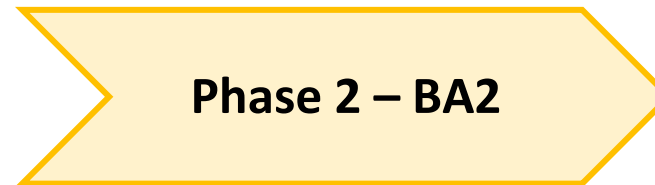
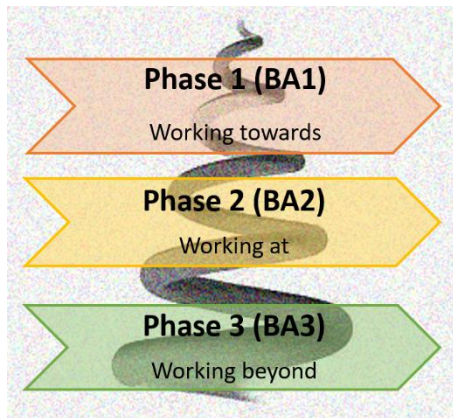


BA (Hons) Primary Education with QTS Curriculum



Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BA (Hons) Primary Education with QTS course.

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

Contents

<u>Art and Design</u>	<u>Languages</u>
<u>Computing</u>	<u>Mathematics</u> including ITaP
<u>Design and Technology</u>	<u>Music</u>
<u>English</u>	<u>Physical Education</u>
<u>Geography</u>	<u>Religious Education</u>
<u>History</u>	<u>Science</u>
<u>Subjects in Action</u> including ITaP	<u>Professional Studies</u>

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Art and Design

Learn that	Learn how to
<ul style="list-style-type: none"> • High quality teaching is underpinned by positive interactions between pupils, their teachers and peers. • Understanding pupils' differences including their prior knowledge and potential barriers to learning is an essential part of teaching Art and Design • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 	<ul style="list-style-type: none"> • Make considered choices of Art and Design pedagogy according to why, what how the pupils will be learning. • Use knowledge of pupils' barriers to learning to plan and teach Art and Design lessons/ EAD activities which are inclusive for all pupils. • Plan and teach print-based activities that develop pupils' procedural and substantive knowledge
<ul style="list-style-type: none"> • Developing pupils critical thinking through analysing works of art and craft develops their visual literacy and understanding of how artists and craftspeople engage in their society and explore key issues, debates and controversies of their period. • Effective assessment is critical to teaching Art and Design because it provides teachers with information about pupils' understanding and needs. • Giving children time to practise and experiment with materials, media and tools enables teachers to check their understanding, progression in knowledge and skills and to identify any misconceptions, providing support as needed. • Guides, scaffolds and worked examples can help all pupils understand new processes and ideas. 	<ul style="list-style-type: none"> • Integrate activities into Art and Design lessons that develop pupils' evaluative skills and disciplinary knowledge. • Plan to integrate formative assessment into planning and teaching of Art and Design/ EAD • Plan for and teach lessons to develop pupils' 3D artmaking. • Use guides and scaffolds to support all pupils in Art and Design lessons/ EAD activities.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Computing

Learn that	Learn how to
<ul style="list-style-type: none">• Loops (repetition) can simplify code and are essential for creating efficient programs.• Selection (if/then statements) enables decision-making in interactive projects like quizzes and games.• Unplugged activities can introduce complex coding concepts in accessible ways for primary pupils.	<ul style="list-style-type: none">• Introduce loops and selection (for e.g.) using unplugged activities.• Scaffold coding concepts before moving to Scratch.• Adapt modelled Scratch projects for use in primary classrooms.
<ul style="list-style-type: none">• The Use–Modify–Create pedagogy supports progression in children’s coding skills.• Problem-solving and creativity are vital for engaging pupils in computing lessons.• Questioning and collaboration help pupils debug code and develop	<ul style="list-style-type: none">• Apply Use–Modify–Create to structure coding lessons.• Design quizzes/games (for e.g.) that encourage creativity and problem-solving.• Use questioning and paired programming to support pupils’ debugging.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Design and Technology

