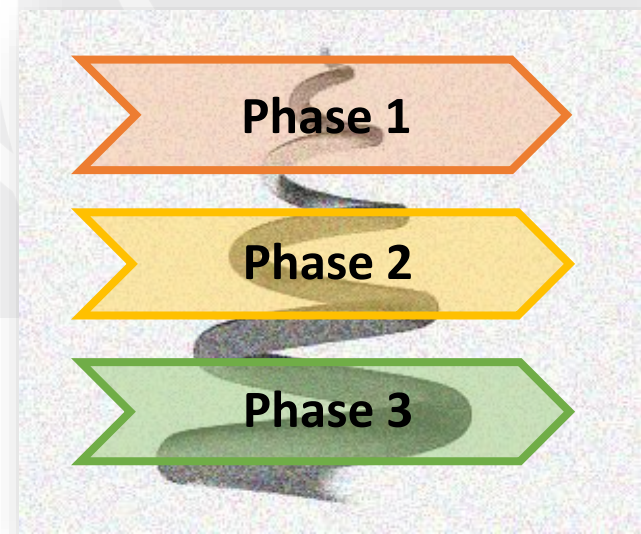


PGCE Primary & Early Years Curriculum 2025-2026

Links to pages	
Art and Design	Mathematics
Computing	Music
Design and Technology	Physical Education
English	Religious Education
Geography	Science
History	
Languages	Professional Studies



Art and Design	
<p>Learn that:</p> <ul style="list-style-type: none"> Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils in art and design education. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. Secure subject knowledge is based on an understanding of what art and design is and how it fits into the EYFS and NC KS1 and KS2 frameworks. Considered management of the learning environment is required for creative and purposeful learning to take place during art and design lessons/ activities. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Review what is to be taught and how, and plan for purposeful learning considering available space, resources and accessibility. Plan for and teach to develop pupils' 3D artmaking.
<p>Learn that:</p> <ul style="list-style-type: none"> When planning for teaching art and design, teachers need to take into account pupils' prior knowledge, to know how much new information to introduce. Pupils need time to practise and experiment with materials, media and tools to develop their skills, knowledge and understanding, and to inform their own making. Pupils learn and develop their art and design practice through a combination of pedagogical approaches. Teachers need to ensure that pupils have relevant art and design specific knowledge and can apply this in practice. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Plan and teach an Art and Design lesson or EAD activity using the NC or EYFS frameworks and school curriculum to support planning. Plan for and teach to develop pupils' mark making/ drawing. Consider what subject knowledge the pupils need to develop, why and how by making informed choices about which pedagogy/ies and why. Plan for and teach to develop pupils' knowledge of colour theory/ painting.
<p>Learn that:</p> <ul style="list-style-type: none"> Developing an inclusive Art and Design curriculum entails selecting appropriately challenging skills, knowledge and understanding to enable all pupils to participate fully, and to progress and demonstrate achievement. Guides, scaffolds and worked examples can help pupils understand new processes and ideas. Teachers need to ensure that pupils have relevant art and design specific knowledge and can apply this in practice. Effective assessment in art and design enables teachers and pupils to identify progression in skills, knowledge and understanding, and where further development may be needed. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Review what is to be taught and how, and plan for any adaptations before teaching art and design/ EAD. Plan for and teach to develop pupils' knowledge of printmaking. Plan to integrate formative assessment into planning and teaching.

Learn that:

- 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.
- Pupils social, economic, environmental and cultural awareness can be developed by learning with, about, and through art and design.
- Engaging in high quality art and design professional development can help teachers improve.

Learn how to:

- Plan for and teach using strategies to develop pupil's evaluative and analytical skills when looking at works of art and craft.

Computing	
<p>Learn that:</p> <ul style="list-style-type: none"> Algorithms are step-by-step instructions, introduced via unplugged and concrete resources (e.g. Beebots). Programming (Scratch Jr, Scratch) builds on sequencing and simple coding for purpose. Subject-specific pedagogies (paired programming, tinkering, concept-before-coding) reduce cognitive load. Unplugged activities support core computing concepts (logic, algorithms, evaluation). 	<p>Learn how to:</p> <ul style="list-style-type: none"> Introduce algorithms using unplugged activities. Use Beebots to scaffold sequencing with young children. Design simple Scratch Jr activities with clear learning objectives. Apply paired programming and tinkering in primary classrooms.
<p>Learn that:</p> <ul style="list-style-type: none"> Cross-curricular projects make Computing meaningful and purposeful. Scratch can be used for animations/quizzes to support wider subject links. Digital literacy enables children to be safe, critical, and effective users of technology. Emerging technologies (e.g. AI tools) can support teachers in planning and delivering Computing lessons. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Design Scratch activities that link Computing with other subjects. Embed digital literacy and online safety into Computing lessons. Adapt and create quizzes/games that promote creativity and problem-solving. Use AI tools critically to enhance planning and delivery.
<p>Learn that:</p> <ul style="list-style-type: none"> Digital literacy enables children to be safe, critical, and effective users of technology. There are recognised ‘SMART’ rules to help children be safe online. Children should be discerning users of the content and digital tools at their disposal in an increasingly digital age. Through sites such as ThinkuKnow and Project Evolve teachers can help children navigate online content more safely. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Define digital literacy clearly for primary contexts. Design short activities that promote online safety and responsible use. Link digital literacy teaching with safeguarding and cross-curricular work.
<p>Learn that:</p> <ul style="list-style-type: none"> AI tools can support teachers in planning and delivering engaging, adaptive, and purposeful Computing lessons. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Critically evaluate the role of AI in teaching Computing. Use AI tools to support lesson planning and resource design. Balance innovation with professional responsibility and safeguarding.

