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Primary PGCE

Feedback, target setting and curriculum booklet

2021-22

EMPOWERING FUTURE GENERATIONS

Contents

Introduction

During their school experience placements, trainees should be given the opportunities to practise and adapt different approaches to teaching and learning. Through the feedback and targets they receive from expert mentors, school colleagues and university tutors/alliance leaders they will learn how to identify the strengths of their teaching, refine their practice and develop a sophisticated understanding of how children learn/how teachers teach.

Effective feedback and target setting are vital for ensuring that each trainee receives expert input and advice, allowing them understand and apply in their teaching the five strands of our UoM partnership ITE curriculum. All feedback and targets should therefore be relevant to the formative assessment strands (A-E) of our UoM Partnership ITE curriculum, the associated sections from the CCF, and links to final summative assessment (Teachers' Standards 1-8) as outlined in this table:

Core strand of CCF	Alignment with section of CCF	Alignment with Teachers' standards
1. Behaviour management (BM)	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
2. Pedagogy and planning (PP)	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
3. Curriculum and Subject Knowledge (CSK)	S3 Subject and Curriculum	S3 Demonstrate good subject and curriculum knowledge
4. Assessment (A)	S6 Assessment	S6 Make accurate and productive use of assessment
5. Professional behaviours (PB)	S8 Professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal

This booklet is a guide for trainees, mentors, tutors and alliance leads to help identify good practice for giving and receiving feedback and setting targets, establish when this takes place during the PGCE programme and its intended impact on a trainees' development, understanding of the curriculum and on their teaching practices.

Part 1 focuses specifically good quality feedback. Part 2 focuses on effective target setting. Part 3 links feedback and target setting together with two examples of how this can be done in practice.

Section 1: Feedback

To be effective, all feedback (verbal and written) should always:

- be structured (e.g. identify what worked well and why, what did not work well and why)
- be focused on a particular teaching approach or strategy (pedagogy), or on subject knowledge
- draw from the best possible evidence to identify strengths of teaching and explain why these are strengths
- draw from the best possible evidence to identify a clear, structured process for improving the trainee's practice and explain why improvements are needed (linked to target setting, see below)
- encourage the trainee to think deeply about/ interrogate what makes a particular approach successful or unsuccessful
- include discussions to enable mentors and trainees to jointly critique a particular approach and deconstruct it in order to better understand why and how it was successful or unsuccessful and how it could be adapted and refined in the next lesson
- be discussed with the trainee in a timely manner to allow immediate adaptations and refinements to practice.

Written feedback should always:

- identify what was observed
- provide the trainee with a clear understanding of what worked well and what didn't work so well, and the reasons why
- be an honest and accurate reflection the trainee's teaching and professional development at that point in their training
- be written in grammatically accurate sentences
- highlight no more than three key points for development with an indication of the associated actions the trainee should take in order to improve (see target setting section below).

How and when is feedback shared with the trainee?

Regular, ongoing formative feedback

Trainees, mentors and tutors/alliance leads engage in regular professional discussions to identify trainee progress against the curriculum expectations identified in the formative assessment framework. With the help of expert colleagues, trainees respond to feedback relating to:

- the trainee's teaching in relation to each of the five curriculum strands (A to E, see above)
- gaps in knowledge, experience or understanding
- opportunities available to further develop teaching, knowledge and understanding
- how the trainee can improve their practice and make progress through the curriculum and formative assessment framework.

Mentors and trainees meet each week to discuss a specific lesson observation and to summarise, verbally and in writing, general progress since the previous week. A summary of the discussion is logged on the mentor weekly feedback from (see placement handbook appendix D).

Mentors and trainees will also engage in two interim review points at which a summary of progress will be discussed and developmental targets set. The feedback from these review points will indicate whether the trainee is on track to meet the placement expectations (see placement handbook appendix F).