Learn that	Learn how to
<ul style="list-style-type: none"> • Some materials can be shaped and joined to build useful products using a range of hand tools. • There are specific tools in most primary schools which are recommended by the Design and Technology Association. • All pupils will have different strengths and needs, and some will require adaptive teaching and provision. • There are more complex mechanisms that employ levers, and linkages which can be used to create moving parts 	<ul style="list-style-type: none"> • Model and guide safe use of primary school hand-tools. • Adapt teaching and learning to meet needs of all children.
<ul style="list-style-type: none"> • There are 6 design principles that children’s D&T projects should adhere to., including consideration of the user and purpose of their products. • Teachers use the D&T progression framework to inform their planning and assessment of design and technology. • Simple electric circuits operate components such as bulbs, buzzers and motors. • There are two basic arrangements of wheels and axles to be combined with a chassis to create the base of a vehicle. 	<ul style="list-style-type: none"> • Learn how to write focused, curriculum-based objectives and success criteria for D&T lessons. • Learn how to practically apply scientific knowledge of electric circuits to design and build electric powered toy vehicles. • Learn how to support children to understand different solutions to wheels and axles (mechanisms) which may influence or be dictated by choices of materials. • Learn how to support children to develop creative thinking through technical and aesthetic design decisions.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

English

Learn that	Learn how to
<ul style="list-style-type: none"> Teachers need a secure subject knowledge in English to teach effectively. Continued reflection on English subject knowledge is essential. 	<ul style="list-style-type: none"> Apply subject knowledge to support learning and teaching Reflect on English subject knowledge
<ul style="list-style-type: none"> Speaking and listening strategies support pupils' vocabulary and comprehension skills. 	<ul style="list-style-type: none"> Use speaking and listening strategies to develop pupils' word vocabulary and comprehension skills.
<ul style="list-style-type: none"> There are key principles in teaching SSP and these are embedded in statutory and non-statutory curriculum documentation. Teachers need a secure subject knowledge of phonics to effectively teach word recognition/early reading. 	<ul style="list-style-type: none"> Use correct terminology, articulation and understanding of progression in phonics to support pupils' reading development Plan a four-part SSP lesson using appropriate strategies/ activities.
<ul style="list-style-type: none"> Effective teachers introduce new material in steps, explicitly linking new ideas to what has previously been studied and learned. Having a secure subject knowledge of reading pedagogy helps teachers to motivate pupils and teach reading effectively 	<ul style="list-style-type: none"> Use different strategies to develop children's reading, including shared, guided, whole class and reading for pleasure. Use different types of questions, such as literal, inferential and evaluative to support children's reading comprehension. Assess pupils formatively and summatively to ensure reading progress.
<ul style="list-style-type: none"> Teachers need secure subject knowledge teach reading effectively. Reading for pleasure is a requirement of policy and supported by research evidence. Reading for pleasure needs to be embedded and promoted in the classroom. Creative approaches such as drama strategies support children's learning. 	<ul style="list-style-type: none"> Use creative approaches to teach reading Develop reading for pleasure by supporting the creation of rich reading environments.
<ul style="list-style-type: none"> Teachers need a secure subject knowledge of phonics to teach reading effectively. There are key principles for effective teaching of SSP 	<ul style="list-style-type: none"> Plan, resource and teach a four-part SSP lesson. Use a variety of strategies in the teaching of SSP that engage and support children, for example the use of stories or puppets. Apply the correct terminology, articulation of phonemes and an understanding of phoneme and grapheme correspondence to support pupils' reading progress.
<ul style="list-style-type: none"> Teachers need a secure subject knowledge of writing and spelling pedagogy Phonics is integral to early spelling. 	<ul style="list-style-type: none"> Use guided group work to support children's writing development Develop children's handwriting. Teach spelling through phonics.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<ul style="list-style-type: none"> • Spelling needs to be taught explicitly. 	<ul style="list-style-type: none"> • Teach spelling in different key stage1/2 through the use of different strategies. For example Look Cover Write Check
<ul style="list-style-type: none"> • Teachers can use digital technologies to motivate learners and improve literacy learning. • Teachers need a secure subject knowledge of poetry to effectively teach English effectively. 	<ul style="list-style-type: none"> • Use digital literacies effectively to motivate learners and improve literacy learning. • Apply my increasing knowledge and increasing appreciation of poets and poetry in the primary classroom to support children’s learning in English.
<ul style="list-style-type: none"> • To meet the needs of all children, teachers adapt their planning and teaching. • Teachers need a secure knowledge of phonics to teach reading effectively 	<ul style="list-style-type: none"> • Adapt reading teaching to meet the needs of all pupils
<ul style="list-style-type: none"> • Teachers need a secure subject knowledge of phonics to teach reading effectively. • Having a secure subject knowledge of reading pedagogy helps teachers to motivate pupils and teach reading effectively 	<ul style="list-style-type: none"> • Use critical enquiry and apply this to illustrate developing knowledge of teaching of reading.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Geography