Design and Technology	
<p>Learn that:</p> <ul style="list-style-type: none"> • D&T is taught with a subject specific pedagogy (3 stage process) through design and make projects which is underpinned by established learning theories. • D&T is an important part of the curriculum and essential to the future wealth of the nation. • Technical creativity can be facilitated by teaching a range of skills and providing a range of tools and materials from which children can choose. • Mechanisms are systems with moving parts including sliders, levers and linkages. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Use the D&T Curriculum frameworks to plan and teach a D&T lesson to a group of children. • Inspire children to engage with learning by providing opportunities for them to apply taught skills. • Assess children’s progress through observation of their practical skills, their self-evaluation of products and their understanding of user and purpose. • Chunk activities into manageable pieces to avoid cognitive overload. • Plan a lesson within the guidelines of 3-stage process.
<p>Learn that:</p> <ul style="list-style-type: none"> • There are 6 design principles that children’s D&T projects should adhere to. • Structures: the inclusion of triangles in frame structures maximises their rigidity and stability • 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. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Recap prior learning to build on it in subsequent lessons. • Support children to discover the strength of triangles in rigid structures.
<p>Learn that:</p> <ul style="list-style-type: none"> • The iterative learning process can be threaded through the 3 stage D&T model. • Food technology focuses on food origins and healthy eating within design and make projects. • Fabric pieces can be joined with basic hand stitches to make useful products. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Teach children to join pieces of fabric using the basic stitches. • Include textiles skills as part of a D&T project following the 3-stage process, considering the 6 design principles. • Plan and organise a D&T practical session involving food – take into consideration hygiene, safe chopping, user purpose, healthy eating and risk assessments. • Write a considered risk assessment. • Write focused and succinct curriculum-based intentions and success criteria.

Learn that:

- Technical creativity can be facilitated by teaching a range of skills and providing a range of tools and materials from which children can choose
- 'Projects on a Page' can support teachers to plan and develop creative D&T projects
- Adapting teaching to provide targeted support to pupils who are struggling and to challenge most able children is likely to increase successful outcomes.

Learn how to:

- Encourage children to develop critical thinking and resilience through an iterative approach to their design and make projects.
- Assess children's learning and finished products in relation to the 6 design principles.
- Build choices and decision making into children's projects to develop their technical creativity.
- Assess children's progress using the progression framework.
- Plan a series of lessons (unit of work) using the Projects on a Page resource.

English	
Learn that: <ul style="list-style-type: none"> • Key research, government policy and theory underpin current practice. • Secure subject knowledge, including English grammar and punctuation, supports children's learning. • Children need to be taught grammar and punctuation and then be able to apply this in context. 	Learn how to: <ul style="list-style-type: none"> • Use statutory frameworks to support planning and teaching across the key stages including Early Years. • Teach grammar (word classes, prepositions adjectives, direct speech, adverbial phrases, relative clauses, passive voice) support children's learning.
Learn that: <ul style="list-style-type: none"> • Oracy is integral to children's learning. • Research underpins oracy in the primary classroom. • Talking Partners and Group work are powerful tools to support children's learning but these need to be structured and purposeful. 	Learn how to: <ul style="list-style-type: none"> • Use talking partners to support children's learning. • Use group work to support children's learning. • Use effective questioning to support children's learning.
Learn that: <ul style="list-style-type: none"> • Reading for Pleasure is a key component of the teaching of reading. • There are different strategies to develop children's reading. • Guided reading and focused questioning can be a powerful tool to teach children reading 	Learn how to: <ul style="list-style-type: none"> • Promote reading for pleasure in the classroom, for example selecting an appropriate text to share with children. • Use questioning in a whole class or guided reading session to support children's comprehension.
Learn that: <ul style="list-style-type: none"> • SSP is a statutory requirement in the teaching of early reading. • Progression and the use of specific terminology and definitions are important in the teaching of SSP. • A 4 part format is used when planning for SSP. 	Learn how to: <ul style="list-style-type: none"> • Apply understanding of SSP to develop children's word recognition skills. • Use a 4-part lesson structure to teach SSP.
Learn that: <ul style="list-style-type: none"> • Writing requires a range of skills including transcription and composition. • Shared and guided writing can be effective tool in supporting children's writing development. • Assessing writing needs to manageable and provide effective feedback. 	Learn how to: <ul style="list-style-type: none"> • Plan for the development of transcriptional and compositional skills in children's writing. • Use shared writing to support children to write effectively. • Use guided writing to support children to write effectively. • Assess children's writing / mark making to ensure children's writing.
Learn that: <ul style="list-style-type: none"> • Continued engagement with professional development and secure subject knowledge is integral to teaching. 	Learn how to: <ul style="list-style-type: none"> • Reflect upon own knowledge and development needs, for example to act upon identified targets.

Learn that:

- Accurate articulation and use of phonics terminology are important to teach early reading skills
- A 4 –part lesson format is used when planning for SSP.
- Formative and summative assessment supports pupils' progress in phonics and early reading.
- Decodable books support children's early reading.

Learn how to:

- Articulate the 44 phonemes accurately.
- Use correct terminology when teaching phonics.
- Plan a 4-part phonics lesson.
- Use formative and summative assessment to ensure pupils' progress in phonics.
- Use decodable books to support pupils' early reading skills.