Regular, formative feedback may include:

- regular support and guidance relating to lesson planning
- trainee engagement with the wider role of a teacher
- discussions relating to the content of lessons taught by the trainee, to show strengths and target areas
- the extent to which previous targets have been addressed
- review of targets and new targets set as a result of monitoring
- use of the 'professional development formative framework' to outline trainee progress and next steps
- an indication of any cause for concern and agreed actions identified to address these promptly

As part of a formative approach to giving feedback, a university tutor or alliance lead will:

- provide feedback relating to the trainees' progress as identified in the Trainee Portfolio
- work with the trainee and mentor to moderate targets
- review targets and set new targets to maximise progress, as a result of target monitoring

- provide bespoke support to the trainee and/or mentor, as required, to ensure that the Teachers' Standards will be met by the end of the programme
- log any cause for concern and create a support plan with associated actions to address the concern.

Summative feedback

At the end of school experience blocks 1 and 2, mentors provide summative feedback via an end-of-placement report to summarise progress, strengths and next steps (see placement handbook appendix G).

Section 2: Target setting

Why do we need targets for teacher training?

Throughout the UoM PGCE year, university tutors and school-based mentors play a vital role in training and supporting trainee teachers to improve their practice. They do this by identifying key areas for improvement and setting effective targets as part of a continuous cycle of reflection, action, development, adaptation and evaluation. Targets should be purposeful, linked to feedback and clearly written in order to identify what trainees need to 'learn to do' or 'learn about' as they progress through the UoM ITE partnership curriculum.

Targets should be linked directly to the five strands of our UoM partnership ITE curriculum in which the ITE Core Content Framework (CCF) is embedded.

- 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

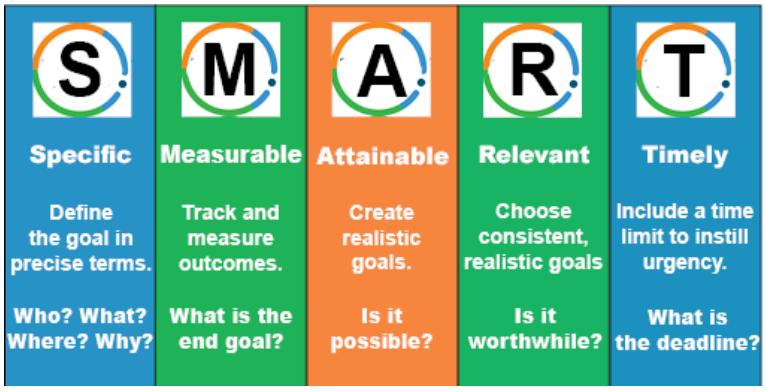
The examples in this booklet have been designed to help tutors, mentors and trainees write SMART targets in order to help trainees make progress through the curriculum and achieve the Teachers' Standards by the end of the programme.

When/where are targets set, by whom and what are they for?

When are targets set?	Where are the targets located?	Who sets the targets?	What is the purpose of these targets?
Term 1	Trainee Portfolio	Trainee, following expert advice and input	To show progress and development through the five strands of the UoM Partnership ITE curriculum and CCF. To evidence their journey towards becoming a teacher.
	SE1: lesson observation form	University tutor/alliance lead/ Mentor	To provide expert input, enabling the trainee to rehearse, adapt, improve and refine their practice in all areas of teaching and learning.
	Interim and end of placement mentor reports	Mentor	To provide a summary of the trainee's progress to date, identify strengths and next steps.

Term 2	Trainee portfolio	Trainee, following expert advice and input	To show progress and development through the five strands of the UoM Partnership ITE curriculum and CCF. To evidence their journey towards becoming a teacher, with a particular focus on their professional learning from the inclusion and early years placements. To demonstrate the extent to which the trainee has met or exceeded the Teachers' Standards by the end of the programme.
Term 3	Trainee Portfolio	Trainee, following expert advice and input	To demonstrate the extent to which the five strands of the UoM Partnership ITE curriculum and CCF have been refined, embedded and enhanced through teaching and learning practices. To evidence their journey towards becoming a teacher To demonstrate the extent to which the trainee has met or exceeded the Teachers' Standards by the end of the programme.
	SE2: lesson observation form	University tutor/alliance lead/ Mentor	To provide expert input, enabling the trainee to rehearse, adapt, improve and refine their practice in all areas of teaching and learning.
	Interim and end of placement reports	Mentor	To provide a summary of the trainee's progress to date, identify strengths and next steps.
	Early Career Teacher transition document	Trainee, following expert advice and input	To identify strengths and areas for development on entry to the profession as an Early Career Teacher.