Learn that	Learn how to
<ul style="list-style-type: none">• There are different ways to make use of maps in geography, and that this can support a range of learning opportunities• The use of alternate locations in the country can support thinking and learning in geography• Latitude affects climate zones	<ul style="list-style-type: none">• Use maps in geography to support learning.• Use alternate locations in the country to develop understanding of place.• Teach about climate zones and biomes to support understanding of weather, climate and hot and cold places.
<ul style="list-style-type: none">• There are barriers to learning in geography, and how these can be tackled• The use of adaptive teaching in geography can include a range of approaches• Progress in geography can be supported by a range of approaches,• Data can be used to recognise areas needing development	<ul style="list-style-type: none">• Identify barriers to learning in geography, and make suggestions as to how these can be tackled• Use of adaptive teaching to support different needs understanding of place.• Support progress in geography through a range of teaching approaches• Use data to recognise areas needing development.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

History

Learn that	Learn how to
<ul style="list-style-type: none"> • Pupils learn substantive concepts more securely through meaningful examples and repeated encounters in varied contexts. • Historical enquiry is guided by a conceptual framework, with historians examining events through the lens of disciplinary concepts. • That people may hold different views about who, or what is significant and why. • Assessment of history learning should: focus on key content and concepts; identify gaps and misconceptions; inform teaching and curriculum planning. 	<ul style="list-style-type: none"> • Use stories and narratives to develop understanding of historical events. • Use questions as starting points for developing subject knowledge. • Start planning a historical enquiry based around enquiry questions. • Use assessment to track progress in history.
<ul style="list-style-type: none"> • Secure subject knowledge is vital for developing chronological understanding and helps pupils build historical schemas. • It is important to plan for and teach the development of chronological understanding to support pupils in making sense of the abstract nature of time. Developing early chronological understanding is crucial for younger children in order that they can make sense of their day to day lives. • Effective teaching of chronology helps prevent misconceptions and supports identifying and addressing any that may arise. • Timelines play a crucial role in developing all aspects of chronological understanding with children. 	<ul style="list-style-type: none"> • Develop chronological knowledge and understanding. understanding of place. • Embed chronological vocabulary across all history learning. • Recognise and address children’s historical misconceptions. • Use timelines in history teaching to support learning.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Languages

Learn that	Learn how to
<ul style="list-style-type: none"> • Developing a schemata of subject knowledge and pedagogy in FL and its place within the curriculum requires expertise • Early language acquisition pedagogies can also support progress from EAL and SEND children in mother tongue and target language learning 	<ul style="list-style-type: none"> • Plan engaging lessons using key vocabulary, grammar and knowledge about the TL language (eg. noun adjective agreement eg masculine/ feminine). • Plan for progression by building on prior learning, ensuring vocabulary & phrases are revisited in different activities, to support long term memory. • To support children by addressing errors/ misconceptions.
<ul style="list-style-type: none"> • Embedding regular, purposeful practice in well-sequenced planning supports language learning • Anticipating common misconceptions can support all learners proactively. • Anticipating common misconceptions can support all learners proactively • High quality feedback can take a range of formats. 	<ul style="list-style-type: none"> • Raise the awareness of cultures and languages in line with the school policy/ curriculum. • Embed a sense of accurate and appropriate cultural capital and intercultural in your FL sequence of lessons, where misconceptions are addressed effectively. • Plan for assessment and deliver effective feedback. • Critically evaluate pedagogies and assessment approaches in FL schemes of learning.

Mathematics

Including Intensive Training and Practice (ITaP)

Pivotal area: Modelling and Guided Practice in Mathematics

Key Question: How do I model and guide the pupils to ensure they are successful in their independent practice?

Learn that	Learn how to
<ul style="list-style-type: none"> Rosenshine presented Principles of Instruction to support classroom practice. Modelling, guiding student practice and independent practice support the exchange of knowledge from teacher to pupil. This can be viewed as the 'I do, we do, you do' approach. Metacognitive talk and narrative through the thought process is a key aspect of modelling 	<ul style="list-style-type: none"> Apply evidence-based principles for effective teaching in classroom practice.
<ul style="list-style-type: none"> The Gradual Release of Responsibility model (I do, we do, you do) helps shift learning from teacher-led to student independence. Live modelling in maths makes abstract concepts clearer and easier to understand Modelling strategies and behaviours encourages pupils' motivation towards learning maths. Guided practice gradually reduces the support to enable independence. 	<p>Plan effective lessons, by:</p> <ul style="list-style-type: none"> Create micro scripts to support narrating the thinking of each step of the live modelling process. Model effectively, by: <ul style="list-style-type: none"> Narrating thought processes when modelling to make explicit how experts think Making the steps in a process memorable and ensuring pupils can recall them Exposing potential pitfalls and explaining how to avoid them
<ul style="list-style-type: none"> The Gradual Release of Responsibility model ('I do, we do, you do') helps shift learning from teacher-led to student independence. Observation of practice, discussing and analysing with expert colleagues supports development. 	<ul style="list-style-type: none"> Model motivation Model effectively using different forms of live modelling Use metacognitive talk to narrate thought processes to make explicit how experts think Making the steps in a process memorable and ensuring pupils can recall them Exposing potential pitfalls and explaining how to avoid them