Geography	
<p>Learn that:</p> <ul style="list-style-type: none"> Secure subject knowledge is based on an understanding of what geography is and how it fits into the EYFS and NC. Place and personal geography, including the local area, is important in developing geographical understanding. Maps have a role in developing key geographical skills and can be adapted to meet the needs of all children. Fieldwork skills can support knowledge of the local area. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Identify areas of the NC and Development Matters and demonstrate subject knowledge. Support children’s understanding of the world through using their own location. Use maps to develop key geographical skills. Use fieldwork to support children’s understanding of their local area.
<p>Learn that:</p> <ul style="list-style-type: none"> Weather and hot and cold places can be linked and impact on lives in the location. Enquiry can support learning in geography. Progress in geography can be supported by a range of approaches. Data can be used to recognise areas needing development. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Develop children’s understanding of weather. Identify barriers to learning in geography and make suggestions as to how these can be tackled. Use adaptive teaching to support different needs. Support progress in geography through a range of teaching approaches.
<p>Learn that:</p> <ul style="list-style-type: none"> Critical thinking can support Geographical teaching and learning. Images can be useful tools to teach geographical concepts. Images can be used as part of the enquiry approach to support learning in geography. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Use critical thinking skills, including empathy and images, to support Geographical teaching and learning. Use images to teach a range of geographical concepts. Use the development compass rose to support enquiry using images.
<p>Learn that:</p> <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. Personal geography can be used to develop map skills. The school locality can be used to develop geographical understanding and that a range of approaches can be used to support this. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Support a range of learning opportunities. Use familiar environments to begin to develop map skills. Use the school locality to develop geographical understanding.

History	
<p>Learn that:</p> <ul style="list-style-type: none"> • Substantive knowledge refers to knowledge about the past, whereas disciplinary knowledge refers to knowledge of how historians study the past and construct claims and accounts. • Sources and artefacts become evidence when historians use them to answer questions about the past. • Historians use a range of sources from the past, as well as later interpretations, to answer and ask historical questions before making their own claims. • Effective use of formative assessment in history provides teachers with information about children's understanding and needs. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Identify and describe different types of historical knowledge that children learn. • Engage with and make use of the National Curriculum Framework for Primary History when identifying broad areas of study in Key Stage 1 and Key Stage 2 to support planning. • Make effective use of historical enquiry in the primary classroom to secure children's progress. • Adapt teaching to ensure all children are able to acquire key history subject knowledge and understanding and therefore make progress.
<p>Learn that:</p> <ul style="list-style-type: none"> • An historical enquiry is a sequence of learning that is framed around questions relating to different aspects and periods of history. • It is important to actively teach for the development of chronological understanding to support children in making sense of the abstract nature of time and avoid misconceptions occurring. • Effective and consistent use of timelines is crucial in developing all aspects of chronological understanding. • Assessment of history learning should: focus on important content and concepts; provide useful information about gaps and misconceptions; be used to inform teaching and curriculum planning. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Plan for the development of children's chronological understanding in the EYFS/KS1 or KS1/KS2. • Plan a sequence of learning in history and make effective use of timelines within their history lessons. • Adapt teaching to ensure all children can access historical content and learning and make progress. • Assess children's knowledge and understanding and identify next steps in learning.
<p>Learn that:</p> <ul style="list-style-type: none"> • Core and background knowledge are important when considering history curriculum design; Core knowledge refers to historical content in a lesson/topic that teachers consider most important for children to secure in their long term memory. • Background knowledge is information that helps make core knowledge meaningful by placing it within a rich context. • Prior knowledge plays an important role in how children learn in history. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Identify key vocabulary for aspect/period of history being taught and teach effective understanding and use of this. • Make effective use of knowledge organisers in the primary history classroom. • Implement retrieval practice effectively and assess the impact of this on children's learning and progress.

- It is important that children should develop their knowledge and use of vocabulary related to all aspects of history learning.

Learn that:

- Where prior history knowledge is weak, children are more likely to develop misconceptions.
- Anticipating possible misconceptions is important so that planning can then be tailored to prevent them forming.
- Progression in history and assessment of history has to be focused upon the key components of the subject.
- Assessment and feedback on progress in disciplinary knowledge should be situated within a historical context and be specific to that focus.

Learn how to:

- Identify common misconceptions in history and why they might occur.
- Plan to avoid misconceptions occurring in history learning.
- Use diagnostic assessment to address learning gaps

Languages	
Learn that: <ul style="list-style-type: none"> Foreign languages is compulsory for KS2 pupils in accordance with the National Curriculum. Language learning has 3 pillars for progression, phonics, vocabulary and grammar and 4 skills to develop in language learning. Language needs to be modelled, scaffolded and practised before it can be produced independently. Professional development for effective languages teaching should be carefully planned, monitored and actioned. 	Learn how to: <ul style="list-style-type: none"> Model new vocabulary using my turn, your turn/ visual prompts using audio and written scaffolds. Provide opportunities for children to practise the vocabulary/ phrases being taught. Evaluate and reflect on pedagogies of subject specialists.
Learn that: <ul style="list-style-type: none"> Committing key facts to long term memory in FL helps with more complex language development. Critical and discerning use of subject-specific resources and pedagogies can support teaching and learning. Adaptive teaching supports language learning. Being a role model for inter-cultural understanding is a key aspect of FL teaching. 	Learn how to: <ul style="list-style-type: none"> Identify effective strategies for teaching languages. Practise effective strategies for teaching languages. Adapt planning, including adaptations for WA/SEND/EYFS/EA Incorporate ICU in FL teaching and learning purposefully.
Learn that: <ul style="list-style-type: none"> Reflections on observations of FL in SBT build evaluative practice. Revision and review of previous sessions promotes essential reflective skills in FL teaching. Exploring and evaluating creative approaches to FL teaching and learning can add to continuous professional development in FL Primary Teachers. 	Learn how to: <ul style="list-style-type: none"> Critically reflect on practice in school for this subject. Address misconceptions in the subject proactively. Plan with creativity to motivate and engage pupils.
Learn that: <ul style="list-style-type: none"> Embedding regular purposeful practice in well-sequenced planning supports language learning. High quality feedback can take a range of formats. Assessment is used to monitor progress in lessons and track progress over time. There are a range of creative, cross-curricular assessment methods which can encourage strong performance in FL assessments. 	Learn how to: <ul style="list-style-type: none"> Ensure lessons are planned, sequenced and delivered to support metacognitive capabilities of children in FL. Assess children formatively in the subject. Assess children summatively in the subject. Critically evaluate scheme planning in this subject to make discerning choices about application.

