

Primary **PGCE**



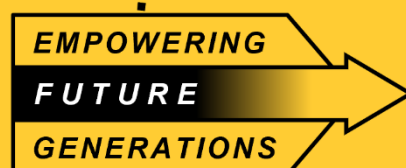
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Curriculum booklet

2021-22

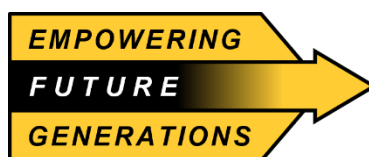


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OUR PRIMARY PGCE CURRICULUM

Introduction



'Empowering future generations'

The primary PGCE programme curriculum at the University of Manchester will prepare you to teach in the age range 5 to 11 years and will, upon successful completion of the course, lead to the recommendation to the Department for Education (DfE) for Qualified Teacher Status (QTS) and to the beginning of the next stage of your training as an early career teacher.

There are three PGCE programme routes running alongside each other:

- 🟡 primary core (approx. 130 trainees)
- 🟡 primary core with maths (approx. 12 trainees)
- 🟡 primary School Direct (known as SD) (approx. 35 trainees)

The primary core with maths programme includes a maths lens through which trainees will view various aspects of teaching, learning and assessment. The SD programme includes some time being trained by your chosen alliance within their partnership schools in addition to the same university training as the core programme for English, maths, science, placements, EDUC unit assignments and some selected professional studies sessions. Each SD school alliance lead teacher will provide SD trainees with details and an overview of their specific, bespoke alliance-led training programme. School experience is central to all core and SD PGCE routes and is taught in partnership with expert mentors and colleagues working in an established and committed group of local schools. We refer to this group as our 'partnership'.

Our UoM primary PGCE curriculum is taught through four key areas of our primary programme. These are:

- 🟡 professional studies
- 🟡 the primary National Curriculum subjects
- 🟡 teaching in primary schools on school experience placements
- 🟡 3x 20 credit EDUC unit Masters' level assignments

Each term, we also offer a variety of optional twilight sessions (for continuing professional development (CPD)). These have been designed to enhance your understanding of evidence based teaching and learning and align with the content of our UoM pgce curriculum and the [DfE's ITT Core Content Framework](#).

The curriculum is structured so that you begin your training in term 1 (in September and October) in university-based taught course sessions where your lecturers will introduce you to the key skills, concepts and knowledge you will need for teaching. You then embark on a long teaching placement (school experience block 1) in which you put into practice what you have learnt. When you return to university-based sessions in term 2 (in January, February and March), you will build on your experiences on placement, engage in evidence and research and further activities involving the development of your critical thinking and analysis skills. Two short teaching placements in term 2 will allow you to gain a deeper understanding of inclusion and SEND and teaching in the Early Years (focusing on teaching early reading and early maths and transition from reception to year 1). In term 3 you will consolidate, adapt, refine and embed all the learning, skills and knowledge gained from the taught curriculum sessions and teaching on placement in terms 1 and 2. By the end of the programme you will be confident and prepared to start the next phase of your training and career as an early career teacher (ECT).

University-based training

The primary pgce curriculum includes taught elements in the full range of the primary national curriculum subjects. In addition, the course has a professional studies element supported by cluster group tutorials, which encompass general professional and pedagogic issues such as safeguarding, child protection, behaviour management, pedagogy and planning, cognitive science (how children learn), bullying, assessment for and of learning, communicating with parents and carers, working with other adults, inclusion and diversity and understanding special educational needs and disability (SEND). All sessions contribute to a) your understanding of effective teaching and learning and b) how you will implement these in the classroom. Professional studies sessions are delivered as online whole cohort lectures with linked tutorials and through a carousel of classroom-based inclusion-focused seminars.

For core PGCE trainees

Professional studies and foundation subjects will be delivered by university staff and visiting tutors.

For school direct trainees

Foundation subjects and some professional studies elements of the programme will be delivered by staff in your alliances. Please refer to your alliance lead for details.

The curriculum content for the national curriculum subjects and assignments is delivered through a combination of online and face-to-face lectures, seminars and workshop sessions, on-line resources to support independent study and group tutorials (both university- and school- based). It is the aim of the tutors that university-taught content, concepts, issues and discussions are tightly linked to professional learning in the school experience placement elements of the course. You will be given tasks to complete as part of learning about primary curriculum subjects and professional elements of teaching (these can be found in the Professional Development Activity Booklet). The academic assessment element of the course is through 3x 20 credit Masters level assignments (known as the EDUC units). Further information about assessment through assignments can be found in the Assignment Handbook.

Professional school experience training

Built into our programme are four teaching placements. On your teaching placements, you will put into practice the teaching strategies and specific pedagogical content knowledge you have learnt from the taught course university-based sessions for each subject of the National curriculum and professional studies. You will also be able to make links between your practice on placement and your research and reading for the three EDUC unit assignments as you learn how to engage with evidence-informed teaching and learning.

This table provides an overview of the four placements, their duration in terms of weeks and when they take place in the programme.

Term(s)	Placements
Terms 1 and 2	School experience block 1 placement (approx. 10-11 weeks)
Term 2	Inclusion focus placement (1 week)
Term 2	Early years placement (2 weeks)
Terms 2 and 3	School experience block 2 placement (approx. 10-11 weeks)

The ITT Core Content Framework and the DfE Teachers' Standards

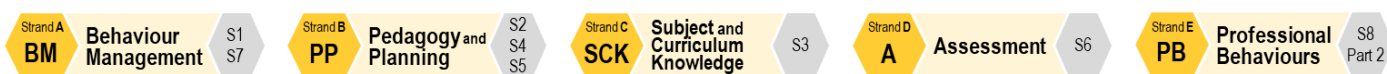
Core Content Framework (CCF)

The CCF is a document which sets out the minimum content for initial teacher training programmes. You can access it here: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

Teachers' Standards

The Teachers' Standards are the standards against which you will be assessed for your suitability for the award of qualified teacher status at the end of the programme. You can access them here: <https://www.gov.uk/government/publications/teachers-standards>

Our embedded curriculum



Embedded within our UoM pgce curriculum is content related to the five strands of the national Core Content Framework (CCF) for Initial Teacher Training and also the DfE Teachers' Standards for QTS. The five strands of our primary pgce curriculum and their links to the Teachers' Standards (S) are:

- Strand A: Behaviour management (high expectations and managing behaviour) - S1 and S7
- Strand B: Pedagogy and planning (how pupils learn, classroom practice and adaptive teaching) - S2, S4, S5
- Strand C: Subject and curriculum knowledge - S3
- Strand D: Assessment - S6
- Strand E: Professional behaviours - S8 and Part 2

We will refer to both the CCF and the Teacher Standards throughout the programme in both the university-based sessions and during your teaching practices on placement.

The overarching UoM Primary PGCE curriculum: intent, implementation and impact

Intent

We aim to provide all trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum which is sufficiently flexible and adaptable to meet trainees' personal and professional needs whilst also addressing both local and national priorities and requirements.

Our UoM pgce curriculum provides trainees with opportunity to develop knowledge of:

- 🟡 the Primary National Curriculum for Key Stages 1 and 2: curriculum teaching, learning and assessment requirements (according to phase of training)
- 🟡 progression in subjects
- 🟡 progression across age phases (including from EYFS into KS1)
- 🟡 subject knowledge
- 🟡 knowledge of how children learn
- 🟡 pedagogical knowledge
- 🟡 behaviours for learning
- 🟡 theories of teaching and learning
- 🟡 inclusion and diversity
- 🟡 statutory frameworks
- 🟡 health and wellbeing

and skills to:

- 🟡 meet the DfE Professional [Teachers' Standards for QTS](#) by the end of the programme
- 🟡 be reflective practitioners
- 🟡 undertake scholarly activity
- 🟡 teach creatively and innovatively
- 🟡 be resilient teachers, whilst managing a workload and work/life balance
- 🟡 be an effective communicator
- 🟡 work collaboratively

Implementation

Our curriculum is informed by OFSTED national and local priority areas for example: safeguarding, behaviour management, SEND and inclusion, and develops trainees' skills in teaching in a range of contexts, including challenging schools.

A commitment to research underpins design and delivery of the curriculum which is focussed on collaborative research and dissemination of research activity and which impacts on outcomes for pupils. These foci are integral to the [vision of the University](#).

Learning outcomes for the programme, specifically the three 20 credit Masters level assignments and learning on placement, are designed to develop trainees' knowledge and understanding and their intellectual, practical and transferrable skills and personal qualities.

Trainees engage in lectures, practical workshops, seminars and independent learning (including on-line learning) to address the academic requirements of the programme, and they are assessed formatively and summatively. Formative assessment takes a variety of forms, and includes activities such as peer presentations in university-based sessions, self-assessment through subject audits and self-assessment in recording learning and progress in the Trainee portfolio, reflective and professional conversations with expert teachers, school-based mentors and university tutors and lecturers and through the use of personal action plans. Summative assessment entails the submission of 3x 20 credit assignments linked directly to the specific learning outcomes.

Underpinned by a philosophy of social responsibility, the intent of the curriculum is to equip trainees with a theoretical understanding about children as learners and teachers as practitioners. Theory, pedagogy and subject knowledge are explored in university-based sessions and throughout school placements, with trainees learning from a range of expert practitioners.

The curriculum is implemented through the use of a range of creative teaching methods in order to meet the variety of learning needs of trainees. Teaching is delivered in a variety of ways including:

Practical workshops

These afford trainees with the opportunity to engage in practical, hands on sessions, facilitated by a range of subject based experts both from the partnership and from the University. The focus of these sessions is on developing subject and pedagogical knowledge and the application of this in relation to the classroom.

Seminars

These are taught sessions led by both school and University based staff, involving opportunities for discussions, small group activity and focused teaching of subject and pedagogical knowledge and skills.

Lectures

Mostly delivered online, whole cohort lectures provide an opportunity for the cohort to explore key themes running through our professional studies curriculum which relate to the five strands of the ITT Core Content Framework: behaviour management, pedagogy and planning, curriculum, assessment, professional behaviours.

Tutorials

All trainees are allocated a named professional tutor (academic advisor) at the start of each year. Professional tutors work with individual trainees to support their progress through a series of scheduled meetings throughout the year. In addition, they will provide an initial level of pastoral support.

Implementation (continued...)

Our curriculum is informed by OFSTED national and local priority areas for example: safeguarding, behaviour management, SEND and inclusion, and develops trainees' skills in teaching in a range of contexts, including challenging schools.

The implementation of our PGCE curriculum continues during professional school experience placements. Trainees put into practice the evidence informed practices they have learnt during university-based curriculum teaching sessions. On placement, they are expected to regularly engage in the on-going process of reflection, action planning and target setting by contributing to the development of their Trainee Portfolio.

Trainees have access to wider university resources and are actively encouraged to participate in wider university life by, for example, working alongside tutors and the widening participation team to engage undergraduate trainees in working with children and young people.

Trainees are encouraged to make use of university facilities when on campus and also when in schools, and draw on facilities such as the Whitworth Gallery and the University of Manchester Museum, sports facilities and generic support services such as the University Libraries.

Impact

By the end of the programme, trainees will have learnt the curriculum pertaining to each subject and professional studies and be confident to put into practice high quality evidence-led teaching.

The impact of our curriculum will result in trainees who have developed a good knowledge base, a good understanding of ethical issues and the transferrable skills of:

- 🟡 group and collaborative working
- 🟡 evaluating, adapting and using a variety of learning resources
- 🟡 reflection and self evaluation
- 🟡 managing and organising information
- 🟡 autonomy
- 🟡 self-directed and independent learning
- 🟡 good communication skills in a variety of contexts for different audiences
- 🟡 problem-solving

Trainees will have been assessed formatively and summatively with regard to their academic writing, knowledge base and understanding of ethical issues through submission of written assignments that constitute the 60 (3x20) credit units that provide the academic structure for the award.

