediary where available.
- Make an effort to use and value community languages.

Remember: See your EAL pupils as an advantage rather than a disadvantage.

Content and Language Integrated Learning (CLIL) and Bilingual Education

CLIL has become an umbrella term describing the learning of a subject through a foreign language. Many of the classes you teach will include pupils learning through a language other than their home language. The following guidance refers to the teaching of CLIL lessons and you should consider how the strategies might also be applied to supporting pupils with English as an Additional Language in your classroom.

Guidance for teachers delivering CLIL lessons:

The language content should be selected so that it is challenging but still able to be understood by the pupils through the use of careful scaffolding techniques. Teachers should check pupils' understanding regularly.

Although the majority of the lesson will be conducted in the Target Language, initially pupils may need to communicate some answers in the first language.

Use extensive scaffolding to support the children's understanding and to encourage confident use of the target language. Scaffolding can take the form of:

- Repetition of key words and phrases
- Visual and aural cues
- Use of drama
- Linking to prior learning (e.g. through gesture, rhyme and song)
- Involving the children in the learning intentions through a familiar start to the lesson - e.g. explaining the objectives using the TL through careful use of words and phrases and with visual and aural cues
- Use of writing frames
- Use of activities to clarify key concepts e.g. completing tables, matching activities
- Displays labelled in L1 and Target Language

Lesson objectives cover three aspects: subject content, language and learning skills. Teachers should direct pupils to use of the correct language structure/form and encourage the class to identify errors. A climate of supportive peer feedback in terms of correct language use should be encouraged and pupils should be supported in their development and use of language learning strategies (LLS).

Further reading:

NALDIC <http://www.naldic.org.uk/index.cfm>

The National Association for Language Development in the Curriculum (NALDIC) is the UK subject association for English as an Additional Language (EAL).

NALDIC was inaugurated in 1993 and since its formation has been the voice of the EAL professional. It provides a professional forum for:

- Teaching and learning of English as an Additional Language
- Supporting bilingualism
- Raising the achievement of ethnic minority learners
- The development and understanding of this field of education.

Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*. 4th edition. Bristol: Multilingual Matters.

CLIL - National Statement and Guidelines

<http://www.languagescompany.com/news/featured-news/97-clil-national-statement-and-guidelines-published-july-31.html>

<http://www.clilcompendium.com/>

Mehisto, P., Marsh, D. and Frigols, M. (eds) 2008. *Uncovering CLIL, Content and Language Integrated Learning in Bilingual and Multilingual Education*. Oxford: Macmillan Education.

CILT, The National Centre for Languages

<http://www.cilt.org.uk>

Association for Language Learning

<http://www.all-languages.org.uk>

Primary Languages - the national gateway to advice, information and support for primary languages.

<http://www.primarylanguages.org.uk>

CLIL Cascade Network

<http://www.ccn-clil.eu>

Register for this project funded by the European Commission to keep up to date with initiatives in Content and Language Integrated Learning

British Council Global Gateway

<http://www.globalgateway.org.uk/>

This is the Global Gateway for international school partnerships and projects.

Appendix 5 - Health and Safety

Subject-specific and general health and safety issues in the primary classroom are covered during the Summer Institute.

You may also find it useful to watch the following extract from Teachers TV.

www.tes.co.uk/video Primary Health and Safety - How safe is your classroom?

Appendix 6 - Subject Associations

BFI (British Film Industry) <http://www.bfi.org.uk/learn.html>

BFI offers in-depth resources on film and film makers in the following categories:
People: Features on film makers, actors and other personalities in the film industry
Themes: A range of features on various subjects and genres in film and television.
Charts and Polls: A variety of charts and polls on film and television researched by the BFI.

National Literacy Trust <http://www.literacytrust.org.uk/>

The National Literacy Trust has a commitment to evidence-based policy in order to empower learners of all ages and support professionals. Our work both supports the development of high quality national and local policy and helps bring policy to practitioners.