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<ul style="list-style-type: none"> • Planning and preparation enhance classroom practice 	<ul style="list-style-type: none"> • Plan effective lessons to include modelling and guided practice to support independent practice • Include appropriate forms of live modelling • Include Metacognitive talk to narrate thought processes to make explicit how experts think • Making the steps in a process memorable and ensuring pupils can recall them.
<ul style="list-style-type: none"> • Reflective practice, observation and feedback enhance professional development. 	<ul style="list-style-type: none"> • Model motivation • Model effectively using different forms of live modelling • Use metacognitive talk to narrate thought processes to make explicit how experts think • Making the steps in a process memorable and ensuring pupils can recall them • Exposing potential pitfalls and explaining how to avoid them
<ul style="list-style-type: none"> • The Gradual Release of Responsibility model ('I do, we do, you do') helps shift learning from teacher-led to student independence. • Feedback from expert colleagues supports improvement. 	<ul style="list-style-type: none"> • Model motivation • Model effectively using different forms of live modelling • Use metacognitive talk to narrate thought processes to make explicit how experts think • Making the steps in a process memorable and ensuring pupils can recall them • Exposing potential pitfalls and explaining how to avoid them
<ul style="list-style-type: none"> • Reflective practice, observation and feedback enhance professional development 	<ul style="list-style-type: none"> • Reflect on the impact of Gradual release of responsibility model / 'I do, we do, you do' approach to support the learning handover and enable independence. • Set specific what, why, how targets
<ul style="list-style-type: none"> • Modelling and Guided Practice principles can be applied in other curriculum subjects – (application in other contexts) 	<ul style="list-style-type: none"> • Apply evidence-based principles for effective teaching in classroom practice.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<ul style="list-style-type: none">• Secure subject knowledge helps teachers to teach effectively.• The progression in learning needs to be understood to teach effectively.• Identifying misconceptions and then teaching to correct them are key aspects of effective teaching.• Mastery - including the connections made between the language, manipulatives, images and symbols – is an approach to teaching to ensure understanding.	<ul style="list-style-type: none">• Address errors and misconceptions identified when teaching mathematics using effective modelling and scaffolding approaches.
<ul style="list-style-type: none">• The "Gradual Release of Responsibility" model ("I do, we do, you do") helps shift learning from teacher-led to student independence.• Reflecting on the impact of use research-informed practice supports professional development.	<ul style="list-style-type: none">• Model motivation• Model effectively using different forms of live modelling• Use metacognitive talk to narrate thought processes to make explicit how experts think• Making the steps in a process memorable and ensuring pupils can recall them• Exposing potential pitfalls and explaining how to avoid them

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Music

Learn that	Learn how to
<ul style="list-style-type: none"> Eurythmics and Rhythmic Solfege are used to develop a solid rhythmic foundation. Sound is the basis of music and progresses from onomatopoeic to symbolic Melody is based on scales and use important notes (Tonic, subdominant, dominant) Musical learning should be adapted in order for all learners to experience success 	<ul style="list-style-type: none"> Use the Model Music Curriculum and Development matters as progression documents. Support children to layer sounds intentionally and for effect Develop children’s rhythmic foundations through rhythmic syllables, rhythmic sequences and rhythm and movement Teach children the fundamentals of melody and harmony from the use of scales and important notes.
<ul style="list-style-type: none"> Developing a good singing technique requires control of breath and phrasing Melody is based on scales and use important notes (Tonic, subdominant, dominant) Musical learning should be adapted in order for all learners to experience success. 	<ul style="list-style-type: none"> Use rhythmic ostinato in composition Lead a call and response rhythmic activity Support pupils to develop good posture and breathing techniques. Teach pupil to control their pitch, dynamics and phrasing in songs that have a wider vocal range.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Physical Education