By the end of the programme, trainees will be able to demonstrate attainment of the Teachers' Standards through evidence, such as:

- 🟡 observations of teaching and professional practice recorded by expert teachers, mentors and university tutors during their teaching placements in school settings
- 🟡 completion of professional placement tasks and activities
- 🟡 attendance at and engagement with taught, university-based curriculum sessions
- 🟡 attendance at and engagement with school placements
- 🟡 records of progress and attainment recorded in the Trainee Portfolio
- 🟡 completion of external online learning units for Safeguarding, FGM and first aid.

Assessment

The Teachers' Standards are the measure used at the end of the programme to assess whether trainees can gain the right to Qualified Teacher Status (QTS) and begin practising in a school as an Early Career Teacher (ECT). The Trainee Portfolio is the main document used to track your learning journey and progress over the year and to summatively assess that, over the course of your various teaching practices, and through your learning from the taught curriculum sessions, you have met the Teachers' Standards by the end of the programme. It will log your professional engagement, teaching and learning activities, targets and mentoring during the programme.

The evidence you compile to show the extent to which you have met the Teachers' Standards impacts on the recommendation for QTS at the final exam board in July on completion of your PGCE. University tutors and mentors check this document as a true representation of the experiences you have had and of the evidence you have collated. You should be willing to show your Trainee Portfolio to your tutor and mentor at any time during the programme. This document should also be used by your professional tutor and mentor to assess your progress towards becoming a teacher at key points in the programme. Please refer to the Trainee Portfolio document for more details.

The portfolio should be used as a starting point for all professional and reflective discussions about progress and as a tool to help you identify your targets for improvement. For further information about the Trainee Portfolio, please refer to the School Experience Handbook.

In the event of failure to meet the requirements of the Teachers' Standards for school-based teaching practice, you cannot be recommended for Qualified Teacher Status. If a trainee fails to meet the Teachers' Standards by the end of a placement, a re-sit of the placement may be considered by the Examination Board. Any such placement could take place during the following academic year.

The following section of this curriculum handbook is an overview of how each primary national curriculum subject, professional studies, school experience and school direct alliance training contributed to our UoM Primary PGCE Curriculum in terms of intent, implementation and impact.

PROFESSIONAL STUDIES

Subject leader(s)	Email	Location of office
Martin Kelly	martin.kelly@manchester.ac.uk	Ellen Wilkinson A2.15
Rebecca Phillips	rebecca.phillips-2@manchester.ac.uk	Ellen Wilkinson A2.20

Curriculum information

1. Subject aims (intent)

- Trainees will learn how to analyse and reflect upon both experiential and research literature-based evidence in order to inform both practical actions and principles and values in educational settings
- Trainees will learn how to adapt Professional Studies learning to teaching the National Curriculum subjects in order to develop children's subject capital and aspirations.
- Through discussion and work with expert colleagues, trainees will build confidence and competence in becoming good teachers with high expectations of themselves and their pupils. They will be able to establish purposeful learning environments and an inclusive ethos that acknowledges and respects pupils from all cultural and ethnic backgrounds
- Trainees will learn how to understand and ensure the well-being and safety of children in education and the wider community.
- Trainees will learn how to adapt their personal and professional actions to ensure they uphold public trust and maintain high standards of ethics and behaviour, within and outside school.

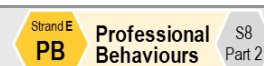
2. Summary of subject curriculum content

The content of the professional studies taught curriculum is closely aligned with the five strands of the CCF in terms 1 and 2. Key learning and principles associated with each strand are put into practice, evaluated and adapted in all teaching placements and refined in term 3 during School Experience block 2.

In term 1, through university-based session engagement and learning on placement, trainees will:

Professional behaviours:

professionalism for teachers (S8)



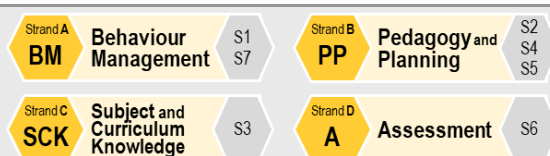
- be introduced to the professional standards for teachers (part 2) and learn how to uphold them
- learn about the code of conduct for teachers in the workplace
- understand the importance of and how to implement part 2 of the Teachers' Standards
- learn how to be a professional working in a school setting
- learn about the role of external agencies such as teaching unions and subject associations
- understand the importance of the home/school relationship in terms of building strong, positive relationships with pupils, as well as their parents and carers, as a means of supporting all pupils to achieve
- understand and implement the protocols and procedures related to GDPR for trainees and teachers

Behaviour management:

high expectations and managing behaviour (S1, S7);

Pedagogy and planning: how pupils learn, classroom practice and adaptive teaching (S2, S4, S5);

Subject and curriculum knowledge (S3); **Assessment** (S6)

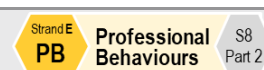


- become fully aware of their duties in respect of safeguarding and child protection equalities legislation and know how to implement in their daily practice the key guiding principles of 'Keeping children safe in education'
- Learn that teachers can affect and improve the wellbeing, motivation and behaviour of their pupils and that they will become a key role model, who can influence the attitudes, values and behaviours of their pupils
- Learn how to create respectful cultures within their classrooms where pupils feel motivated and valued (including and understanding of pupil-voice)
- understand the importance of building strong, positive relationships with pupils – as well as their parents and carers – as a means of supporting all pupils to achieve

- understand how children learn through using cognitive science approaches to cognition, recall and working memory
- understand how teachers teach in terms of implementing and evaluating the teaching, learning and assessment cycle
- understand that effective lessons are underpinned by an understanding of how to evaluate, adapt and refine their teaching and classroom practices
- learn that pupils are likely to learn at different rates and require different levels and types of support from teachers in order to succeed
- know how to assess pupil progress and learning by selecting effective, efficient and appropriate assessment strategies
- Understand the role of structured and focused feedback for pupils to help them improve
- understand that adapting teaching to suit pupils' different levels of prior knowledge and potential barriers to learning is an essential part of the teaching, learning assessment cycle
- research, discuss and ask questions about different school community contexts, with a focus on schools in communities with pupils and families from disadvantaged backgrounds
- engage with up-to-date research and draw from insights from practice in order to gain a good understanding of how to support children with their mental health

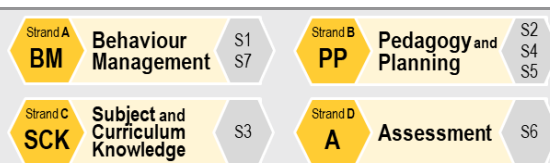
In term 2, trainees will:

Professional behaviours:
professionalism for teachers (S8)



- develop and embed into their practice their learning from term 1 into terms 2 and 3 by engaging in cycles of reflective discussion, evaluation and personal target setting
- towards the end of the programme, engage in activities which lead to a smooth transition into becoming an Early Career Teacher (ECT)

Behaviour management:
high expectations and managing behaviour (S1, S7);
Pedagogy and planning: how pupils learn, classroom practice and adaptive teaching (S2, S4, S5);
Subject and curriculum knowledge (S3); Assessment (S6)



- reflect on and evaluate how children learn in light of their reflections and evaluation of school experience block 1; develop and adapt their practice for school experience block 2
- develop, adapt and refine their understanding, evaluate, critique and challenge practices (where necessary) relating to particular approaches to cognitive science in light of their engagement with up-to-date, peer reviewed research
- Develop their understanding of assessment for and of learning against age-related expectations in order to make informed decisions about the content of subsequent lessons
- Embed and refine their approach to feedback and marking in terms of embedding into their practice strategies for pupils to respond
- Use information from 'big picture' assessment to inform the decisions they make in terms of lesson content and design
- engage in taught sessions led by expert researchers and practitioners addressing diversity and inclusion and how to use the SEND Code of Practice (e.g. by learning to implement into their practices the key principles of deaf education, strategies for teaching pupils with EAL and meeting the needs of pupils with dyslexia, autism, dyscalculia, dyspraxia).
- Be confident to address all incidences of bullying including racist, sexist, homophobic, sexual, cultural and online bullying
- Learn the key principles and statutory school policy requirements of the relationships and sex education curriculum for key stage 2 and how to teach it in practice
- understand inclusive practices in the primary classroom with respect to LGBTQ+
- be introduced to children's rights and human rights education
- as delegates at the annual UoM Inclusion and Inspiration conference, analyse and debate all aspects of inclusive education and diversity with peers from the UoM secondary PGCE and SCITT programmes and ECTs from partnership schools

3. Overview of teaching and learning activities (implementation)

- The professional studies curriculum draws upon expert colleagues including university tutors, lecturers, expert researchers and practitioners in the field of education, experienced teachers, subject/area specialists, expert mentors and colleagues from external agencies. Through whole cohort lectures delivered by expert colleagues, trainees become informed about current educational issues, research and practice.
- University-based training, tutorials and workshop professional studies sessions will be supported, enhanced and consolidated by independent learning activities, engagement with research, scrutiny of school policy documents and discussions of case studies. Specific on-line professional studies learning activities in First Aid, Safeguarding and FGM lead to external certification.
- Throughout their training, trainees will receive multiple opportunities to rehearse and refine particular approaches to teaching and learning. This begins outside the classroom in university-based sessions and is then put into practice during school experience placements
- They will discuss, debate, critique and, where relevant, challenge research and practice with university professional tutors and their peers in small group tutorials and with expert practitioners in schools.
- With expert colleagues and their peers, using the best available evidence, trainees will interrogate what makes a particular teaching approach or strategy successful or unsuccessful, reflecting on how this approach might be integrated into the trainee's own practice.
- By observing how expert colleagues research, plan, teach and assess aspects of the curriculum, trainees will, using the best available evidence, practise, evaluate, critique and reflect on those particular approaches in order to understand what might make them successful or unsuccessful.
- As they put their professional studies learning into practice, trainees will receive clear, consistent and effective mentoring, coaching, advice and support and will be provided with a structured process for improving their practice.

4. Assessment against the UoM Primary PGCE curriculum

Contributing to the assessment of trainees' knowledge, skills and understanding of the professional studies aspects of the programme, trainees will complete:

- on-line certification in safeguarding
- on-line certification in first aid
- on-line certification in FGM
- assignment A EDUC66900: developing practitioner enquiry
- assignment B EDUC66800: inclusive education practice
- assignment C EDUC66700: learning, teaching and assessment in the curriculum
- a Trainee Portfolio which documents their progress and attainment throughout the programme as they work towards becoming an effective teacher.

5. Outcomes (impact)

By the end of term 1, trainees will have developed the skills and knowledge to:

- build effective relationships with parents, carers and families in order to improve pupils' motivation, behaviour and academic success.
- plan and teach short sequences of lessons that include learning objectives and learning opportunities for subject knowledge and skills development and strategies for assessment
- demonstrate an understanding of how to assess pupil progress and attainment against relevant expectations.
- demonstrate a degree of enthusiasm for teaching that they can share with children to stimulate interest and motivation in expanding areas of the wider curriculum.
- with clear guidance, plan, teach, assess, evaluate and record for the progress of all children within a class group in all aspects of the wider curriculum.
- initiate their own ideas into planning lessons to make them more exciting and engaging.
- demonstrate a commitment to the consistent application of all aspects of placement schools' Safeguarding Policies with reference to 'Keeping Children Safe in Education'
- know how to communicate effectively with parents/carers by observing and discussing approaches with expert school colleagues and university tutors
- discuss and analyse with their mentor effective strategies for 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.
- demonstrate a commitment to upholding public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school.
- demonstrate a developing ability to adapt planning, teaching and assessment to respond to the strengths and needs of all pupils.