The UK Literacy Association <http://www.ukla.org/>

National Association for the Teaching of English <http://www.nate.org.uk/>

The Mathematical Association

www.m-a.org.uk/

The Primary section of the Mathematical Association website includes information about the National Primary Mathematics Challenge.

The Association for Science Education

<http://www.ase.org.uk/resources/>

British Science Association

<http://www.britishteachers.org.uk/web/learningzone/resources.htm>

School Science

<http://www.schoolscience.co.uk/>

The Geography Association

<http://www.geography.org.uk>

This weblink has a useful section for Early Years and Primary Resources.

The Historical Association

<http://www.history.org.uk/>

The Primary section includes an introduction to history for the initial teacher. It also includes a series of key stage targeted activities and schemes of work for promoting community cohesion.

Reonline

<http://www.reonline.org.uk/>

This website contains useful RE resources and subject knowledge pages for teachers. It also includes a tool to search across world faiths for different topics and has links to video clips to support teaching about religious practices.

National Association of Music educators (NAME)

www.name.org.uk

NAME is the largest professional association representing individuals involved in music education.

Appendix 7 - Teachers' Standards: Lesson Observation Prompt

S1 Set high expectations which inspire, motivate and challenge pupils

- a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

S2 Promote good progress and outcomes by pupils

- a) be accountable for pupils' attainment, progress and outcomes
- b) plan teaching to build on pupils' capabilities and prior knowledge
- c) guide pupils to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e) encourage pupils to take a responsible and conscientious attitude to their own work and study

S3 Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

S4 Plan and teach well-structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- d) reflect systematically on the effectiveness of lessons and approaches to teaching
- e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Appendix 8 - Glossary of Terms

There are a vast number of terms and jargon associated with teaching. Below is a list of the ones that you will most commonly hear but for a more comprehensive list go to:

http://www.tes.co.uk/TES_Jobs/Your_Career/Jargonbuster/

AEN	Additional educational need. A pupil need that is identified and it is perceived that pupils with that need require support in addition to what is provided for the rest of the class.
AOTs	Adults Other than Teachers. Anyone involved in working with pupils in schools who is not a teacher e.g. Teaching Assistant; parent helper, employer.
Asperger's Syndrome	'People with Asperger's syndrome find it more difficult to read the signals that most of us take for granted. As a result they find it more difficult to communicate and relate to others.'
AST	An Advanced Skills Teacher is a teacher who has passed a national assessment and been appointed to an AST post. Their duties include supporting the professional development of other teachers and raising standards of teaching and learning. ASTs spend 20 per cent of their time working with teachers from other schools.
Assessment	The means by which what a pupil has learned is determined.
Assessment for Learning	Assessment for the purpose of providing feedback to the learner on their progress and offering guidance for development.
AT	Attainment target sets out expected standards of pupils' performance at the end of each key stage.
Autism	'A lifelong developmental disability that affects the way a person communicates and relates to others in a meaningful way ... people with autism can often have accompanying learning disabilities but everyone with the condition shares a difficulty in making sense of the world.' Problems with social interaction, social communication and imagination.
BECTA	Government's lead agency on the use of ICT in education.