Learn that	Learn how to
<ul style="list-style-type: none"> • Barriers within PE exist and are varied, and these need to be considered for the context of each cohort of children. Planning that overcomes barriers to learning should be done so as to enable all learners to make progress. • Using varied approaches for Assessment for Learning in PE ensures progression through and beyond the physical domain. • Gymnastics activities are taught within the National Curriculum through the development of strength, balance and flexibility. • Gymnastics activities carry a higher risk, and safe practice awareness and application of specific gymnastics practice is important. 	<ul style="list-style-type: none"> • Observe PE teaching and be able to identify the impact of AFL strategies, plus adaptive teaching strategies and sustained activity (from Phase 1) on pupil progress. • Plan and deliver well-structured gymnastics lessons. • Use a variety of AFL strategies when teaching all areas of PE. • Ensure that all gymnastics lessons are safe and that gymnastic specific safe practice expectations are adhered to.
<ul style="list-style-type: none"> • Physical Education goes beyond sport and physical skills and is integral to the holistic development of children. • Children’s physical development follows developmental milestones but that these are not age specific. • PE activities must be developmentally appropriate to cater for a range of motor competency progressions and motor competency progressions need regular practice and need to build in complexity to enable children to execute skills fluently and apply within wider collaborate physical contexts. • Using varied approaches for Assessment for Learning in PE ensures progression through and beyond the physical domain. 	<ul style="list-style-type: none"> • Use current research within their classroom practice. • Plan for a sequence of lessons with a clear intended outcome, demonstrating understanding of movement skill competency progressions over time. • Plan for a sequence of lessons that provide opportunities for cognitive, creative, social and emotional development through the physical domain. • Use AFL strategies to ensure progression in PE. Focussing on effective questioning, peer coaching/assessment, modelling and scaffolding.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Religious Education

Learn that	Learn how to
<ul style="list-style-type: none">• There are certain key concepts and knowledge required to deliver a high quality RE and worldviews curriculum• RE can be delivered through multiple disciplines such as theological, philosophical and social sciences• Learning content is organised in different ways for RE as reflected in locally agreed syllabus	<ul style="list-style-type: none">• Examine the scheme of work for RE in your school.• Design a series of lessons using a multidisciplinary approach to RE or contribute your thoughts about this approach to expert colleagues as they plan their lessons.
<ul style="list-style-type: none">• There are different types and features of planning• Assessment in RE is important to support pupil progress• There are different categories, types and characteristics of assessment• Progress in RE is mapped out by locally agreed syllabi as well	<ul style="list-style-type: none">• Plan a series of lessons for RE• Assess pupil's learning in RE• Design and deliver an enquiry for RE

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Science

Learn that	Learn how to
<ul style="list-style-type: none"> • Disciplinary knowledge is embedded within the NC programme of study, as ‘working scientifically’, and outlines the progression of science process skill sequentially • Substantive knowledge provides the context for developing disciplinary knowledge • Teacher SK is important and to further engage with Science Audit 2: Working Scientifically Course: Science Subject Knowledge For Primary and Early Years Trainees Moodle 	<ul style="list-style-type: none"> • Navigate statutory curriculum guidance (National Curriculum and EYFS) for teaching disciplinary knowledge • Self-reflect and plan for personal development with science subject knowledge • Plan explicitly for the teaching of disciplinary knowledge in context, that supports progression to meet age related expectations • Build on prior disciplinary knowledge and experience • Sequence disciplinary knowledge within a lesson/ across a series of lessons for progress
<ul style="list-style-type: none"> • Constructivist learning theory is applied to practice, influencing and underpinning pedagogical approaches to teaching effective science enquiry • The process skill of asking questions is taught and developed through a clear progressive sequence to meet the needs of all learners • Problem solving practical investigative activity across a range of contexts, allowing pupil choice supports motivation and engagement, and develops intellectual curiosity • Focussed assessment of the skill of asking questions is necessary to support progress through adaptive teaching 	<ul style="list-style-type: none"> • Plan for the teaching and development of process skills appropriate to the topic and nature of investigative work at hand, alongside substantive knowledge and conceptual understanding being taught • Assess scientific process skills alongside substantive knowledge being taught.
<ul style="list-style-type: none"> • Different types of scientific enquiry exist, and appropriateness is dependent on the nature of the substantive knowledge being taught • The process skill of observation is taught and developed through a clear progressive sequence to meet the needs of all learners • Problem solving practical investigative activity across a range of contexts, allowing pupil choice supports motivation and engagement, and develops intellectual curiosity 	<ul style="list-style-type: none"> • Plan investigative science and process skill across different types of enquiry, with choices appropriate to the disciplinary knowledge being taught, • Plan for children to meet ARE in Science enquiry providing appropriate activities for pupils to develop and make progress in their disciplinary knowledge