Mathematics	
Learn that: <ul style="list-style-type: none"> • Our own attitude to mathematics is shaped by our experiences. • There are statutory programmes of study for mathematics that must be taught (EYFS, KS1, KS2) • There are three aims of the mathematics curriculum • The mathematical curriculum content can be classified into declarative, procedural and conditional knowledge. • Teaching for Mastery is one approach for teaching for understanding 	Learn how to: <ul style="list-style-type: none"> • Identify own subject knowledge needs as a teacher of mathematics and address these. • Meet the aims of the curriculum frameworks in their teaching. • Identify key aspects of Teaching for Mastery.
Learn that: <ul style="list-style-type: none"> • Understanding place value is essential for good calculation skills. • There are five counting principles • Subitising means instantly recognising how many objects are in a small group without counting. • The numbers 5 and 10 are important structures in maths. • Numbers can be represented in different ways. • Counting, comparing, and composition are key number skills. 	Learn how to: <ul style="list-style-type: none"> • Plan, teach and assess a sequence of lessons developing understanding of number and place value. • Promote the use of specific mathematical vocabulary.
Learn that: <ul style="list-style-type: none"> • Composition is knowing numbers are made up of two or more other smaller numbers • Efficient recall of number facts frees working memory. • Fluency is accurately, efficiently and flexibly applying calculation strategies. • Progression in informal and formal calculations strategies need to be understood. 	Learn how to: <ul style="list-style-type: none"> • Plan, teach and assess a sequence of lessons developing conceptual and procedural understanding of addition and subtraction. • Provide opportunities for embedding and retrieval/ recall of addition and subtraction number facts. • Promote the use of specific mathematical vocabulary. • Model and scaffold the learning.
Learn that: <ul style="list-style-type: none"> • There are key multiplication and division facts for each year group. • The Multiplication Tables Check (MTC) determines whether pupils can recall their times tables fluently. • Fluency is accurately, efficiently and flexibly applying calculation strategies. • Progression in informal and formal calculations strategies need to be understood. 	Learn how to: <ul style="list-style-type: none"> • Plan, teach and assess a sequence of lessons developing conceptual and procedural understanding of multiplication and division • Provide opportunities for embedding and retrieval/ recall of multiplication and division facts. • Promote the use of specific mathematical vocabulary. • Model and scaffold the learning.

<p>Learn that:</p> <ul style="list-style-type: none"> • There is a progression sequence through fractions, decimals and percentages. • There are key links between fractions, decimals and percentages as well as other areas of the curriculum. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Plan, teach and assess a sequence of lessons developing conceptual and procedural understanding of fractions / decimals / percentages. • Promote the use of specific mathematical vocabulary. • Use appropriate models and scaffolds to support the learning.
<p>Learn that:</p> <ul style="list-style-type: none"> • Critical reflection on the impact different approaches have on pupil outcomes is a key aspect of teaching. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Critically reflect on professional practice. • Plan and deliver a carefully sequenced curriculum. • Ensure fluency, reasoning and problem-solving are embedded into the learning journey.
<p>Learn that:</p> <ul style="list-style-type: none"> • Key questions provide specific challenges. • There are specific mathematical challenges for EAL learners and key strategies that can support EAL Learners. • There are a range of ways for children to demonstrate their thoughts and understanding. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Adapt teaching to support the diverse needs of EAL learners. • Provide opportunities for pupils to articulate their mathematical thinking. • Assess mathematical thinking.

Music	
Learn that: <ul style="list-style-type: none"> Secure subject knowledge is based on a knowledge of the frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Music. Listening and appraising are key to developing a musical understanding. Body percussion is a pedagogy to embed an understanding of tempo and duration. Melody is based on scales and use important notes. 	Learn how to: <ul style="list-style-type: none"> Use the NC and EYFSP as progression documents. Support children in choosing instruments based on timbre for compositional effect. Teach a body percussion activity and keep a steady tempo. Teach children the fundamentals of melody and harmony.
Learn that: <ul style="list-style-type: none"> Music is communicated through singing that includes careful control of pitch, dynamics and phrasing. Music is created, produced and communicated through the inter-related dimensions of music. Composition can be introduced through a non-musical stimulus. Simple notation can be used to structure musical form. Eurythmics and Rhythmic Solfege are used to develop a solid rhythmic foundation. Sound is the basis of music and progresses from onomatopoeic to symbolic. 	Learn how to: <ul style="list-style-type: none"> Notate a composition using graphic notation. Use important notes within scales to teach Western music. Teach children to control breathing, pitch, dynamics and phrasing through simple songs and chants.
Learn that: <ul style="list-style-type: none"> Sound musical knowledge is based on an understanding of statutory and non-statutory guidance. Good control of posture and breathing are essential for good singing development. Composition can be based on a non-musical stimulus. 	Learn how to: <ul style="list-style-type: none"> Use non statutory documents to structure musical learning. Support children in part singing and rounds. Support children's understanding of musical notation.
Learn that: <ul style="list-style-type: none"> Technology can be used to enhance musical learning. Music can be based on experience and place. 	Learn how to: <ul style="list-style-type: none"> Use musical technology creatively. Compose soundscapes based on the work of Murray Schafer.