By the end of term 2, trainees will:

- plan and teach longer sequences of lessons that include learning objectives and learning opportunities for subject knowledge and skills development, by planning appropriate learning activities to help children overcome particular barriers and to stretch and challenge their learning further.
- assess pupil progress and attainment against relevant expectations.
- plan, teach, assess, evaluate and record the progress and attainment of all children within a class group in all aspects of the wider curriculum.
- contribute to the design of an engaging curriculum in consultation with colleagues.
- demonstrate a commitment to the consistent application of all aspects of 'Keeping Children Safe in Education'
- Understand the key principles of the early years foundation stage curriculum, including early reading and early maths teaching and learning in order to ensure a smooth transition for pupils into year 1
- communicate with parents and carers proactively and understand how to make effective use of parents' evenings to engage parents and carers in their children's schooling
- Understand fully how to address the diverse needs of all pupils in the primary classroom and embed effective strategies into their teaching practice

By the end of their final placement, trainees will:

- demonstrate a commitment to upholding public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school.
- demonstrate a commitment to inclusive education through lesson planning, adaptive teaching and assessment activities to respond to the strengths and needs of all pupils.
- demonstrate an enthusiasm for teaching that they can share with children to stimulate interest and motivation in all areas of the wider curriculum.
- Be confident and feel fully prepared to become an effective Early Career Teacher in any primary age phase or year group.

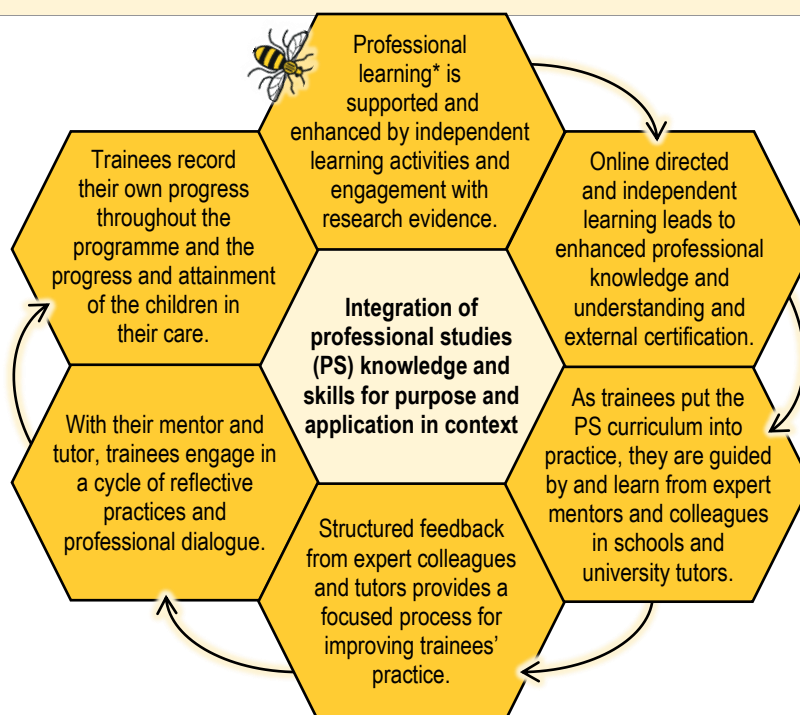
Curriculum summary

INTENT

Throughout the course, trainees will learn:

- from expert colleagues, how to develop their professional knowledge and understanding of how children learn and to practise the capacity to analyse and reflect upon both experiential and literature-based evidence, in order to inform both practical actions and principles and values in educational settings
- how to adapt Professional Studies learning to curriculum subjects studies to develop children's subject capital and aspirations.
- through discussion and work with expert colleagues, to build confidence and competence in becoming teachers with high expectations of themselves and their pupils.
- to establish purposeful learning environments and an inclusive ethos that respects pupils from all cultural and ethnic backgrounds.
- how to understand and ensure the well-being and safety of children in Education and the wider community.
- to communicate with parents and carers proactively and understand how to make effective use of parents' evenings to engage parents and carers in their children's schooling
- to adapt their personal and professional actions to ensure they uphold public trust and maintain high standards of ethics and behaviour, within and outside school.

IMPLEMENTATION



*Professional learning, in this context, includes learning from lectures, tutorials, seminars, workshops and placements.

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher and are confident to:

- demonstrate an enthusiasm for teaching that they can share with children to stimulate interest and motivation in all areas of the wider curriculum.
- demonstrate a commitment to inclusive education through adapting planning, teaching and assessment to respond to the strengths and needs of all pupils.
- contribute to the design of an engaging curriculum through sequences of well thought-out lessons in consultation with colleagues.
- plan, teach, assess, evaluate and record the progress and attainment of all children within a class group in all aspects of the wider curriculum.
- assess pupil progress and attainment against relevant expectations.
- embed into their practice effective strategies for 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.
- demonstrate a commitment to the consistent application of all aspects of safeguarding and child protection as outlined in 'Keeping children safe in education'
- consistently demonstrating a commitment to upholding public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school.

SCHOOL PARTNERSHIP PLACEMENTS

Subject leader(s)	Email	Location of office
Karen Kilkenny (Primary Partnership lead)	karen.kilkenny@manchester.ac.uk	Ellen Wilkinson A2.12
Primary Professional Tutor team	Various	Ellen Wilkinson A2.08

Curriculum information

1. Subject aims (intent)

Trainees will:

- 🟡 practise, develop and improve their pedagogy and teaching skills across the primary phase
- 🟡 under guidance and with regular feedback from experts in schools, develop their understanding of how children learn and use this to inform their teaching.
- 🟡 build effective relationships with pupils, staff and other stakeholders in a variety of school contexts and settings
- 🟡 under the guidance and through feedback from expert mentors, build knowledge and competence in their professional skills for planning and delivering lessons that promote progress in pupil learning.
- 🟡 build understanding and knowledge of the multifaceted roles of a classroom teacher and the impact this has on pupil life chances and development
- 🟡 develop their skills and knowledge to successfully demonstrate that they have met all of the Teachers' Standards, at the level appropriate to their development, by the end of the programme

2. Summary of school experience curriculum content

During term 1 (School Experience Block 1), trainees will:

- 🟡 apply the principles, knowledge and understanding of the ITT curriculum coverage so far in the context of the classroom; reflecting on and building upon their understanding, skills and knowledge
- 🟡 be immersed in the classroom environment and work closely with an expert mentor to build their understanding of the curriculum, knowledge of how children learn and how to plan and deliver lesson content that support different groups of learners
- 🟡 in early stages, experience and collaborate with mentors to team teach, team plan and analyse learning as the trainee develops and demonstrates an understanding of effective teaching and learning
- 🟡 be provided with opportunities to practice, receive feedback and improve at key aspects of effective classroom environments, particularly establishing positive relationships, effective behaviour for learning and planning and teaching well-structured lessons.
- 🟡 develop increased independence in planning and teaching lessons, whilst being supported to reflect, follow advice and set targets to improve and maintain lesson outcomes
- 🟡 engage with tasks and opportunities to support them to develop and deepen their understanding of the profession.

During term 2 (Short Block focus placements), trainees will:

- 🟡 have opportunities to focus on specific areas such as EYFS, early reading, early mathematics and supporting SEND pupils, to develop knowledge, understanding and make links between theory and practise.
- 🟡 work with, observe and consult with experts, to deepen their understanding of progression and pedagogy within the focus areas.

During term 3 (School Experience Block 2), trainees will:

- 🟡 continue to deepen their understanding of principles and theories of teaching and learning and build upon ITT curriculum coverage through their practise.
- 🟡 continue to develop and build autonomy and independence in planning and delivering sequences of lessons and assessing the outcomes of lessons to inform future lessons and next steps for all pupils

- be provided with opportunities to practice, receive expert mentor feedback and improve, particularly in relation to adapting teaching for all, effective use of assessment and promotion of good progress.
- make accurate and productive use of assessment to influence teaching and to impact on pupil progress in a timely and effective manner.

3. Overview of teaching and learning activities (implementation)

Pedagogy throughout the teaching placements is centred on the theoretical understanding and evidenced-based pedagogy delivered and introduced during university based sessions.

Trainees will:

- engage with planning and delivering lessons, at first with significant expert mentor support, then with increasing opportunities to develop independence and autonomy as confidence, knowledge and understanding develops.
- be encouraged to teach across the range of National Curriculum subjects and, in collaboration with their mentor, build on their understanding of the subject development and sequencing across the primary phase.
- engage with professional development activities and tasks, to ensure they have a broad and balanced understanding of how pupils learn and how the primary curriculum translates into classroom settings.

4. Assessment against the UoM Primary PGCE curriculum

- Trainees will complete a 'Trainee Portfolio', to document, track and reflect upon experiences, knowledge development and progress in areas of the ITT curriculum across the programme. All stakeholders in the training journey will be able to view this and support trainee development towards the end of programme summative assessment.
- Expert mentors will provide feedback and mentoring regularly on placements, to ensure that trainees are clear about their strengths, targets, any concerns and next steps and can utilise the ITT curriculum opportunities to address these.
- Trainees will collaborate with mentors, university tutors and other school-based experts, to evaluate, analyse and reflect upon progress towards meeting the Teachers' Standards at the end of programme.

5. Outcomes (impact)

By the end of term 1, trainees will have developed the skills and knowledge to:

- build on and put linked theory and pedagogy, learned through the ITT curriculum so far, into practise and have built on the ITT curriculum learning within a classroom setting
- with support, be able to plan and teach effective lessons in the N.C, that ensure the engagement and achievement of learning intentions for pupils.

By the end of term 2, trainees will:

- continue to learn from expert mentors in specific focus areas, in order to build upon knowledge, understanding and pedagogy across the phase
- take increasing responsibility for addressing and improving their own target areas, in order to meet the requirements of the ITT curriculum and programme intentions.
- take opportunities to embed and build upon teaching knowledge and experiences in targeted areas.

By the end of their final placement (in readiness for the start of ECT transition), trainees will:

- continue to consult and learn from expert mentors in building on their knowledge and skills across the ITT curriculum
- be confident in independently planning effectively sequenced lessons that support progress for all pupils across the N.C subjects
- use of effective assessment that promotes progress across curriculum subjects and uses this to inform future planning and teaching.
- be ready to take on the responsibilities for the progress and management of learning for a class and transition with confidence to their ECT year.
- identify their own strengths and be able to establish areas of further development and support required during their ECT transition.