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<ul style="list-style-type: none"> • Focussed assessment of the skill of observation is necessary to support progress through adaptive teaching 	<ul style="list-style-type: none"> • Plan for pupils to observe closely using their senses, and make accurate observations and measurements appropriate to ARE, making x-curricular links to Maths ARE. • Use teacher questioning and intervention to prompt and refine observation skills
<ul style="list-style-type: none"> • Different types of scientific enquiry exist, and appropriateness is dependent on the nature of the substantive knowledge being taught. • The process skill of prediction is taught and developed through a clear progressive sequence to meet the needs of all learners • Problem solving practical investigative activity across a range of contexts, allowing pupil choice supports motivation and engagement, and develops intellectual curiosity • Focussed assessment of the skill of prediction is necessary to support progress through adaptive teaching 	<ul style="list-style-type: none"> • Plan investigative science and process skill across different types of enquiry, with choices appropriate to the disciplinary knowledge being taught. • Plan for children to meet ARE in Science enquiry providing appropriate activities for pupils to develop and make progress in their disciplinary knowledge • Plan for pupils to reflect on prior substantive knowledge where appropriate to make sensible predictions and hypothesis. • To adapt teaching to support all learners.
<ul style="list-style-type: none"> • Different types of scientific enquiry exist, and appropriateness is dependent on the nature of the substantive knowledge being taught • The process skill of fair and comparative testing is taught and developed through a clear progressive sequence to meet the needs of all learners • Scaffolding and modelling of fair and comparative testing supports the progression of the science process skill. • that two sets of data must be gathered in order to present data visually. • Focussed assessment of the skill of fair and comparative testing is necessary to support progress through adaptive teaching 	<ul style="list-style-type: none"> • Plan investigative science and process skill across different types of enquiry, with choices appropriate to the disciplinary knowledge being taught. • Plan for children to meet ARE in Science enquiry providing appropriate activities. • Plan appropriately for pupils to be able to plan for, and carry out a fair-test investigation, providing support but allowing pupils to take ownership and plan and make choices independently, so to avoid practical work being overly illustrative and teacher led. • Plan appropriately for a range of learners, ensuring modelling and scaffolding is planned for, and know when to remove such approaches to allow pupils greater independence in their investigative work and secure pupil progress in disciplinary subject knowledge.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<ul style="list-style-type: none"> Recording and presenting results is taught and developed through a clear progressive sequence to meet the needs of all learners Concrete (people, cubes, etc) and visual representations (pictograms, block graphs, line graphs, scatter graphs) of results supports children in understanding graphs as a means of representing data, from which conclusions can be drawn, Problem solving practical investigative activity across a range of contexts, allowing pupil choice supports motivation and engagement, and develops intellectual curiosity Focussed assessment of the skills of recording and presenting is necessary to support progress through adaptive teaching 	<ul style="list-style-type: none"> Teach the disciplinary knowledge needed to support pupils to record and present data appropriately depending on type of investigation, and age appropriately to secure learning and progress Supporting pupils further to select appropriate variables depending on the graphing skills children need to develop. Support pupils in observing and measuring with increased accuracy using appropriate measures for progression towards ARE.
<ul style="list-style-type: none"> Rigorous assessment is key in ensuring all pupils make progress Summative assessment at key transition points is crucial Accurate transition to KS 3 science. Assessment is a key part of ensuring all pupils make progress Summative assessment at key transition points is important 	<ul style="list-style-type: none"> Use assessment purposefully to inform next steps Plan, teach and assess the progression of disciplinary knowledge, through a well-planned sequence of lessons in context.
<ul style="list-style-type: none"> Practical activity needs to be appropriately planned with clear learning objectives and outcomes, to ensure appropriate progression in science process skills takes place Planning needs to be clear and well communicated for understanding That all science enquiry activity requires careful consideration, including context, management and organisation with appropriate resourcing, in a safe environment so all pupils remain engaged and motivated 	<ul style="list-style-type: none"> Plan an activity with appropriate learning objectives and outcomes, that make explicit reference to disciplinary knowledge in context Complete a risk assessment in relation to a planned activity Organise practical science activity that will maximise pupil engagement through effective classroom management.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

Subjects in Action

Associate Teachers select a subject to study for this module

Including Intensive Training and Practice (ITaP)

Pivotal area: Scaffolding

Key Question: How do I use scaffolds as temporary supports so that all pupils can successfully complete tasks that they cannot yet do independently including pupils with EAL, pupils with SEND, rapid graspers, lowest 20%?