Physical Education	
<p>Learn that:</p> <ul style="list-style-type: none"> • The National Curriculum for PE and EYFS Framework are statutory documents and that PE is taught at EYFS and PE at KS1 and KS2. • There must be high levels of sustained activity within all PE lessons. Warm Up activities are learning opportunities for retrieval practice and connections to new learning. • Small group organisation is key to ensuring progression of skills. • The STTEP model can be used to adapt practice within PE for all learners including those with SEND and EAL. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Organise learning to ensure high levels of sustained activity. • Make adaptations for all learners including those with SEND and EAL using the STTEP model. • Develop fundamental movement skill competencies through a Games activity area lens. • Plan for effective retrieval practice through relevant warm up activities.
<p>Learn that:</p> <ul style="list-style-type: none"> • Physical Education goes beyond sport and physical skills and is integral to the holistic development of children. • Effective PE planning is structured to enable retrieval of prior learning, the development of new skills which can then be applied into game play. • Using varied approaches for Assessment for Learning in PE ensures progression through and beyond the physical domain. • Safe practice approaches are fundamental to effective PE learning and teaching. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Use current research within their classroom practice. • Plan a well-structured lesson that would enable movement skill competency progression. • Plan for a series of lessons with a clear intended outcome, demonstrating understanding of movement skill competency progressions over time. • Use AFL strategies to ensure progression in PE. Focussing on effective questioning, peer coaching/assessment, modelling and scaffolding.
<p>Learn that:</p> <ul style="list-style-type: none"> • Dance is a statutory part of the NC within PE, and within the EYFS within the area of Expressive Arts and Design. • Dance teaching should consider opportunities for choreography, performing and dance appreciation. • By exploring the language of dance (movement vocabulary) children will be able to choreograph motifs that can be developed into longer sequences of movement. • Dance making is progressed through the development of the actions, dynamics, space and relationships with their own bodies and in relation to others’. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Use current research within their classroom practice. • Develop a stimulus from a concept/idea to create a framework for dance development. • Plan an overview for a sequence of lessons for dance, using Laban’s principles of movement – body, action, dynamics, space and relationships. • Create a motif from movement words and language.
<p>Learn that:</p> <ul style="list-style-type: none"> • Gymnastics activities are taught within the National Curriculum through the development of strength, balance and flexibility. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Analyse observed gymnastics teaching and be able to identify the impact of sustained activity, effective activity

- Fundamental Movement Skills can be developed through a gymnastics lens.
- Gymnastics progression is secured by giving children opportunities to develop key skills through adaptations of speed, direction of travel, levels, shape, pathways and use of the body (supporting concepts).
- Competencies, supporting concepts, relationships, and space.
- Gymnastics activities carry a higher risk, and safe practice awareness and application of specific gymnastics practice is important.

organisation, AFL and adaptive teaching strategies (from Phase 1) on pupil progress.

- Plan a well-structured gymnastics lesson.
- Identify next steps in learning for gymnastics fundamental movement skill progressions and use these to plan for progressive and developmentally appropriate activities across a series of lessons.
- Ensure that all gymnastics lessons are safe and that gymnastic specific safe practice expectations are adhered to.

Religious Education	
<p>Learn that:</p> <ul style="list-style-type: none"> RE is a statutory subject for all registered pupils except for those withdrawn. Some schools use a locally agreed syllabus. RE is an educational endeavour rather than a proselytising activity. Secure subject knowledge is based on an understanding of what RE is, knowing the expectations of the syllabus, substantive knowledge, disciplinary knowledge and personal knowledge RE makes an important contribution to the SMSC and personal development of pupils. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Teach RE in an educational context where appropriate Use current research to inform their classroom practice. Organise learning to ensure high levels of progress and achievement. Use RE activities to support EYFS expectations.
<p>Learn that:</p> <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 syllabi. There are different types of planning. Assessment in RE is important to support pupil progress. Progress in RE is mapped out by locally agreed syllabi as well. Religions and belief traditions have vocabulary, sacred texts, places, festivals and people which is to be used for RE. A range of faith and non-faith stories are important for teaching in RE. Progress in RE can be supported by a range of approaches and interventions. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Develop children’s knowledge, understanding, concepts, skills and dispositions. Support progress in RE through a range of pedagogies. Make adaptations for all learners.
<p>Learn that:</p> <ul style="list-style-type: none"> Religions and belief traditions have vocabulary, sacred texts, places, festivals and people which is to be used for RE. Artefacts can be used in the classroom for teaching RE. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Use visual images, artefacts and other pedagogies to support learning in RE
<p>Learn that:</p> <ul style="list-style-type: none"> The adoption of a wider variety of pedagogies and use of a varied range of teaching and learning strategies promote quality and in-depth learning in RE. Using questions to question in RE and hermeneutics is important for a multidisciplinary approach and for creating a culture of powerful questioning and engagement in RE. 	<p>Learn how to:</p> <ul style="list-style-type: none"> Use Big questions, hermeneutics, multi-sensory activities, places of worship, and poems to support a range of learning opportunities.