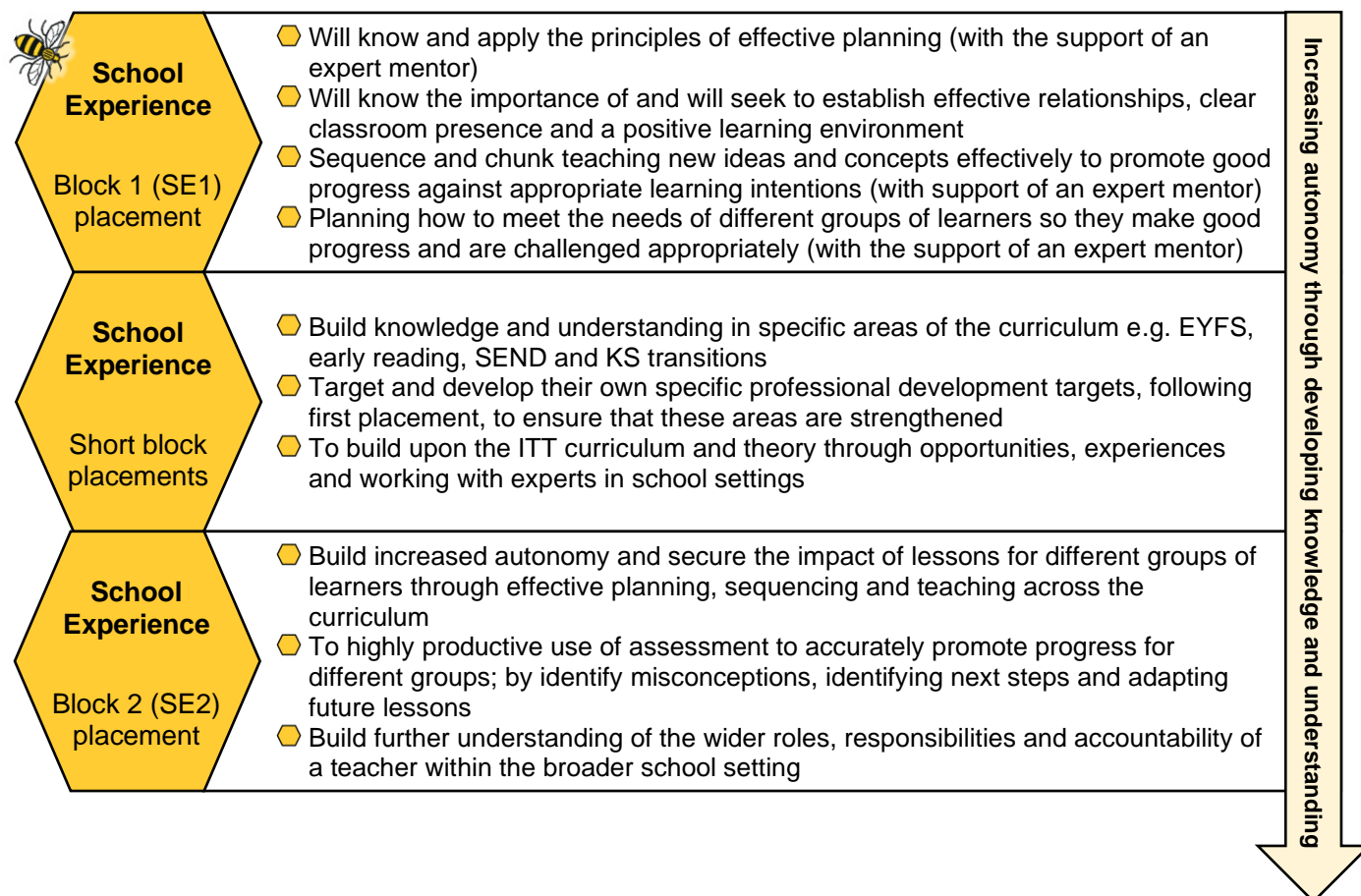
Curriculum summary

INTENT

Throughout the course, trainees will learn:

- How to draw on the ITT curriculum taught sessions, research and expert mentor support and apply these principles in teaching in the classroom
- To build effective, purposeful relationships with all stakeholders in order to maximise pupil learning opportunities in the classroom
- That children make progress when lesson content, pitch and pedagogies are purposeful, well matched to their needs and support key principles of how children learn
- To plan and teach well sequenced lessons that support progress against intended learning
- To become reflective practitioners whom look to build upon and improve their teaching and learning to impact on their pupils' outcomes and progress

IMPLEMENTATION



IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- becoming reflective practitioners that effectively support the needs and progress of their pupils
- being able to sequence, plan, teach and assess lessons across the National Curriculum
- meeting the requirements of our ITT curriculum as a well-informed, rounded practitioner
- being ready for transition to becoming an ECT at the end of the programme

ENGLISH

Subject leader(s)	Email	Location of office
Dr Lise Hopwood	lise.hopwood@manchester.ac.uk	Ellen Wilkinson A2.13
Rebecca Simpson-Hargreaves	rebecca.simpson-hargreaves@manchester.ac.uk	Ellen Wilkinson A2.10

Curriculum information

1. Subject aims (intent)

- In the English element of the PGCE primary curriculum, trainees will learn how to draw on appropriate pedagogy which scaffolds and develops effective language skills for oral and written communication.
- Trainees will build confidence and competence in their professional skills for developing the understanding of children that language has meaning and purpose in context.
- Trainees will build confidence and competence in providing supported opportunities for children to learn effectively how to use a range of language (vocabulary, grammar and syntax) using examples from good children's literature as a basis.
- Trainees will build confidence and competence in teaching reading as an essential access to the whole primary curriculum, through early reading skills of SSP to context-based skills of comprehension, prediction, interpretation and perspective.

2. Summary of subject curriculum content

Term 1

- The first priority is for trainees to gain the understanding that children learn through focused and meaningful talk as this enables learners to build confidence in their own ideas and in appropriate skills of communication in context. The taught course will emphasize a dialogic teaching approach which provides regular directed classroom opportunities for children to learn conceptual and linguistic skills through focused, small group interactions. This will lead into specific SE1 experience of planning for and scaffolding talk for learning interactions in groups across the curriculum.
- The second priority is to introduce trainees to the structures, theory and classroom practices of teaching early reading through SSP. For many trainees, this will be developed during SE1 and extended through EYFS. For others, it will be applied to classroom practice in EYFS and subsequently extended during SE2.
- The third priority is to introduce trainees to using quality children's literature as a central resource for all aspects of language learning. Trainees will also learn that literature plays a significant part in pupils' conceptual development through Reading for Pleasure, sharing of well-written books and understanding the importance of fiction, non-fiction, visual literacy and poetry in extending the awareness of the world and other people.

Term 2

- This term further embeds understanding and pedagogy of talk for learning; early reading through SSP; reading for pleasure; literature-based language teaching and the context, purpose and meaning of language choices. The focus is on trainees extending their confidence and competence in integrating language learning skills (reading, grammar, vocabulary, comprehension and communication) in effective lesson sequences.
- Trainees develop their understanding of step progression in children's skills of reading and writing through the CLPE progression frameworks and the Bell foundation frameworks for accessing the primary curriculum for pupils with EAL learning needs. The focus is on trainees building on individual's prior language experience and language skills with rich input of ideas and contextually appropriate language choices for meaning and purpose. This leads into SE2 where trainees will plan, teach and assess language learning sequences.
- The third priority is to introduce trainees to using quality children's literature as a central resource for all aspects of language learning. Trainees will also learn that literature plays a significant part in pupils' conceptual development through Reading for Pleasure, sharing of well-written books and understanding the importance of fiction, non-fiction, visual literacy and poetry in extending the awareness of the world and other people.

3. Overview of teaching and learning activities (implementation)

- 🟡 Pedagogy throughout the English elements of the course is centred on the following theoretical understandings:
 - a) dialogic teaching approach of Alexander;
 - b) the communicative language learning approach of Mercer;
 - c) the embedded grammar teaching of Myhill;
 - d) the effective reading/RfP approach of Cremin.
- 🟡 Trainees will engage with seminar/workshop sessions where talk for learning is modelled as appropriate to KS1 & KS2 NC 2014 (English). They will engage with independent voiced commentary study resources for SSP, grammar and punctuation. They will be encouraged to read a range of children's literature and seek out interesting non-fiction and visual literature resources. In on campus teaching, this will be facilitated to some extent by 'book club' and online by examples of book readings.
- 🟡 Optional drop-in sessions are provided for subject knowledge areas of SSP; grammar and punctuation.

4. Assessment against the UoM Primary PGCE curriculum

- 🟡 Trainees will complete a self-audit of their subject knowledge confidence/competence each term with expectations of them each subsequently setting appropriate subject-knowledge independent study targets.
- 🟡 Trainees will complete two phonics audits via online Socratic site. One of these will be at the start of the course; the other after EYFS.
- 🟡 Professional tutors provide feedback at the end of SE1 and SE2 regarding TS3 (a,c,d)

5. Outcomes (impact)

By the end of term 1, trainees will have developed the skills and knowledge to:

- 🟡 lead directed talk for learning activities with small groups. Understand how to use questions and talk prompts to provide opportunities for active learning for all children;
- 🟡 lead small group SSP early reading input;
- 🟡 begin to understand how to use quality text as central resource for language teaching with meaning and purpose.

By the end of term 2, trainees will:

- 🟡 all have taught early reading through SSP in EYFS school based experience;
- 🟡 begin to know where to find, and how to use, CLPE & Bell foundation step progression frameworks to plan learning based on individual pupil's prior skills and language experience;
- 🟡 begin to understand how to build a sequence of lessons around a text to integrate communication; reading; grammar; vocabulary and personal perspective skills for purpose and meaning.

By the end of their final placement, trainees will:

- 🟡 be confident in teaching early reading through SSP, and afterwards through a wide range of reading strategies;
- 🟡 be confident in integrating RfP into their class environment;
- 🟡 know how to enthuse children with the opportunities to learn through reading a wide range of texts, appropriate to stage and age of learner;
- 🟡 know how to build a sequence of lessons around a text to integrate language skills of communication; reading; grammar; vocabulary; interpretation and personal perspective skills for purpose and meaning;
- 🟡 know the importance of language choice for effective oral/written communication that has context, meaning and purpose.

*NB First school based placement experience is referred to as SE1; Early years school based placement experience as EYFS and second school-based placement experience as SE2.

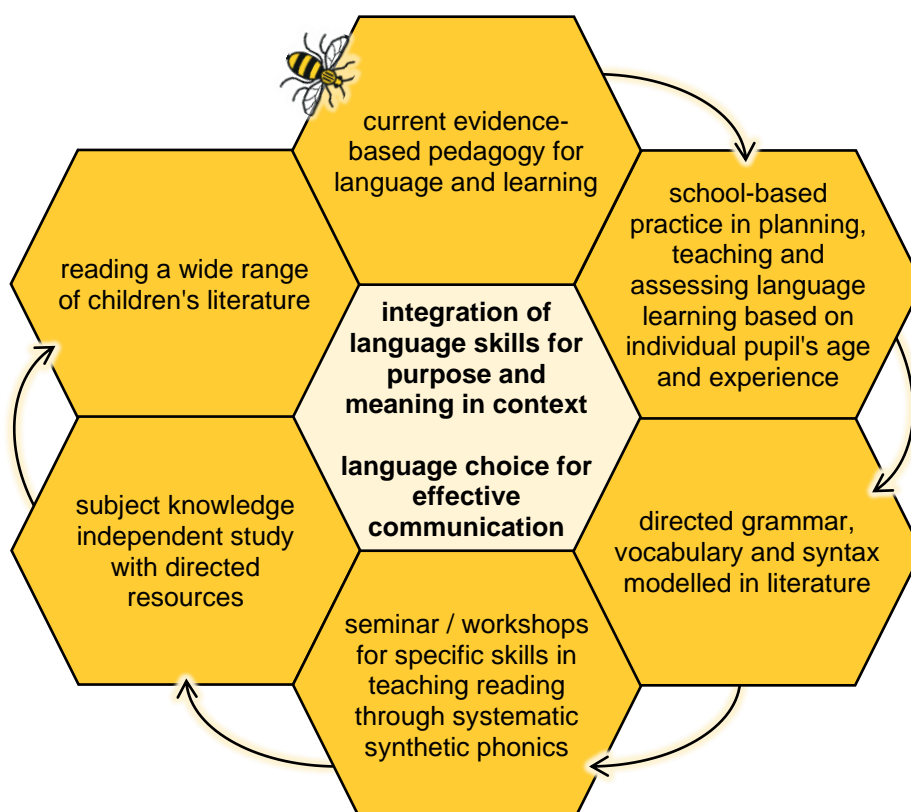
Curriculum summary

INTENT

Throughout the course, trainees will:

- 🟡 learn how to draw on current pedagogy to teach effective language skills for oral and written communication;
- 🟡 learn that children make progress when language learning has meaning and purpose in context;
- 🟡 learn that effective language learning uses quality texts to model a range of language skills;
- 🟡 learn that gaining confident skills in reading provides access to learning across the whole curriculum as well as to experiences and perspectives beyond an individual's own understanding.

IMPLEMENTATION



IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 creating a supportive classroom language learning environment;
- 🟡 sharing enthusiasm for reading and knowing the impact of children reading broadly and widely on learning across the curriculum;
- 🟡 knowing how to build confidence and self-respect in each child as an individual with different language experiences, different perspectives and different opinions;
- 🟡 their own strong subject knowledge to teach phonics, grammar, vocabulary and syntax in context with meaning and purpose;
- 🟡 planning sequences of language learning activities that build on pupils' prior learning and draw on engaging resources that stimulate interest and discussion;
- 🟡 Implementing focused learning through talk activities that extend pupils' conceptual understanding of the world and awareness of appropriate language.