Learn that	Learn how to
<ul style="list-style-type: none"> Scaffolds can help pupils learn new concepts and apply new ideas. Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds. Scaffolds should be gradually removed as pupil expertise increases. Scaffolds can be embedded in planning (prior to teaching) and live (during teaching) Adapting teaching in a responsive way, including providing targeted support to pupils who are struggling is likely to increase pupil success. Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds. 	<ul style="list-style-type: none"> Plan effective lessons, by using scaffolds, acknowledging that novices need more structure early in a domain. Plan effective lessons by removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
<ul style="list-style-type: none"> Observation of practice, discussing and analysing with expert colleague supports development. Planning and preparation enhance classroom practice 	<ul style="list-style-type: none"> Plan effective lessons, by using scaffolds when introducing a new concept or idea. Scaffold to meet individual needs without creating unnecessary workload
<ul style="list-style-type: none"> Scaffolds can help pupils learn new concepts and apply new ideas Scaffolds can be embedded in planning (prior to teaching) and live (during teaching) Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds. 	<ul style="list-style-type: none"> Plan effective lessons, by using scaffolds when introducing a new concept or idea. Scaffold to meet individual needs without creating unnecessary workload.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<ul style="list-style-type: none"> • Reflective practice, observation and feedback enhance professional development. • Discussing and analysing with expert colleagues supports development. 	<ul style="list-style-type: none"> • Plan effective lessons, by using scaffolds when introducing a new concept or idea. • Scaffold to meet individual needs without creating unnecessary workload. • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement
<ul style="list-style-type: none"> • Reflective practice, observation and feedback enhance professional development • Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. • Planning and preparation enhance classroom practice 	<ul style="list-style-type: none"> • Plan effective lessons, by using scaffolds when introducing a new concept or idea. • Scaffold to meet individual needs without creating unnecessary workload. • Draw on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons. • Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
<ul style="list-style-type: none"> • Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds. • Adapting teaching in a responsive way, including providing targeted support to pupils who are struggling is likely to increase pupil success. • Discussing and analysing with expert colleagues supports development • Planning and preparation enhance classroom practice 	<ul style="list-style-type: none"> • Plan effective lessons, by using scaffolds when introducing a new concept or idea. • Scaffold to meet individual needs without creating unnecessary workload. • Ensure intended learning outcomes with TA/ additional adult ahead of lessons. Deploy TA/ additional adult to effectively and efficiently • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement

Professional Studies

SEND and Inclusion

Learn that	Learn how to
<p>Inclusion</p> <ul style="list-style-type: none"> To build positive relationships with learners, teachers must know them as individuals. All humans are neurodiverse. Some people are neurotypical whilst others are neurodivergent. There is a difference between equality and equity. All teachers are teachers of SEND 	<ul style="list-style-type: none"> Create a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed. Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
<p>Legal Requirements</p> <ul style="list-style-type: none"> There are key legal requirements and policy for provision for pupils with SEND in early years and primary settings. The Children and Families Act 2014 ensures education and health care practitioners work collaboratively. The SEND Code of Practice (DfE, 2014) is the policy that guides all settings in their provision for pupils with SEND. 	<ul style="list-style-type: none"> Discriminate between class teacher, teaching assistant and SENCO roles and responsibilities. Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.
<ul style="list-style-type: none"> The SEND Review (2023) identified weaknesses in SEND provision for many children. A reform to the SEND system is in progress to create a more inclusive and holistic approach. There are the 4 areas of need for SEND as explained in the SEND Code of Practice (DFE, 2014) Individual children or young people often have needs that cut across the 4 broad areas and that their needs may change over time. The support provided to an individual should always be based on a full understanding of their strengths and needs, and seek to address them all, not just their primary need. 	<ul style="list-style-type: none"> Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<p>Autism and Sensory Processing</p> <ul style="list-style-type: none"> • There is a wide range of presentations of autism spectrum conditions, strengths, barriers to learning and supportive approaches. • It is important to know and plan for children’s sensory needs. • There are 8 senses and that children can have hyper and hypo-sensitivities to them. 	<ul style="list-style-type: none"> • Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND. • Create an inclusive learning environment for pupils with autism.
<p>ADHD and Dyslexia</p> <ul style="list-style-type: none"> • There is a wide range of presentations of ADHD, strengths, barriers to learning and supportive approaches. • There is a wide range of presentations of dyslexia, strengths, barriers to learning and supportive approaches. 	<ul style="list-style-type: none"> • Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND. • Create an inclusive learning environment for pupils with ADHD or dyslexia.
<p>Universal Provision</p> <ul style="list-style-type: none"> • To a large extent, good teaching for pupils with SEND is good teaching for all. • Universal provision is essential in all lessons, to create an inclusive learning environment for learners. • Universal provision reduces the need for targeted and specialist support, but some learners will still require this. 	<ul style="list-style-type: none"> • Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. • Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
<p>Universal Provision in Action</p> <ul style="list-style-type: none"> • Universal provision is essential in all lessons, to create an inclusive learning environment for learners. 	<ul style="list-style-type: none"> • Break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<p>Graduated Approach</p> <ul style="list-style-type: none"> • Class teachers have responsibility for the progress and provision of all pupils in the graduated approach (Assess, Plan, Do and Review) • Universal provision reduces the need for targeted and specialist support, but some learners will still require this. 	<ul style="list-style-type: none"> • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. • Use assessments to check for prior knowledge and pre-existing misconceptions. • Make effective use of teaching assistants and other adults in the classroom.
<p>Working in partnership</p> <ul style="list-style-type: none"> • It is important to work in partnership with the pupil, care givers and professionals in supporting pupils with special educational needs and disability. <p>The Role of the SENDCo</p> <ul style="list-style-type: none"> • It is important to work in partnership with the SENDCO in supporting pupils with special educational needs and disability. • The role of the SENDCo is a strategic role. 	<ul style="list-style-type: none"> • Listen and respond to parents and carers. • Utilise existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents). • Work closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues. • Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
<p>Behaviours</p> <ul style="list-style-type: none"> • There is a tension between behaviourist and trauma informed approaches for classroom management. • Behaviour is a means of communication. • It is important to identify and understand the triggers for the behaviour and to proactively plan to prevent the occurrence of the trigger/s whenever possible. 	<ul style="list-style-type: none"> • Work with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs. • Consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach.
<p>Attachment / Trauma</p> <ul style="list-style-type: none"> • Secure attachments are essential for the well-being of pupils and that some learners may develop attachment disorders. 	<ul style="list-style-type: none"> • Provide new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control.