What does an effective target look like?



Effective targets are SMART. This means that they should be:

SPECIFIC

- be clear about what you want the trainee to achieve and why
- make the target subject specific, phase/age specific or focus specifically on an aspect of professional development or behaviour

MEASUREABLE

- state what actions the trainee should take to improve and make progress
- include clear success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour etc. and the quality of the trainees' teaching - what will be demonstrated and how will the trainee know when the target is achieved?
- make sure the trainee is clear about the intended impact of their actions
- be clear about how the trainee will know when they have made progress, improved their practice and achieved their target
- set out a realistic and workable time-frame in which the target can be achieved

ACHIEVABLE

- state what support/resources are required to help them achieve the target
- state where support/resources can be found
- ensure the target challenges the trainees thinking
- state how and when the trainee's actions towards meeting the target will be reviewed/evaluated

RELEVANT

- link the target directly to feedback (see section on feedback above)
- be clear about the purpose and intended impact of the target
- always relate the target to one of the five curriculum strands

TIMELY

- discuss with the trainee what they can do immediately (in the next lesson), by the end of the day, by the end of the week/ unit of work…
- allow on-going opportunities for trainee-mentor-tutor professional dialogue to reflect on progress, evaluate strategies and discuss how to adapt and refine future actions

Setting targets during school experience placements

Weekly targets should be set by school-based mentors during the long school experience placements 1 and 2. These targets are based on professional discussions between the mentor and trainee. A range of evidence should be used to determine the focus of targets, for example, lesson observations, informal observations and discussions of practice and the trainee's self-evaluation of their progress through the curriculum. Tutors will draw from similar evidence to set targets for trainees on placement.

Indicators of good practice in target setting:

- A maximum of three targets should be set by a tutor or mentor at any one time. These targets should be specific and attainable and contain enough detail to allow the trainees to take appropriate actions to improve their practice within a specific and realistic timeframe (generally within a week).

- To be effective, targets should be broken down into manageable steps, written as actions.

- Each target must include a set of agreed actions for the trainee to take. Including a list of actions will help to clarify to the trainee how they can achieve the target and how they can move forward in their practice.

- Trainees should monitor their own progress towards meeting their targets, reflect on improvements made as a result of actions taken and evaluate the impact on their development as a teacher. They should seek further guidance or advice from their mentor/tutor and draw from the expertise of other school staff and subject leaders, if needed, and be prepared to discuss how they have developed/improved in relation to the target set at the next trainee-mentor or trainee-tutor meeting.

- A record of targets and the extent to which they have been met is included in the Trainee Portfolio. This is a vital aspect of a trainee's journey through the curriculum and will be used to establish the extent to which they have met the Teachers' Standards by the end of the programme.

How to write a SMART target

A well-written target will include detail, have several parts and guide the trainee through a series of actions they should take in order to learn how to develop and improve their practice and their knowledge of our curriculum. The table below is an example of how to structure and formulate an effective target which is specific, measurable, attainable, relevant and timely (SMART).