BIP	<p>The Behaviour Improvement Plan is part of the National Behaviour and Attendance Strategy. Currently around 300 secondary schools and 1200 primaries participate in the plan and they get additional resources for targeting behaviour and attendance problems.</p> <p>Participating schools have to commit to improve standards of behaviour, reduce truancy, secure lower levels of exclusions and ensure the availability of full-time supervised education for all pupils.</p>
CATs	<p>Cognitive Ability Tests: A set of tests for children between 7 and 15 years old. The tests include verbal reasoning, quantitative reasoning and non-verbal reasoning and form the basis for predictors of potential future attainment in some schools together with Primary SATS records and reading levels.</p>
Citizenship	<p>A statutory National Curriculum subject which was introduced into secondary schools from September 2000 and is compulsory for Key Stages 3 and 4. It can be taught as a discrete subject or within the context of other subjects.</p>
Connexions	<p>Connexions is a youth service and provides a single point of access for all 13-19 year olds to help them prepare for the transition to work and adult life.</p>
Contextual Value Added	<p>Factors that relate to pupil progress - e.g. SEN, deprivation, etc.</p>
Curriculum	<p>The whole range of learning experiences that take place within the school, planned and unplanned.</p>
Curriculum Enrichment Activities	<p>The range of activities and opportunities provided by schools for their pupils beyond the statutory curriculum requirements.</p>
DCSF	<p>Department for Children, Schools and Families; formerly the government department responsible for developing and implementing the government's policies for education and ensuring that all welfare needs of children are considered in line with the Every Child Matters agenda.</p>
DfE	<p>The Department of Education responsible for education and children's services.</p>
Differentiation	<p>The process by which the curriculum is structured and made accessible so that it meets the needs of the full range of abilities and needs in a class.</p>
Dyscalculia	<p>Dyscalculia affects the ability to acquire arithmetical skills. Sufferers may have difficulty understanding simple number concepts and often have problems learning number facts and procedures.</p>
Dyslexia	<p>A learning difficulty of which the chief manifestation is a particular difficulty with reading and spelling.</p>

Dyspraxia	Dyspraxia is generally recognised as an impairment or immaturity of the organisation of movement. Associated with this may be problems of language, perception and thought.
11 Plus	A test that is used by a very few English local educational authorities (including Kent and Medway) to select pupils at the age of 11 for transfer to selective grammar schools or to secondary modern schools.
EAL	English as an additional language. All pupils for whom English is not their first language.
ECM	Every Child Matters - This is a new government approach to the well-being of children and young people from birth to age 19. The aim is for every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
EMAG	The EMAG is £15m of government money which schools can bid for to help teach pupils for whom English is a second language. Intended to be spent on teachers and books.
EYFS	Early Years and Foundation Stage - Schools and early years providers have to follow a structure of learning, development and care for children from birth to five years old. This is called the Early Years Foundation Stage (EYFS).
FFT	Another measure of student potential which takes account of a number of measures including the free school meals index. This is commonly used by SSAT and Ofsted to measure the degree of 'added value' - or additional progress, which the education has had on the results of each student at 11 and 16. Predictors will be both average and challenging, enabling schools to set targets in accordance with their confidence/ concern to raise attainment.
Form Tutor	A teacher who has pastoral responsibility for a group of pupils. Responsibilities include basic administration, taking the register, following up absence, maintenance of up-to-date records, first point of contact with parents and carers, overall progress of the pupils across the whole curriculum, collation of reporting to parents, pupil well-being, etc.

Higher Level Teaching Assistant	A teaching assistant who has gained additional qualifications so that they are able to take classes in a specified subject on their own to supervise and develop learning following a briefing with the head of department. Training courses are funded by DCSF in mathematics and science to raise standards of learning amongst targeted groups. They will also act as temporary cover supervisors in their specialist area.
Inclusion	The principle and current policy to ensure that the needs of all pupils are met within the context of mainstream schools; inclusion includes AEN, gender, ethnicity, any form of disability, the gifted and talented, etc.
Key Stage (now referred to as phase in national documentation)	The period of time between statutory reporting of pupils' attainment against National Curriculum Levels of Attainment: Key Stage 1 - Ages 5-7, Key Stage 2 Ages 7-11; Key Stage 3 Ages 11-14, Key Stage 4 Ages 14-16.
League Table	Term used to refer to the statistics of pupils' performance in GCSE and other qualifications published annually LEA by LEA, enabling comparisons to be made between schools.
Learning Mentor	A non-teacher who regularly supports specific pupils to encourage them to study and to make more progress in school. Often this extra attention is very successful, particularly with shy pupils or pupils who have limited self-esteem (often boys) and have elected to play down their abilities and truant rather than face the fear of failure.
Mentor	In the context of initial teacher training, the person who guides participants in their teaching and who has part responsibility for assessment. Learning mentors are becoming more widespread in secondary schools. Their role is to guide pupils who may be at risk of exclusion or under achievement.
National Curriculum	The framework for the curriculum for pupils from 5 to 16, partly statutory and partly non-statutory, specifying which subjects should be taught, the programmes of study for each Key Stage and levels of attainment that are the benchmarks for assessment at the end of Key Stages 1-3.
Statutory National Curriculum	Those parts of the National Curriculum that are requirements of the Education Reform Act 1988 or subsequent legislation.