Science	
<p>Learn that:</p> <ul style="list-style-type: none"> • The science national curriculum provides a statutory programme of study for the knowledge (physics, chemistry and biology) and skills (working scientifically) • Science is taught in the Early Years Foundation Stage (EYFS) curriculum: Specific Area of Learning: ‘Understanding the World’. • Secure substantive knowledge is a key requirement allowing for connections within and between both topics and year groups. • Disciplinary knowledge needs to be taught explicitly rather than absorbed through practice and needs to be revisited. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Identify important components of learning required and sequence these effectively to support children to make progress towards NC/EYFS learning outcomes in science. • Understand the importance of substantive knowledge must be secure to enable meaningful connections: Within topics (e.g., linking states of matter to changes in materials). Across year groups (e.g., building on prior knowledge of habitats). • Understand disciplinary knowledge needs explicit instruction and regular revisiting to ensure deep understanding. • Secure teacher subject knowledge is required to teach science concepts with confidence. • Use science subject audit to identify strengths and weaknesses in subject knowledge and plan to address knowledge gaps.
<p>Learn that:</p> <ul style="list-style-type: none"> • Pupils come to science with pre-existing ideas and that misconceptions are ideas based on prior experience, knowing common misconceptions and anticipating these in science is an important part of curriculum knowledge. • Constructivist learning theory is applied to practice, influencing and underpinning approaches to teaching science. • Connections between existing and new knowledge need to be made explicit and schema, working memory and cognitive load further inform approaches. • Elicitation strategies support pupils to make connections between schema in science and need to be planned for effective learning to take place. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Recognise and address misconceptions as this is crucial for effective teaching. • Use elicitation strategies, which are a range of techniques used to draw out students' prior knowledge and misconceptions. • Understand the constructivist model and where elicitation fits into planning. • Plan for elicitation of prior learning - eliciting children’s ideas • Use a range of elicitation techniques and evaluate their effectiveness / appropriateness to age group.

<p>Learn that:</p> <ul style="list-style-type: none"> • There are a range of types of investigations and to review research in terms of the types of practical work available to the primary teacher. • The 5 types of enquiry - observation over time; pattern seeking; identifying, sorting and classifying; comparative and fair testing and research using secondary sources. • Developing dialogue in science through questioning, can foster deeper understanding and critical thinking. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Use a range of types of enquiry when developing process skills / working scientifically. • Use a range of organisational approaches to manage practical activities in the classroom each with strengths and weaknesses. • Plan practical activity to support learning that uses appropriate modelling and scaffolding and the manipulation of variables/equipment to adapt and/or challenge. • Use effective questioning to support children's understanding and develop critical thinking skills.
<p>Learn that:</p> <ul style="list-style-type: none"> • The key elements of an effective science lesson plan and how to plan a science lesson for effective learning to take place. • Knowledge in science should be connected with what children have previously learned and pupils should be supported to make connections between different concepts that will support retrieval and application to problem solving. • In a high quality science curriculum, knowledge is carefully sequenced to build on prior learning and reveal the interplay between substantive and disciplinary knowledge. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Identify important components of learning required within a lesson and sequence these effectively to support pupils to make progress towards composite outcomes in science. • Retrieval activities and repeated practice can be used to develop deeper understandings of associated concepts in science, and embed learning in long term memory • Plan a series of effective science lessons using a range of teaching approaches which encourage children's curiosity. • Plan opportunities for children to talk in science in order to share ideas and build conceptual knowledge
<p>Learn that:</p> <ul style="list-style-type: none"> • There are a range of organisational approaches to managing practical activities in the classroom each with strengths and weaknesses. • Teachers have responsibilities to safeguard children by following up to date guidance on safety in scientific activity and managing risk. • Science planning for effective learning and progress will need adapting to ensure the needs of all pupils including those with SEN/D, EAL, and those who require stretch and challenge, are met. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Organise practical science activities to maximise pupil engagement through effective classroom management. • Evaluate and choose the most appropriate approach for organisation of Science activities. • Be aware of and plan for the implications for practical science lessons - behaviour for learning, health and safety, classroom management.

	<ul style="list-style-type: none"> • Use exemplar materials and shared understanding of pupil expectation in science to moderate and monitor pupil progress as part of a whole school framework. • Plan a sequence of science lessons adapted to meet the needs of all learners including SEND and EAL.
<p>Learn that:</p> <ul style="list-style-type: none"> • A range of formative and summative assessment strategies exist to assess learning in science and secure pupil progress. • A shared understanding of the age-related expectations for progress are part of effective whole school assessment and progression in the subject. • TAPS materials can be used and applied to ensure practical science activity is assessed effectively. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Know the key findings of Maintaining Curiosity: Ofsted 2013 and understand key factors in the teaching of science – Ofsted / Wellcome reports. • Use effective assessment to impact on your future classroom practice e.g. inform your instructional strategies, helping you to adapt and improve your teaching based on student performance and understanding. • Know a range of strategies for assessment in science (Formative and summative) and use the key principles of TAPS • Use focused assessment tasks to Plan, Do, Review learning. • Use TAPS (Teacher Assessment in Primary Science) materials, which can be particularly useful for assessing practical science activities. They provide frameworks and tools to help you evaluate students' hands-on experiences effectively, ensuring that practical skills are also recognised in assessments.
<p>Learn that:</p> <ul style="list-style-type: none"> • Critical reflection on the impact of pedagogical approaches on pupil outcomes is a key aspect of teaching. • Critical reflection on own developing subject knowledge is necessary to deliver high-quality science lessons and secure pupil progress. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Critically reflect on professional practice through the consideration of the impact of teaching approaches and strategies. • Plan and deliver a carefully sequenced curriculum.

Learn that:

- There are a range of contexts for science investigative activity, including cross curricular learning.
- Curiosity and pupil choice can drive intrinsic motivation and develop intellectual curiosity in scientific enquiry
- Adaptive teaching can support children in alternatives to report writing to communicate findings.
- Educating children about 'wider world' in science, focussing on global issues such as climate change, sustainability and global health.

Learn how to:

- Plan for cross curricular links within school planning to provide meaningful contexts for scientific enquiry.
- Overcome barriers to creativity in science.
- Use creative approaches and plan cross curricular links.
- Teach children about climate change and sustainability, which prepares them to become responsible and informed citizens, fostering critical thinking, responsible habits, and problem-solving skills. Providing drug education in primary schools is key to reducing harm.