1. **State the aim of the target and link it to the relevant curriculum strand**

Identify the aim of the target and its relevance to the curriculum (be specific)	For example, start the target with a verb: • Establish … • Maintain… • Use more consistently… • Develop your understanding of… • Explore the use and impact of… • Investigate different approaches for/to… • Give… • Make effective use of… • Plan… • Apply…by… • Adapt… • Embed… • Ensure…. • Apply… • Learn to….by… • Refine… • Acknowledge… • Respond consistently to… • Identify… • Emphasise…through… • Create… • Provide… • Be more aware of… • Build… • Extend…by… • Increase…by… • Improve… by… ***Always be clear as to which curriculum strand the target relates. E.g. 'this target relates to curriculum strand D: assessment'.***

2. Identify the actions the trainee should take to achieve the target

Always follow the target with a list of agreed actions the trainee should take in order to achieve the target (this ensures the target is attainable and sets out a timeframe for achieving it)	For example, be clear and specific about what you would like the trainee to do, in order to achieve the target: • Observe how your mentor/ an expert teacher does xyz…..and note down when and how they …. • Make a list of the strategies the expert teacher you observed used for …. • Consider how you will…. • Try… • Then try…. • Build ……into your next lesson

	• Ask the children to… • Check…. • Ensure you… • Prioritise the use of… • At the start/middle/end of the lesson make sure you…. • In further lessons this week, try…. • Evaluate the impact of… • By Friday, make sure you have …… • Embed the following into your daily teaching practice a)….b)…c)…

3. Identify how the trainee should evaluate their progress towards meeting the target

Reflection and evaluation: make sure there is an indication of trainee reflection and evaluation of their new practice and when this will be followed up (thus the target is impactful and measurable)	• Write a list of the key changes you have made to your practice • Reflect on… • Identify the impact of… • Analyse the effect of…on… • Evaluate the impact of these changes on pupil progress • Draw conclusions about…. • In our next meeting/ the next meeting, we will discuss your reflections / what you have learnt about …..

4. Indicate how the trainee can develop their practice further

Identify next steps, a challenge or stretch goal	• Consider how you will you adapt this approach further • To develop your understanding further, try…. • To enhance your practice, explore/investigate…. • Reflect on/ evaluate the impact of… • Adapt….by…. • Change ……. by…. • Refine your use of…by….

5. Establish further learning opportunities (UoM partnership ITE curriculum links)

Make direct links to our UoM PGCE curriculum	• Refer the trainee to the relevant subject section of the National Curriculum (for subject knowledge targets) the UoM curriculum booklet (to determine intended impact) • Remind the trainee to revisit course materials related to the focus of the target on Blackboard • Direct them to read the relevant chapter in the core text book: 'Learning to teach in the primary school' by Cremin and Burnett (or other reports, research literature, articles, school policies, websites….)

Section 3: Linking feedback with targets

Effective targets should link directly to feedback and identify clearly the actions a trainee needs to take in order to improve their practice.

Example 1

For part of **Curriculum Strand A: Behaviour Management**, trainees learn how to:

- Teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Acknowledge and praise pupil effort and emphasise progress being made
- Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Give manageable, specific and sequential instructions.
- Check pupils' understanding of instructions before a task begins.
- Use consistent language and non-verbal signals for common classroom directions.
- Use early and least-intrusive interventions as an initial response to low level disruption.

An example of feedback relating to a trainee's progress through strand A:

"At the start of your lesson, some of the pupils were attentive and were focusing on what you were saying. Giving out Dojo points to S and L was an effective strategy to communicate your expectations for good behaviour and it worked well for these two children. Some children were still talking to each other when you started the lesson and they missed your explanation of the first maths problem. You tried to settle the class by pointing out what individual children were doing wrong. At this point, the children who were listening at the start also began to lose focus. This meant that you couldn't move the lesson on. To improve the ethos for learning in your classroom, your next step is to establish clearer expectations for behaviour in line with the school policy and ensure a greater emphasis on praise for pupil effort."

Associated target:

Establish your expectations of an ethos of good behaviour by ensuring more consistency in the way you apply classroom rules (Strand A: behaviour management).