Assessing and reporting

Learn that	Learn how to
<p>The Principles of Assessment</p> <ul style="list-style-type: none"> • There are different forms of assessment used in school • Questioning is an essential tool inc. Prior knowledge, assessing understanding and breaking down problems. • Learning is memory: An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. • Assessment is used to inform decisions made 	<ul style="list-style-type: none"> • Create a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed. • Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
<p>Feedback and assessment</p> <ul style="list-style-type: none"> • High quality feedback can be written or verbal - different methods for providing feedback to learners • Assessment strategies are used to check prior knowledge and pre-existing misconceptions • Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. • Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. 	<ul style="list-style-type: none"> • Discriminate between class teacher, teaching assistant and SENCO roles and responsibilities. • Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.
<p>Metacognition and Self-regulation</p> <ul style="list-style-type: none"> • Reflective practice, supported by feedback supports improvement • Metacognition is used to promote self-reflection inc. Plan, monitor, evaluate • Assessment is used to develop metacognition. 	<ul style="list-style-type: none"> • Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND. • Create an inclusive learning environment for pupils with autism.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<p>Statutory data and Age-Related Expectations</p> <ul style="list-style-type: none"> • There are Age Related Expectations set by the Government (DfE). • Schools apply various monitoring and assessment strategies - teachers use information from assessments to inform the decisions • A school development plan is formed from monitoring • Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs 	<ul style="list-style-type: none"> • Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND. • Create an inclusive learning environment for pupils with ADHD or dyslexia.
<p>Policy Design</p> <ul style="list-style-type: none"> • Assessment policies guide the assessment, monitoring and marking procedures within schools • Good assessment helps teachers to avoid misleading factors • Assessment is used to inform teacher and senior leadership decisions, both in the classroom and at a whole school level • Understand ways policies are used to prioritise approaches and make feedback manageable 	<ul style="list-style-type: none"> • Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. • Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
<p>Using Assessment in School</p> <ul style="list-style-type: none"> • The role of assessment and its implications is essential for senior leadership team / parents and community / stakeholders • Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. • Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. • Teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 	<ul style="list-style-type: none"> • Break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). •
<p>Assessment and data</p> <ul style="list-style-type: none"> • Recording data to improve pupil outcomes and has an impact on curriculum design, monitored and analysed • Understanding pupils' differences, including their different levels of prior knowledge and potential barriers to learning is essential • Working with colleagues to identify efficient approaches to assessment is important 	<ul style="list-style-type: none"> • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. • Use assessments to check for prior knowledge and pre-existing misconceptions. • Make effective use of teaching assistants and other adults in the classroom.

BA (Hons) Primary Education with QTS – Phase 2 Curriculum

<p>Assessing the Progress of Pupils with EAL</p> <ul style="list-style-type: none"> • Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances • Formative and summative assessment can be used for pupils with EAL 	<ul style="list-style-type: none"> • Listen and respond to parents and carers. • Utilise existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents). • Work closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues. • Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
<p>Parent Partnerships and Communication</p> <ul style="list-style-type: none"> • Effective relationships can improve pupils' motivation, behaviour and academic success • Liaising with parents can support academic expectations • Working with partnerships can influence pupil development • There are various methods are there to communicate with parents 	<ul style="list-style-type: none"> • Work with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs. • Consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach.
<p>Assessment for SEND</p> <ul style="list-style-type: none"> • There is a process for diagnosis or identification of need inc. memory • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. • Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. • Communication with parents/carers, SENCO, or other SEND specialists support a tailored approach to T&L 	<ul style="list-style-type: none"> • Provide new opportunities to exercise self-regulation and for the youngest pupils to practice impulse control.