MATHS

Subject leader(s)	Email	Location of office
Laurence Hicks	laurence.hicks@manchester.ac.uk	Ellen Wilkinson A2.14
Natalie Jayson	natalie.jayson@manchester.ac.uk	Ellen Wilkinson A2.08

Curriculum information

1. Subject aims (intent)

- In the Maths element of the PGCE primary curriculum, trainees will learn how to draw on appropriate pedagogy which scaffolds and develops effective mathematical skills for fluency, reasoning and problem solving
- Trainees will build confidence and competence in their professional skills for developing children's mastery of key mathematical concepts
- Trainees will build confidence and competence in providing supported opportunities for children to learn effectively how to use a range of concrete, pictorial and abstract approaches to teaching and learning key concepts
- Trainees will build confidence and competence in teaching maths through developing an understanding of the national curriculum and how it can be interpreted into practice

2. Overview of teaching and learning activities (implementation)

Term 1

- The first priority is for trainees to gain the understanding that all children are entitled to be taught all three aims of the National Curriculum through focused and meaningful activity that is 'objective led'. The taught course will emphasize a dialogic teaching approach which provides regular directed classroom opportunities for children to learn fluency, reasoning and problem-solving skills through focused, small group interactions and objective led activity. This will lead into specific SE1 experience of planning for and scaffolding mathematics learning in groups across the curriculum.
- The second priority is to introduce trainees to the CPA approach to learning mathematics and how models, images and concrete materials can enhance and support the understanding of key mathematical concepts. This will be developed during SE1 and extended through EYFS. For others, it will be applied to classroom practice in EYFS and subsequently extended during SE2.
- The third priority is to introduce trainees to practical ways to incorporate the NC aims of fluency, reasoning and problem solving using a CPA approach to implement a 'mastery' curriculum. The main sources of material and guidance will be introduced, critiqued and explored in the planning of engaging lessons which support and challenge all learners.
- Finally, Trainees will learn that a teacher's subject knowledge in maths is a key factor in their confidence in teaching. They will learn how to assess, improve and monitor their own subject knowledge via Shulman's conceptualisation of the subject knowledge required to be an effective teacher of maths.

Term 2

- Trainees will continue to develop, monitor, and assess their own subject knowledge.
- Trainees will explore how continuity and progression in learning key concepts can be encouraged through a school calculation policy
- This term further embeds understanding of how to implement a mastery curriculum using the CPA approach but will extend into tricky topics and topic and cross-curricular maths
- Approaches to developing children's problem-solving skills will be developed in more detail.
- Different iterations of school approaches to teaching problem solving will be evaluated, including the influence of commercial schemes of work and national organisations such as the NCETM
- Optional drop-in sessions are provided for subject knowledge areas of tricky topics such as FDPRP and algebra.

3. Assessment against the UoM Primary PGCE curriculum

- 🟡 Trainees will complete a diagnostic subject knowledge audit and set appropriate subject-knowledge independent study targets.
- 🟡 Trainees will complete regular themed mini audits to allow for development and monitoring of independent learning.
- 🟡 Trainees will complete a further maths knowledge audit at the end of the second period of university-based training.
- 🟡 Professional tutors provide feedback at the end of SE1 and SE2 regarding TS3 (a,c,e)

4. Outcomes (impact)

By the end of term 1, trainees will have developed the skills and knowledge to:

- 🟡 Navigate through the National Curriculum and interpret content into practical activity which supports and challenges different learners
- 🟡 Plan and lead objective led lessons which incorporate the aims of the National Curriculum and a CPA approach
- 🟡 Beginning to understand how to use quality resources, such as the NCETM and White Rose to teach with meaning and purpose.
- 🟡 Implement an approach to teaching and learning which incorporates skilled use of open, closed and probing questions
- 🟡 Be confident in their maths subject knowledge in several curriculum areas and will have explored a range of related pedagogy.

By the end of term 2, trainees will:

- 🟡 All have taught early maths through in EYFS school-based experience.
- 🟡 Beginning to know where to find, and how to use resources such as the NCETM and commercial schemes to plan learning based on individual pupil's prior skills.
- 🟡 Beginning to understand how to build a sequence of lessons which aim to develop fluency, reasoning and problem-solving skills in equal measure
- 🟡 Be able to plan and teach whole class maths lessons with support.
- 🟡 Have an adequate subject knowledge to teach maths with a degree of confidence.

By the end of their final placement, trainees will:

- 🟡 Be confident in teaching maths via a CPA approach
- 🟡 Be able to plan and teach sequences of lessons that include both subject knowledge and mastery approaches.
- 🟡 Be able to assess pupil progress against relevant expectations.
- 🟡 Have a degree of enthusiasm for maths that they can share with children to stimulate interest and motivation in the subject.

*NB First school based placement experience is referred to as SE1; Early years school based placement experience as EYFS and second school-based placement experience as SE2.

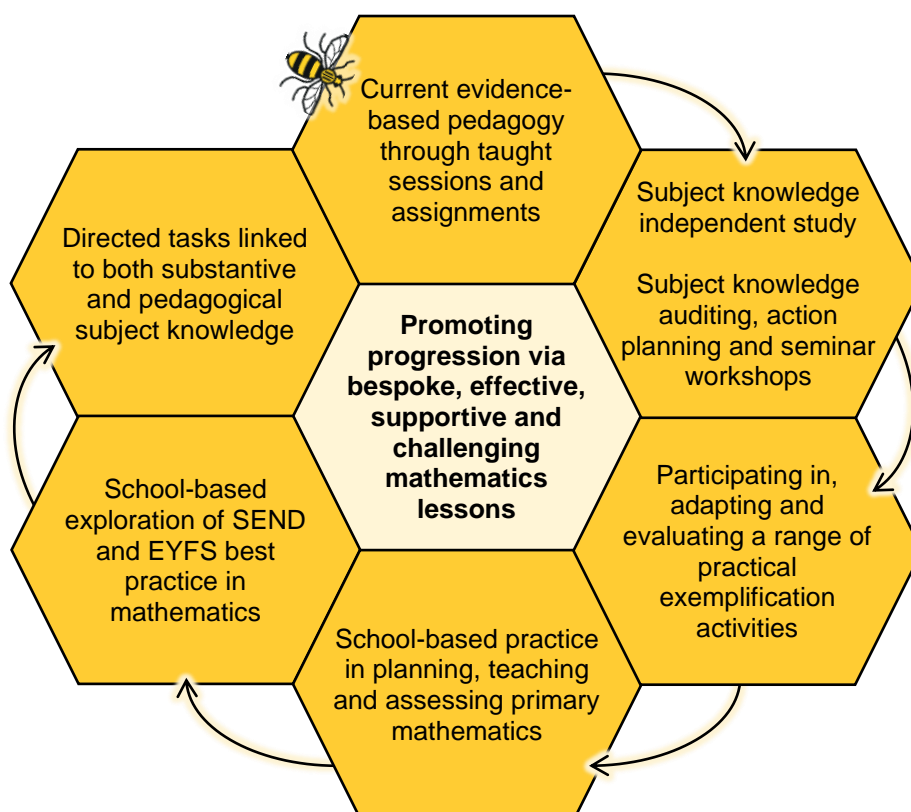
Curriculum summary

INTENT

Throughout the course, trainees will learn:

- 🟡 how to draw on current pedagogy to teach a balance of fluency reasoning and problem solving;
- 🟡 that effective learning uses a range of interconnected concrete, pictorial and abstract approaches;
- 🟡 how children can be supported using a mastery approach to differentiation;
- 🟡 that children make progress when problem solving skills are taught explicitly and in real life contexts.

IMPLEMENTATION



IMPACT

It is intended that all trainees who complete the course will become an early career teacher (ECT) by being enthusiastic, confident and effective teachers of primary mathematics, and:

- 🟡 achieve all the standards outlined in *the Professional Standards for Qualified Teacher Status* in relation to the teaching of primary mathematics;
- 🟡 develop sound knowledge of the Mathematics National Curriculum for England
- 🟡 demonstrate secure subject and pedagogic knowledge and understanding of the key ideas that underpin primary mathematics;
- 🟡 acquire effective teaching, planning, monitoring, assessment and classroom management skills in order to secure the mathematical progress of ALL pupils throughout Key Stages 1 and 2;
- 🟡 be confident in the use of appropriate classroom strategies and resources, including ICT, and understand the contribution that support staff make to the teaching and learning of primary mathematics;
- 🟡 be able to develop a classroom environment that promotes and supports equality, inclusion and high expectations of ALL pupils as learners of mathematics.

SCIENCE

Subject leader(s)	Email	Location of office
Jon Board	jon.board@manchester.ac.uk	Ellen Wilkinson A2.08

Curriculum information

1. Subject aims (intent)

- Trainees will learn how to draw on appropriate pedagogy which scaffolds and develops effective science subject knowledge and practical skills.
- Trainees will learn how to link science learning to real life to develop children's science capital and aspirations.
- Trainees will build confidence and competence in providing opportunities for children to plan and complete practical science investigations with a level of autonomy.
- Trainees will build confidence and competence in creating motivating science learning opportunities that develop children's curiosity and engagement.

2. Overview of teaching and learning activities (implementation)

During university-based training, seminar and workshop sessions will be supported by independent learning activities and drop-in science clinics for those requiring further support in both subject knowledge and planning. On placement, trainees will be guided by science tasks and their mentor. They will progress from small group teaching to team-teaching with their mentor before moving on to whole class teaching.

Term 1

- Trainees will learn that a teacher's subject knowledge in science is a key factor in their confidence in teaching. They will learn how to assess, improve and monitor their own subject knowledge.
- Trainees develop their understanding of constructivism and the importance of misconceptions in science. They will learn about many common misconceptions, how these can be discovered through elicitation and effective ways to address them.
- Trainees learn that the science curriculum specifies both knowledge and skills. They will learn how to plan lessons to deliver these two strands alongside each other, thus creating a context for children to practice and refine their skills whilst developing subject knowledge through a progression of learning.
- Trainees will be introduced to the five types of scientific enquiry and develop an understanding of the skills required to enable children to progress and develop a degree of autonomy in planning and completing investigations.

Term 2

- Trainees will continue to develop, monitor, and assess their own subject knowledge.
- Trainees will learn to evaluate the effectiveness of different science teaching techniques, activities and resources, identifying what works in what context and why it works.
- Trainees will develop an understanding of assessment in science using the SOLO taxonomy (Biggs and Collis) and examples of children's work that demonstrate the expectations of the curriculum.

3. Assessment against the UoM Primary PGCE curriculum

- Trainees will complete a diagnostic subject knowledge audit and set appropriate subject-knowledge independent study targets.
- Trainees will complete themed audits after each taught session to allow for development and monitoring of independent learning.
- Trainees will complete a further science knowledge audit at the end of the second period of university-based training.

4. Outcomes (impact)

By the end of term 1, trainees will have developed the skills and knowledge to:

- 🟡 plan and teach science learning activities with small groups and understand how to use questions and elicitation activities to explore children's understanding and misconceptions;
- 🟡 be confident in their science subject knowledge in several curriculum areas and will have explored a range of related pedagogy;
- 🟡 be aware of the five types of scientific enquiry and how these can be included in classroom activities.

By the end of term 2, trainees will:

- 🟡 be able to plan and teach whole class science lessons with support;
- 🟡 have an adequate subject knowledge to teach science with a degree of confidence;
- 🟡 be able to evaluate teaching techniques and resources to consider their effectiveness and suitability.

By the end of their final placement, trainees will:

- 🟡 be able to plan and teach sequences of lessons that include both subject knowledge and scientific enquiry learning objectives;
- 🟡 be able to assess pupil progress against relevant expectations;
- 🟡 have a degree of enthusiasm for science that they can share with children to stimulate interest and motivation in the subject.