Professional Studies	
Learn that: <ul style="list-style-type: none"> • There are role and responsibilities of an Associate Teacher (AT). • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 	Learn how to: <ul style="list-style-type: none"> • Develop as a professional.
Learn that: <ul style="list-style-type: none"> • The National Curriculum is a statutory document. • The EYFS Framework is a statutory document. • Development Matters is a non-statutory document used in EYFS. • A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the National Curriculum within a coherent wider vision for successful learning. 	Learn how to: <ul style="list-style-type: none"> • Develop as a professional.
Learn that: <ul style="list-style-type: none"> • Learning involves a lasting change in pupils' capabilities or understanding. • The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. • Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. (Metacognition) • Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. (Cognitive science and growth mindset). 	Learn how to: <ul style="list-style-type: none"> • Understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content. • Avoid overloading working memory, by: Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. • Build on pupils' prior knowledge, by: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
Learn that: <ul style="list-style-type: none"> • Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Building effective relationships is easier when pupils believe that their feelings will be considered and understood. • Relationships are central when addressing children's well-being. 	Learn how to: <ul style="list-style-type: none"> • Know how to support children's mental health and well-being. • Be able to recognise behaviours or changes in behaviours that could help to identify children at risk. • Know how to implement strategies for support and who to contact with concerns.

<p>Learn that:</p> <ul style="list-style-type: none"> • Cognitive science principles can have an impact on learning. • Working memory is where information that is being actively processed is held, but its capacity is limited and can be overlooked + Long term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. • Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate supports independence and academic success. • Pupils have different working memory capacities. 	<ul style="list-style-type: none"> • Begin to have awareness of the RSE/PSHE curriculum. <p>Learn how to:</p> <ul style="list-style-type: none"> • Understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content. • Avoid overloading working memory, by: Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. • Build on pupils' prior knowledge, by: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
<p>Learn that:</p> <ul style="list-style-type: none"> • Effective strategies and approaches need to be incorporated into planning. • Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. • Planning a LO, a sequence of activities and focussed assessment is integral to effective learning. • Through using the 10 principles of instruction, a teacher can positively affect the effectiveness of learning in the classroom. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Plan effective lessons. • Understand different types of planning used by teachers. • Evaluate published or AI generated planning to adapt for the needs of the children in the class.
<p>Learn that:</p> <ul style="list-style-type: none"> • You must have your own responsibilities in-line with current safeguarding policies and procedures. • You must recognise the risk factors that may indicate a child is at risk and understand issues around information sharing and multi-agency working. • A culture of mutual trust and respect supports effective relationships. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Understand your placement schools Safeguarding Policy • Report safeguarding concerns in a school • Identify Placement Schools Safeguarding priorities. • Identify Safeguarding priorities of local area.
<p>Learn that:</p> <ul style="list-style-type: none"> • Online safety and awareness are part of the RSHE curriculum. • Teachers can be co-creators using AI. • Aila is part of Oak Academy and is an AI platform supported by DfE. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Apply principles of online safety across the curriculum in line with school policy, current research and national statutory policy.

	<ul style="list-style-type: none"> • Identify practical approaches to meaningfully engage parents with online safety issues and education. • Begin to use artificial Intelligence (AI) and begin to understand how children in primary schools are engaging with this technology. • Use AI to meet the needs of the workload of a teacher.
<p>Learn that:</p> <ul style="list-style-type: none"> • Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. • Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. • 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. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Understand the principle behind the assessment they include in their planning or are requested to complete. • Read and understand the assessment policy for the placement school. • Understand the principle behind the assessment they include in their planning or are requested to complete. • Look at data and analyse, ideally with an experienced colleague who can showcase how they use this to inform their planning.
<p>Learn that:</p> <ul style="list-style-type: none"> • Working closely with parents/carers to understand barriers to learning and identify effective strategies is essential. • Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. • Pupils with SEND are likely to require working closely with parent/carers. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Build effective working relationships by communicating with parents and carers proactively and making effective use of parents evening to engage parents and carers in their children's schooling. • Build trusting relationships by liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. • Communicate a belief in the academic potential of all pupils by seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) and consider how this engagement changes depending on the age and development stage of the pupil.

	<ul style="list-style-type: none"> • Develop an understanding of different pupils needs by utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (e.g. meetings with parents).
<p>Learn that:</p> <ul style="list-style-type: none"> • Adapting teaching in a responsive way, including by providing targets 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. • Pupils with SEND are likely to require additional or adapted support. • There are laws that guide our work with children with SEND in our schools. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Provide an inclusive learning environment. • Identify barriers to learning and effective adaptive teaching approaches. • Locate information and support for individual pupils within my school setting. • Use formative and summative assessment to measure the impact of provision and inform teaching of pupils with SEND.
<p>Learn that:</p> <ul style="list-style-type: none"> • Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils from their starting points is essential. • Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. • Teachers group pupils in different ways, including – flexible groupings / paired or group work with guidance. • There are 4 Broad Areas of Need - There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Develop an understanding of different pupil needs. • Provide opportunity for all pupils to experience success. • Meet individual needs without creating unnecessary workload.
<p>Learn that:</p> <ul style="list-style-type: none"> • Setting clear expectations can help communicate shared values that improve classroom and school culture. • High quality teaching is underpinned by positive interactions between pupils, their teachers and their peers. • Establishing and reinforcing rules, including through positive reinforcement, can help create an effective learning environment. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Implement a clear and consistent implementation of school's behaviour policy. • Understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils. • Support children to be motivated to work intrinsically.