Non-statutory National Curriculum	Those parts of the National Curriculum that are guidance and do not have the force of law.
NQT	Newly Qualified Teacher; the first year of teaching after qualification, the induction year.
Ofsted	Office for Standards in Education. Appointed by the government to inspect schools and other educational establishments regularly against a framework.

PPA (Planning, Preparation, Administration) time	From September 2005 all teachers are entitled to 10% release from teaching for planning, preparation and administration, under the Workforce re-modelling agreement (See HLTA below).
PSHE	Personal, social and health education. A National Curriculum subject that can be taught either as a discrete subject or within the context of other school subjects. It is often taught by form tutors.
PSP Set	Pupils grouped for teaching purposes by ability in a specific subject area.
SMSC	Spiritual, moral, social and cultural development - a non-statutory aspect of the National Curriculum that can be taught within the context of all subjects in the National Curriculum.
Specialist School	A school which has identified a particular specialism and has then gone through a process of action planning. Funding is granted by the DfES if the action plan is approved. Schools need to raise a portion of money themselves to qualify.
Teaching Assistant	Unqualified support for teachers in the classroom, often deployed to support pupils with AEN. Also called Learning Support Assistants (LSA) or Classroom Assistant. Higher Level Teaching Assistants (HLTA) have been assessed against national standards for HLTAs and may be deployed by a school to teach some lessons under the teacher's direction, or to take responsibility for other administrative duties.
Types of school	A secondary school, often a neighbourhood school that is attended by pupils across the full range of ability.
- comprehensive school	
- denominational school	Schools where a religious denomination has a role in the governing, running and funding of the school.
- grammar school	A selective secondary school attended by pupils who passed the 11+ examination taken in the last year of primary school.
- independent school	A school that is not funded through local and national taxation, but usually through the payment of fees by parents or carers or by a sponsor e.g. a church, charity, the Forces etc. Public schools are independent schools. Independent schools often have entry requirements. Many are boarding schools.
- Infant school	A school taking pupils from four to seven years (Key Stage 1).
- Junior School	A school taking pupils across the 7-11 age range (Key Stage 2) Lower KS2 -Years 3 and 4, Upper KS2 Years 5 and 6.

- maintained school	A school funded from national and local taxation.
- primary school	A school taking pupils across the 5-11 age range. (Infant Year R -2) (Junior Year 3-6).
- secondary school	A school attended by pupils from age 11 (Year 7) until age 16 (Year 11) or 18 (Year 13).
- secondary modern school (high school)	A non-selective secondary school for pupils who fail the 11+ examination.
- Academy	A secondary school which is sponsored by business or another group within the community (e.g. a diocese) and operates as an independent school, receiving funding direct from the government.
- Vocational Qualification	<u>Vocational A-Levels</u> were introduced as part of the Curriculum 2000 reforms and were designed to give 16-18 year olds more flexibility in the qualifications open to them. Vocational A-Levels, AS-Levels and GNVQs are designed to prepare pupils in jobs such as business, construction, engineering, health and social care. They can be taken as part of a package with other qualification and come in three levels, foundation, intermediate and advanced.
- Workload Agreement	The national agreement which restricts the tasks which a teacher may be expected to undertake in order to protect time for marking and preparation and to sustain their life/work balance. A result of the agreement has been the appointment of more unqualified cover supervisor managers in schools.