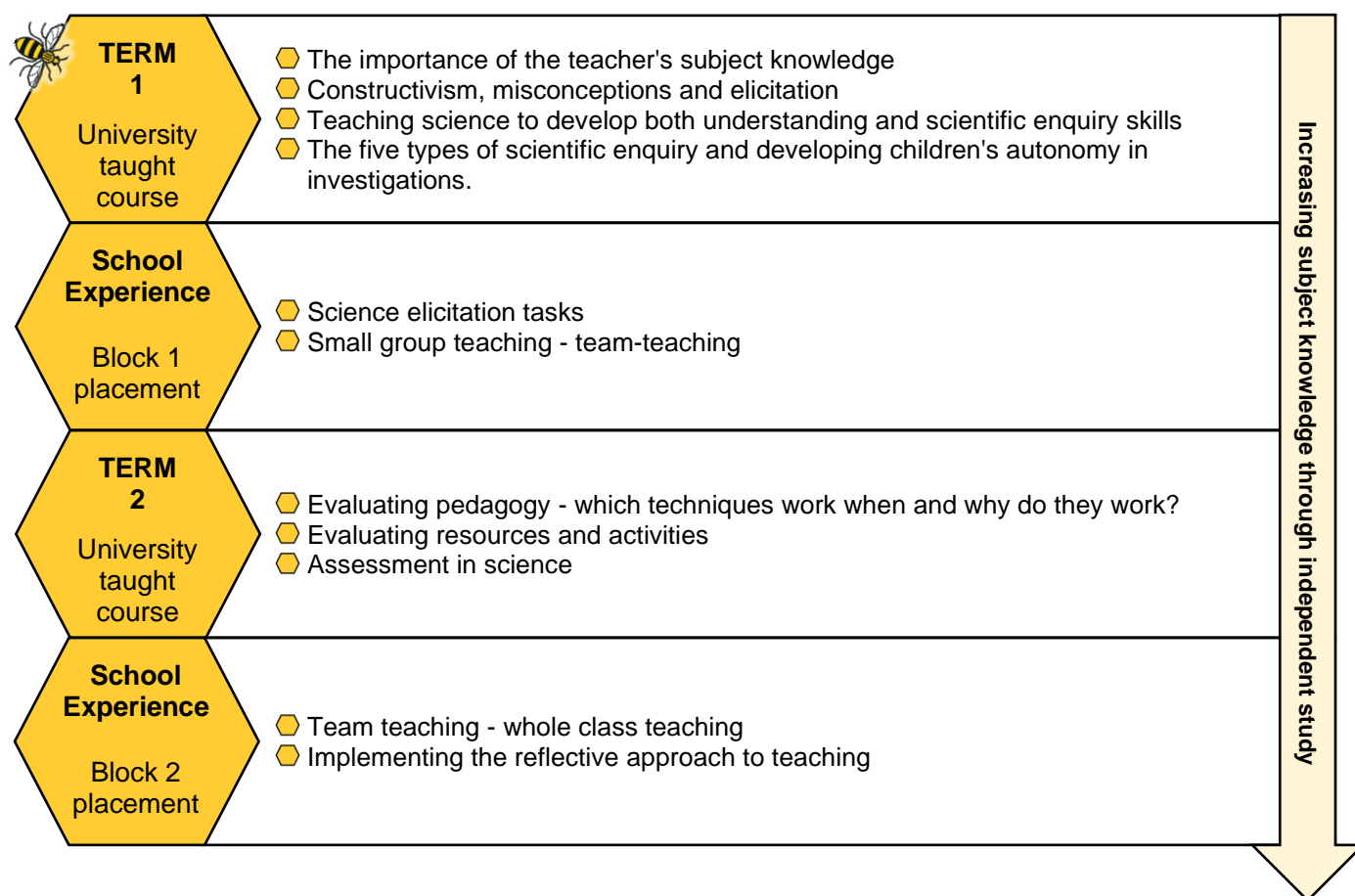
Curriculum summary

INTENT

Throughout the course, trainees will:

- learn how to draw on appropriate pedagogy which scaffolds and develops effective science subject knowledge and practical skills;
- learn how to link science learning to real life to develop children's science capital and aspirations;
- build confidence and competence in providing opportunities for children to plan and complete practical science investigations with a level of autonomy;
- build confidence and competence in creating motivating science learning opportunities that develop children's curiosity and engagement.

IMPLEMENTATION



IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- planning and teaching sequences of lessons that include both subject knowledge and scientific enquiry learning objectives;
- assessing pupil progress against relevant expectations;
- promoting enthusiasm for science that they can share with children to stimulate interest and motivation in the subject.

FOUNDATION SUBJECTS

Subject leader(s)	Email	Location of office
Liz Birchinall	liz.birchinall@manchester.ac.uk	Ellen Wilkinson A2.20
Rebecca Phillips	rebecca.phillips-2@manchester.ac.uk	Ellen Wilkinson A2.20

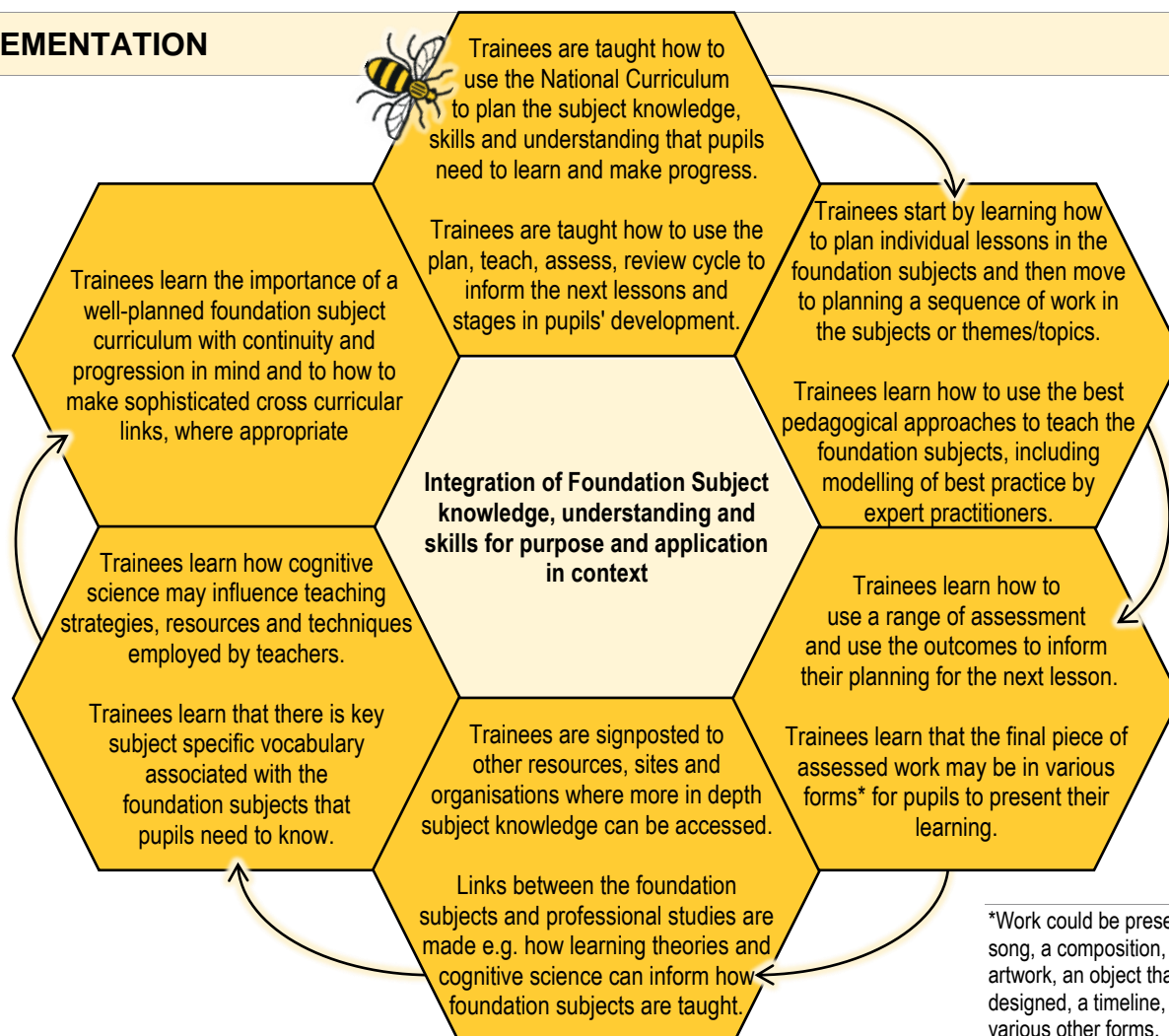
Curriculum summary

INTENT

Throughout the course, trainees will learn:

- How to engage and motivate pupils in the foundation subjects through interesting, appropriate and challenging pedagogical approaches
- The essential knowledge, skills and concepts associated with each foundation subject
- Effective pedagogies to teach the foundation subjects
- To value all subjects and understand that the primary curriculum needs to be broad and balanced.

IMPLEMENTATION



IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- Planning and teaching a series of lessons in the foundation subjects
- Assessing pupil progress in the foundation subjects
- Promoting enthusiasm for the foundation subjects with children to stimulate interest and motivation in these subjects

Curriculum summary: History

"History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development."

Tim Jenner HMI, Ofsted's subject lead for history

INTENT

Throughout the course, trainees will learn:

- 🟡 The importance of history in providing children as part of a broad and balanced curriculum
- 🟡 The essential knowledge, skills, language and concepts to teach in primary history
- 🟡 That there needs to be a clear progression and continuity in history
- 🟡 The key aims and objectives of the national curriculum for history at KS1 and KS2
- 🟡 Effective pedagogies to teach history

IMPLEMENTATION

- 🟡 Trainees learn the importance of a well-planned history subject curriculum with continuity and progression in mind and to how to make sophisticated cross curricular links where appropriate
- 🟡 Trainees learn that teaching history includes and understanding of chronology, knowledge and understanding of key events in history, their cause and effect and the notable people involved and how events, decisions, new discoveries and new technologies affect people and places locally, nationally and globally.
- 🟡 Trainees experience a range of creative teaching methods to engage children and deliver history activities including the use of objects, images, music etc.
- 🟡 Trainees experience a range of activities that use questioning as a way of delivering history activities.
- 🟡 Trainees experience a range of activities that enable children to develop the ability to understand different viewpoints and empathize with people from different stand points and in different situations.
- 🟡 Trainees learn that there is key subject specific vocabulary and abstract concepts associated with history that pupils need to understand to be able to access different aspects of history, such as empire, feudalism, economic
- 🟡 Trainees are taught how to plan a series of lessons for a history unit that include objectives for knowledge and understanding and developing specific skills.
- 🟡 Trainees learn how to develop a cross curricular scheme of work which has an area of history as the main focus.
- 🟡 Trainees learn how to use a range of assessment for history and use the outcomes to inform their planning for the next lesson.
- 🟡 Trainees learn that the final piece of assessed work maybe a song, a composition, a piece of artwork, an object that they have designed, a timeline, a map or various other ways that pupils can present their learning.
- 🟡 Trainees are signposted to other resources, sites and organisation where more in depth subject knowledge can be accessed.

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective lessons in history
- 🟡 Promoting enthusiasm for history with children to stimulate interest and motivation in these subjects

Curriculum summary: Geography

“Studying geography is so important for children, regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun!”