<ul style="list-style-type: none"> • Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour. 	<ul style="list-style-type: none"> • Respond quickly to any behaviour or bullying that threatens emotional safety. • Respond consistently to pupil behaviour. • Create a culture of respect and trust in the classroom that supports all pupils to succeed. • Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
<p>Learn that:</p> <ul style="list-style-type: none"> • There are current priority areas in RSE and what is being done to address these in practice. • Teachers should explore and critique resources for the classroom. • Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. • High quality research communicates methods and limitations transparently. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Teach a broad and balanced RSE curriculum. • Locate resources to support RSE teaching. • Collaborate with parents and other and make appropriate adaptations in order to ensure a diverse, inclusive, representative and global curriculum, taking account of the decolonising the curriculum debate. • Direct adults to support RSE teaching and learning.
<p>Learn that:</p> <ul style="list-style-type: none"> • Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (Health and wellbeing – RSE Curriculum). • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • A culture of mutual trust and respect support effective relationships. • Teachers can influence pupils’ resilience and beliefs about their ability to succeed. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Respond proactively and impactfully to prejudice-based language and know how to report incidents and to whom. • Apply the principles of equality legislation in practice, drawing upon a range of representative resources. • Critique existing provision/resources and make appropriate adaptations in order to ensure a diverse, inclusive, representative and global curriculum, taking account of the decolonising the curriculum debate. • Critically apply knowledge about superdiversity, policy and initiatives to inform planning and assessment decisions, including appropriate adaptive teaching and resources.
<p>Learn that:</p> <ul style="list-style-type: none"> • Exploration of current priority areas and what is being done to address these in practice. • Exploration and critiques of resources for the classroom. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Teach a broad and balanced RSE curriculum. • Locate resources to support RSE teaching.

<ul style="list-style-type: none"> • Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. • High quality research communicates methods and limitations transparently. 	<ul style="list-style-type: none"> • Collaborate with parents and other and make appropriate adaptations in order to ensure a diverse, inclusive, representative and global curriculum, taking account of the decolonising the curriculum debate. • Direct adults to support RSE teaching and learning.
<p>Learn that:</p> <ul style="list-style-type: none"> • There are current priority areas in RSE and what is being done to address these in practice. • Teachers should explore and critique resources for the classroom. • Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Teach a broad and balanced RSE curriculum. • Locate resources to support RSE teaching. • Learn how to collaborate with parents and other and make appropriate adaptations in order to ensure a diverse, inclusive, representative and global curriculum, taking account of the decolonising the curriculum debate.
<p>Learn that:</p> <ul style="list-style-type: none"> • Pupils' experiences and their readiness to learn can be impacted by their home life circumstances, particularly EAL pupils. • Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Proactively meet the needs of those that use English as an additional Language (EAL). • Include adaption in lesson planning where appropriate. • Incorporate the diversity of a school into the classroom.
<p>Learn that:</p> <ul style="list-style-type: none"> • Teachers' understanding of individual children's need scan affect pupil outcomes and aspirations. • High quality teaching has a long term positive effect on pupils' life chances, particularly for pupils from disadvantaged backgrounds. • Pupils' experiences and their readiness to learn can be impacted by their home life circumstances, particularly those living in poverty. • Pupils' experiences and their readiness to learn can be impacted by their home life circumstances. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Respond proactively and impactfully to prejudice-based language and know how to report incidents and to whom. • Apply the principles of equality legislation in practice, drawing upon a range of representative resources. • Critique existing provision/resources and make appropriate adaptations in order to ensure a diverse, inclusive, representative and global curriculum, taking account of the decolonising the curriculum debate. • Critically apply knowledge about superdiversity, policy and initiatives to inform planning and assessment decisions, including appropriate adaptive teaching and resources.

<p>Learn that:</p> <ul style="list-style-type: none"> • Adapting teaching in a responsive way is likely to increase pupil success. • High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support. • Technology, including educational software and assistive technology, can support teaching and learning for pupils with SEND. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Develop an understanding of different pupil needs. • Provide opportunity for all pupils to experience success. • Meet individual needs without creating unnecessary workload.
<p>Learn that:</p> <ul style="list-style-type: none"> • High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support. • Jobs are advertised online. • Application process needs care and attention. • There is an importance of forming a personal philosophy of education. • Writing a clear and concise personal statement is an important part of job applications, you must be prepared for interviews. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Develop an understanding of different pupil needs. • Provide opportunity for all pupils to experience success. • Meet individual needs without creating unnecessary workload.
<p>Learn that:</p> <ul style="list-style-type: none"> • Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND. • SENCOs have valuable expertise and can ensure that appropriate support is in place for pupils. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Develop an understanding of different pupil needs. • Provide opportunity for all pupils to experience success. • Meet individual needs without creating unnecessary workload.
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. • Our voice is an important instrument that should be cared for. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Build effective working relationships.
<p>Learn that:</p> <ul style="list-style-type: none"> • There is an Early Career Framework. • The Early Career Framework has been designed to support early career teacher development in 5 core areas –behaviour management, pedagogy, curriculum, assessment and professional behaviours 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Manage workload and wellbeing.
<p>Learn that:</p> <ul style="list-style-type: none"> • A range of expert colleagues offer advice and support to current trainees preparing themselves for their first teaching post. 	<p>Learn how to:</p> <ul style="list-style-type: none"> • Manage workload and wellbeing.

<ul style="list-style-type: none">• Effective professional development is likely to be sustained over time, building knowledge, motivating staff, developing teaching techniques and embedding practice.	
<p>Learn that:</p> <ul style="list-style-type: none">• Teachers have the ability to affect and improve the well-being, motivation and behaviour of their pupils.• Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.• Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.• Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.	<p>Learn how to:</p> <ul style="list-style-type: none">• Manage workload and wellbeing.