Iain Freeland HMI. Ofsted’s subject lead for Ofsted

INTENT

Throughout the course, trainees will learn:

- 🟡 The essential knowledge, skills, language and concepts to teach in primary geography
- 🟡 The key aims and objectives of the primary national curriculum for geography
- 🟡 Clear progression and continuity in geography
- 🟡 Effective pedagogies to teach geography
- 🟡 About assessment and pupil progress
- 🟡 The importance of geography as one of the foundation subjects, in providing children with a broad and balanced curriculum

IMPLEMENTATION

- 🟡 To know the key concepts to teach geography including; space, scale and place
- 🟡 To familiarise trainees with the geography national curriculum and progression across key stages
- 🟡 To develop pedagogy through the use of geography activities and games to teach geography
- 🟡 To explore the enquiry-based approach to teaching geography, using local fieldwork as an example
- 🟡 To consider how to use the local area for geographical learning, including local fieldwork
- 🟡 To explore map reading activities and skills (paper based and digital)
- 🟡 To explore the use of technological/digital resources in teaching primary geography
- 🟡 To explore a cross curricular approach to teaching geography

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective lessons in geography
- 🟡 Promoting enthusiasm for the foundation subjects with children to stimulate interest and motivation in these subjects

Curriculum summary: Music

INTENT

Throughout the course, trainees will learn:

- 🟡 The key knowledge, skills, language and concepts to teach in primary music
- 🟡 The key aims and objectives of the national curriculum for music at KS1 and KS2
- 🟡 Effective pedagogies to teach music
- 🟡 The importance of music as one of the foundation subjects, in providing children with a broad and balanced curriculum

IMPLEMENTATION

- 🟡 To familiarise trainees with the music national curriculum
- 🟡 To understand how music is created using the interrelated dimensions of music: pitch, duration, timbre, texture, structure, dynamics and tempo and to understand each musical element
- 🟡 To understand musical notation
- 🟡 To develop pedagogy through the use of songs, musical games and activities to teach music
- 🟡 To explore musicians and composers across a range of historical periods, genres, styles and traditions and to consider the opportunities available in the wider community to explore a broad spectrum of music
- 🟡 To consider how to use the local area and community for wider musical learning, including trips to concert halls and from visiting musicians
- 🟡 To identify the progression in teaching singing in the music NC
- 🟡 To explore how sounds can be created and identify the progression in composing music using the voice and a range of classroom percussion instruments
- 🟡 To develop pedagogy through listening, appraising and evaluating music
- 🟡 To explore a cross curricular approach to teaching music
- 🟡 To explore the use of music technology and digital resources to enhance and develop musical skills

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective lessons in geography
- 🟡 Promoting enthusiasm for the foundation subjects with children to stimulate interest and motivation in these subjects

Curriculum summary: Computing

"Everyone should learn how to program because it teaches you how to think."

Steve Jobs

INTENT

Throughout the course, trainees will learn about:

- 🟡 the aims and objectives of the computing National Curriculum
- 🟡 key computational thinking skills which underpin computing
- 🟡 tools to teach computing in schools
- 🟡 pedagogical approaches specific to computing teaching and learning
- 🟡 progress and assessment in computing
- 🟡 the importance of e-safety and digital literacy in a primary context

IMPLEMENTATION

- 🟡 To know and understand the 6 computational thinking skills
- 🟡 To understand how computational thinking underpins programming
- 🟡 To familiarise trainees with the computing National Curriculum and progression across key stages
- 🟡 To have experience using digital devices to teach programming across the primary phases
- 🟡 To know how to read and write code in Scratch including sequence, selection and repetition
- 🟡 To develop experience of pedagogical approaches in computing including unplugged activities
- 🟡 To illustrate key themes in E-safety and digital literacy and explore relevant teaching activities

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective lessons in computing
- 🟡 Using a range of pedagogical approaches in their computing lessons
- 🟡 Using a range of digital tools to teach computing
- 🟡 Ensuring pupils remain safe when using digital technologies

Curriculum summary: Art and design

INTENT

Throughout the course, trainees will learn about:

- 🟡 The key skills, knowledge, language and concepts to teach Art in primary
- 🟡 The key aims and objectives of the National Curriculum for Art at KS1 and KS2 and how these aims may be developed and expanded.
- 🟡 Effective and distinctive pedagogies to teach Art
- 🟡 The importance of Art as one of the foundation subjects, in providing children with a broad balanced curriculum.

IMPLEMENTATION

- 🟡 Trainees are taught how to teach drawing, painting, textiles, printmaking and sculpture by using and expanding the National Curriculum for Art.
- 🟡 Trainees start by learning to use a step by step approach to teaching Art which promotes the development of key transferable skills such as problem solving, speaking and listening, questioning, team work and building confidence and resilience.
- 🟡 Trainees learn how to use a range of engaging and memorable first hand experiences relating to the five senses to inspire children and create motivating learning opportunities in Art
- 🟡 Trainees will explore how cross curricular links can be made between Art and other subjects to enhance learning outcomes for example linking Art to Geography, Science and RE
- 🟡 Trainees will identify how skills are developed year on year through looking at curriculum design and planning progression. Trainees will learn how prior skills and knowledge can be built upon in the different areas of Art.
- 🟡 Trainees will learn the importance of teaching key vocabulary and technical language in their Art lessons which children will use and apply in class.
- 🟡 Trainees will explore how the work of a wide range of global artists and crafts people can be used as a stimulus for teaching and appreciating Art, whilst also supporting the social, moral, spiritual and cultural development of the child (SMSC)

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Resourcing, planning and teaching a series of lessons in Art using a step by step approach
- 🟡 Embedding self and peer assessment in the creative process
- 🟡 Promoting enthusiasm for Art with all children of all abilities to stimulate interest, motivation and confidence.

Curriculum summary: Design Technology (DT)

INTENT

Throughout the course, trainees will learn:

- 🟡 The purpose and aims of the National Curriculum for Design Technology KS1 and KS2
- 🟡 The significance of design technology as a real-world process and the link with engineering
- 🟡 A range of effective pedagogy for teaching design technology processes and technical knowledge
- 🟡 To access high quality support and resources for design technology

IMPLEMENTATION

- 🟡 Trainees will become familiar with the National Curriculum for design technology
- 🟡 Trainees will identify continuity and progression in the curriculum across the key stages
- 🟡 Trainees will explore the five strands of the curriculum, designing, making, evaluating, technical knowledge and cooking and nutrition, and experience a range of strategies for teaching these in the classroom
- 🟡 Trainees will explore how specific skills and technical knowledge can be developed within a series of lessons
- 🟡 Trainees will consider how design technology can be enhanced through meaningful links with other subjects such as maths, science and art
- 🟡 Trainees learn to use formative teacher assessment in lessons and to use the outcomes to inform planning
- 🟡 Trainees learn to find and critically appraise both classroom resources and opportunities for continuing professional development

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective lessons in design technology
- 🟡 Promoting enthusiasm for design technology and an understanding of its relevance in the world
- 🟡 Continuing to develop their own subject knowledge and their confidence and ability to teach design technology

Curriculum summary: Physical Education (P.E.)

"I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty-six times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

Michael Jordan

"Anyone who has never made a mistake, has never tried anything new"

Albert Einstein

INTENT

Throughout the course, trainees will learn:

- 🟡 How to use appropriate and interesting pedagogical methods to engage and motivate all children in P.E.
- 🟡 About behaviour management and organisation techniques to enable a successful P.E lesson.
- 🟡 The meaning of Physical Literacy and how this enables children to further understand and develop in P.E.
- 🟡 The importance of using subject specific vocabulary.
- 🟡 The key aims and objectives of the Primary National Curriculum for P.E.
- 🟡 Different methods of differentiation and assessment.
- 🟡 The importance of P.E in a broad and balanced curriculum.

IMPLEMENTATION

- 🟡 Trainees are taught to develop pedagogy through different methods of P.E delivery.
- 🟡 A range of behaviour management and organisation techniques will be taught for trainees to actively use with children, when delivering P.E activities.
- 🟡 Physical Literacy will be thoroughly explained and trainees will have opportunities to explore stages of development through P.E, to gain an insight on how children develop.
- 🟡 A hierarchy of subject specific vocabulary, for different key stages, will be taught and explained.
- 🟡 Trainees will be taught and have first hand experience of how to use the National Curriculum objectives to plan, teach, assess and review lessons.
- 🟡 A range of opportunities will be provided, to explore differentiation, ensuring it has a purpose to enhance children's learning in P.E.
- 🟡 Trainees will explore assessment criteria and strategies for implementing in P.E lessons.
- 🟡 Cross curricular links with P.E will be explored with other areas of the curriculum.
- 🟡 Effective online learning opportunities for children in P.E.

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective and engaging lessons in P.E.
- 🟡 Using effective behaviour management strategies that have been developed to work in a P.E environment.
- 🟡 Differentiating a P.E activity and lesson, using the STEP model.
- 🟡 Ensuring fun and engaging P.E lessons that include and encourage all children.
- 🟡 Their strong subject knowledge of the P.E curriculum for Key Stage one and Key Stage two.

Curriculum summary: Religious Education (R.E.)

'All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.'

The Right Hon, Michael Gove, former Secretary of State for Education

INTENT

Throughout the course, trainees will learn:

- 🟡 The essential knowledge, skills, language and concepts to teach primary Religious Education
- 🟡 An overview of the statutory requirements and an understanding of Locally Agreed syllabuses and how they inform the teaching of Religious Education in primary education
- 🟡 Clear progression and continuity in Religious Education
- 🟡 Effective pedagogies to teach Religious Education in primary schools
- 🟡 About assessment and pupil progress
- 🟡 The importance of Religious Education in developing children and communities rooted in mutual respect and tolerance of different or of no faith, as well as British Values

IMPLEMENTATION

- 🟡 To explore key concepts to teach Religious Education including; knowledge, beliefs and practices
- 🟡 To familiarise trainees with a range of curriculum expectations and progression across Key Stages
- 🟡 To develop pedagogy thorough the use of Religious Education activities and discussion to teach Religious Education
- 🟡 To consider how to use the local community for religious learning, including local leaders and places of worship
- 🟡 To promote teaching in Religious Education that stresses open-ended enquiry and first -hand experiences wherever possible for trainees and their future pupils
- 🟡 To explore a cross curricular approach to teaching Religious Education
- 🟡 To value the religious backgrounds of all trainees and encourage individuals to share their own experiences with others freely

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of effective lessons in Religious Education
- 🟡 Promoting enthusiasm for Religious Education with children to enable them to make links between their own lives and those of others in their community and the wider world; developing an understanding of other people's cultures and ways of life.

Curriculum summary: Modern Languages

'A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.'

(National Curriculum 2014 – Appendix A)

INTENT

Throughout the course, trainees will learn:

- The key aims and objectives of the National Curriculum for Foreign Languages at KS2
- A range of approaches to teach the core skills of speaking, listening, reading and writing to pupils, which lay the foundations for study at KS3
- The basic grammar concepts necessary and appropriate for early language learning
- Effective strategies for introducing and then consolidating new language to enable children make substantial progress in learning
- Motivating methods to encourage pupils of all backgrounds to express their ideas and thoughts in another language enthusiastically
- The importance of Foreign Languages within a broad and balanced curriculum and the positive impact of learning a language on pupils' oracy & literacy and a deepening of their cultural understanding as global citizens.

IMPLEMENTATION

In university-taught sessions, subject experts will:

- Explore the National Curriculum requirements for teaching foreign languages, expressly the appropriate balance of the four skills (speaking, listening, reading & writing), the importance of accurate pronunciation and the key grammar principles underpinning sentence construction
- Reflect on the strengths of a games-based approach to introducing new language and discuss how this aids memorisation / avoids overloading working memory
- Model how to teach using a target language and deconstruct strategies trainees can use in their practice, irrespective of their own fluency in a language
- Introduce a range of games-based techniques to actively engage children in language learning and provide opportunities for trainees to practise teaching games to each other, before receiving feedback on how to improve their practice and exploring the classroom management needs of such an approach
- Reflect on the importance of developing a strong subject knowledge and provide practical guidance for how trainees can build their own vocabulary, pronunciation and understanding of grammar through independent study
- Deconstruct a range of pedagogical strategies trainees can use to build confidence and develop positive attitudes in the children to the learning of foreign languages
- Model how trainees can move children from vocabulary recall to expressing their thoughts and ideas in sentences, using a successful step-by-step approach
- Reflect on how to plan an individual lesson so that pupils effectively acquire new language and provide trainees with the opportunity to rehearse (and receive feedback on) planning in small groups of peers
- Model and deconstruct how to develop language acquisition over a series of lessons so that (i) children memorise core language before new language is introduced (ii) children are able to not only recall and speak new language but recognise it in its written form and use it to communicate ideas in their own writing
- Discuss ways to build assessment for and of learning into lessons and lesson planning and reflect on the successful impact of in-lesson feedback to pupils
- Explore a simple, 3-way approach to differentiation that challenges and supports learners according to their level of progress and/or confidence
- Reflect on the difference in expectations for lower and upper KS2 by analysing a suggested progression for skills in speaking, listening, reading and writing
- Introduce trainees to a wide range of resources and discuss the workload benefits of repurposing materials already in school
- Provide practical advice for managing the NC requirement to dedicate a "reasonable amount of time per week" to foreign language teaching alongside the wealth of other foundation subjects
- Discuss the importance of developing pupils' cultural awareness alongside language acquisition, in terms of their positions as global citizens, and explore practical and fun ways to introduce cultural elements in class
- Direct trainees to subject organisations and relevant reports that provide up-to-date, relevant research in foreign language teaching and where more in depth subject knowledge can be accessed.

IMPLEMENTATION (continued...)

During School Experience placements, trainees will:

- 🟡 Practise the skills and knowledge from the university-taught session in their teaching and in a focused practical task
- 🟡 Reflect on 'what went well/even better if' with expert teachers and mentors in their placement school in order to refine their developing practice
- 🟡 Refine, adapt and improve their teaching over time

IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- 🟡 Planning, teaching and assessing a series of active, and where appropriate, games-based lessons in a foreign language
- 🟡 Promoting enthusiasm for foreign languages and an understanding of the wider world with children
- 🟡 Continuing to develop their own subject knowledge, as well as their confidence and ability to teach in a target language.

SCHOOL DIRECT (ALLIANCE-LED)

Subject leader(s)	Email	Location of office
Karen Kilkenny	karen.kilkenny@manchester.ac.uk	Ellen Wilkinson A2.12

Curriculum information

1. Subject aims (intent)

- Trainees will experience a robust alliance-led training programme that works collaboratively and in partnership with the university to deliver the agreed ITT curriculum coverage
- Trainees will work with, learn from and draw on knowledge from training sessions delivered by expert practitioners and leaders which will include learning around pedagogy, evidence, curriculum development and school policy in the foundation subjects and agreed professional studies areas.
- Trainees will build confidence and competence in creating motivating teaching and learning opportunities that develop children's curiosity, engagement and progress as a result of the ITT curriculum, mentoring and training delivered by experts and opportunities provided in placement school settings.
- Trainees will be provided with a variety of school placement experiences with trained mentors to support and guide trainee their professional application and development to a good standard and to meet the end of course expectations.

2. Overview of teaching and learning activities (implementation)

During alliance-led training, which will be delivered in school settings, trainees and the alliance led ITT programme will be supported and monitored by alliance leads. On placement, trainees will be guided by their mentor and will receive monitoring visits and support from the alliance lead. Some trainees will receive a QA visit from a university representative, to ensure that the ITT curriculum requirements are being met by the trainee and the expert mentor. Teaching expectations and progression will be in-line with the core PGCE trainees as will the requirement to complete the Trainee Portfolio.

Term 1

- Trainees will learn that a teacher's subject knowledge in the foundation subjects is a key factor in their confidence in teaching. They will learn how to assess, improve and monitor their own subject knowledge in the areas delivered by their alliance.
- Trainees learn that the foundation subject curriculum specifies both knowledge and skills. Through alliance-led training they will learn about these aspects within specific subjects and how to plan for each, thus creating a context for children to practice and refine their skills whilst developing subject knowledge through a progression of learning.
- Trainees will develop their understanding of the wider roles and responsibilities of teachers during time with experts in SD partnership schools, through engaging with the programme of professional studies delivered by experts and senior leaders.
- Trainees will begin to make connections between theory and practice, as well as links from other university based taught ITT curriculum sessions, which will improve and influence their teaching.
- Trainees will work with experts during school placements, to consolidate, build on prior knowledge from the ITT curriculum and learn from the expertise and support of the trained mentor.

Term 2

- Trainees will continue to develop, monitor, and assess their own subject knowledge and engage with training and enrichment opportunities within the alliance, engaging with independent learning or seeking expert advice for target areas
- Trainees will engage with the remaining alliance-led training programme, to build upon their understanding of teaching and learning in foundation subjects and some professional studies aspects.
- Trainees will experience short blocks in school settings which allows them to work with and learn from experts, work on their own professional target areas and develop a deeper understanding of the specific focus areas in each block.

Term 3

- 🟡 Trainees will continue to build on their knowledge and understanding of teaching and learning through drawing on and being supported by expert mentors in SD alliance school placements
- 🟡 Trainees will continue to engage with alliance based learning opportunities, development and training, to support them to be ready for the transition to becoming an ECT.
- 🟡 Trainees will continue to embed and build on their ITT curriculum through time in SD alliance schools settings and through professional dialogue, collaboration and learning opportunities.

3. Assessment against the UoM Primary PGCE curriculum

- 🟡 Trainees will complete the alliance-led programme and identify any specific areas that require further learning or support so they are ready to meet the end of programme expectations to a good level.
- 🟡 Trainees will complete their Trainee Portfolio to the required standard to successfully demonstrate that they have met the end of programme assessment requirements during school placements
- 🟡 Trainees will work with mentors, SD alliance leads and the university tutor to ensure that all requirements of the ITT curriculum have been met across the programme, including academic assignments, placement progress and completion of the ITT curriculum training so they can be recommended for QTS.

4. Outcomes (impact)

By the end of term 1, trainees will have developed the skills and knowledge to:

- 🟡 Have adequate subject knowledge in foundations subjects and professional subject topics to plan and teach learning activities, with support, across a range of curriculum areas.
- 🟡 Be aware of the unique features of the SD school partners that have provided training and/or placements and consider how this influences aspects of the ITT curriculum covered so far.
- 🟡 Have engaged with a range of SD alliance-led training, learning from experts and using this to develop their own educational philosophy, knowledge and skills in teaching and learning.

By the end of term 2, trainees will:

- 🟡 Have an adequate subject knowledge to teach foundation subjects with a degree of confidence.
- 🟡 Be able to evaluate their own and other experts teaching techniques and resources to consider their effectiveness and suitability.
- 🟡 Have continued to engage with the SD alliance-led programme and built upon their own knowledge, skills and understanding.

By the end of their final placement, trainees will:

- 🟡 Be able to plan and teach sequences of lessons that demonstrate a good understanding of the skills and knowledge progression in the foundation subject area being taught
- 🟡 Be able to assess pupil progress against relevant expectations within the focus subject area and adapt future planning accordingly, taking into account prior knowledge
- 🟡 Collaborate with and learn from expert mentors and the alliance lead to develop more autonomy in sequenced planning, teaching and assessment whilst on placement to ensure readiness for the transition to ECT
- 🟡 Be able to demonstrate to expert mentors and the alliance lead that they have engaged with the ITT curriculum and have met all the requirements of the end of the programme in order to be recommended for QTS.

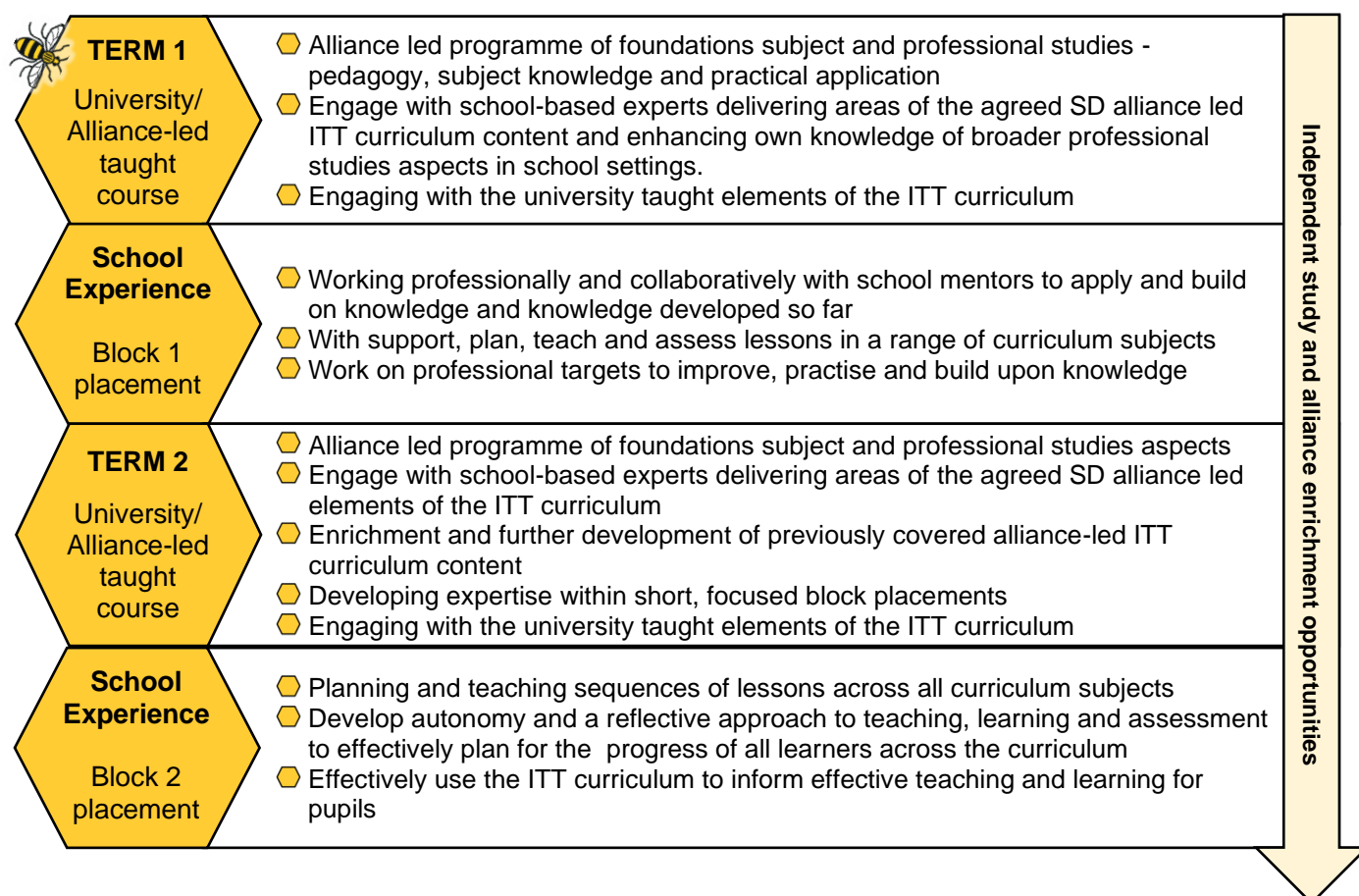
Curriculum summary

INTENT

Throughout the course, trainees will:

- Engage with alliance-led training, led by school-based experts, and draw on appropriate pedagogy which scaffolds and develops effective foundation subject knowledge and skills.
- Engage with the broader SD alliance partnership to develop an understanding of the complexities, similarities and differences of individual school settings and ethos'.
- Build confidence and competence in creating motivating learning opportunities in foundation subjects that develop children's curiosity and engagement using the alliance-led training.
- Develop knowledge, skills and understanding of teaching and learning through fully engaging with the alliance-led programme and working with and learning from expert mentors during school placements.

IMPLEMENTATION



IMPACT

By the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:

- Be able to utilise the alliance-led training sessions and expert input to impact positively on their understanding of learning, the quality of lessons delivered and progress in learning across the curriculum subjects
- Be able to plan and teach sequences of lessons that demonstrate progression and appropriate learning objectives across the curriculum.
- Develop a strong evidence-based educational philosophy, based upon the ITT curriculum sessions, practical experiences and expert mentoring provided in the SD alliance schools.