You can achieve this target by taking these actions:

- By the end of today - read the school behaviour policy and note the generic classroom rules – copy these out and put them at the front of your teaching file / in your lesson plan as a reminder
- This week - observe your mentor/ other expert teacher and make a note of the language they use for praise. How do they reward good behaviour? Use some of their strategies in your own teaching in your next lesson
- Immediately - at the start of each new lesson, ask the children to remind you what the 5 class rules are. Praise their answers.
- From your next lesson onwards - let the children know when you notice them following the rules e.g. say 'well done Ali for sitting so smartly', 'I love the way you are working so quietly, Tasmin'.
- Make sure you praise children for following the rules straight away at the start of the lesson, during the lesson and at the end of the lesson.
- Use the class system of dojo points to acknowledge those who consistently follow the rules in your lessons.
- Make sure you follow-up on sanctions –explain why the sanction has been put in place and be clear about what happens next, in line with the policy.

Evaluate the impact of these actions:

- Reflect on pupil behaviour at the end of each lesson and note down which of your new strategies has had the biggest impact
- In your next meeting/ at the end of the week, discuss with your mentor what you changed and the impact it has had on pupils

How to develop this target further:

- Next week, adapt some of these strategies to make them your own – e.g. design and give out personalised certificates/postcards from you to acknowledge specific behaviours – ' *YourName'*s award for being kind / always working quietly / helping others / good listening / following the class rules today / in every lesson….

Further learning (curriculum links):

- Go to Blackboard and watch the behaviour management lecture, or refer to your notes
- Refer to the key reading list about behaviour management on Blackboard (going further folder)

Example 2

For part of **Curriculum Strand D: Assessment**, trainees learn how to:

- Use assessments to check for prior knowledge and pre-existing misconceptions.
- Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.

- Monitor pupil work during lessons, including checking for misconceptions.

An example of feedback relating to a trainee's progress through strand D:

"You have clearly identified a learning objective with associated success criteria for this lesson on your planning. Providing the children with individual checklists for checking the punctuation of their sentences was an effective way of embedding self-assessment into the activity. Because you worked with the red group for the whole lesson, you did not get a chance to check the progress of the other four groups. Yellow group did not understand their task and therefore did not start the activity. You need to work on your strategies for monitoring all children's work at different points during a lesson to ensure that everyone understands what they are learning and can make progress."

Associated target:

To ensure the use of a range of different strategies for assessment within a lesson (Strand D: Assessment).

You can achieve this target by taking these actions:

- Observe your mentor teaching and note down when and how they assess the pupils
- Make a list of the strategies they use for checking children have understood the concept / skill knowledge being taught in that lesson
- Consider: how do the children respond?
- Consider: what is the impact of each strategy for allowing the teacher to evaluate the learning in this lesson?
- Build one of these strategies into your next lesson – evaluate the impact on your understanding of how well the children have responded to your teaching
- Try a different strategy in further lessons this week – evaluate the impact
- By Friday, make sure you have tried at least three different strategies for assessment in different lessons.

Evaluate the impact of these actions:

- When you have rehearsed in your practice the different strategies listed above, reflect on which is the most effective strategy and why
- discuss what you have learnt about assessment within a lesson with your mentor/tutor/alliance lead

How to develop this target further:

- Going further: identify in your lesson planning which strategy you will use to assess pupil progress in every lesson taught and make sure you implement these strategies during each lesson.

Further learning (curriculum links):

- Re-visit the PGCE curriculum training materials for assessment (on Blackboard)
- Read chapter 5.1 ‘ Assessment for learning: formative approaches’ in the core text book (‘Learning to teach in the primary school’).

Section 4: Curriculum links: developing skills and understanding from the university-based taught course into practice on placement – SE1

The content of these tables for each curriculum subject outline what trainees have learnt before starting SE1 (knowledge), what they have learnt how to do and should be able to demonstrate and build on in practice during SE1 (pedagogy and practice). They also include examples of key questions and prompts for expert school-based colleagues and tutors to help trainees reflect on, adapt, improve and further develop their teaching practice (effective mentoring). Mentors and tutors should continue to be guided by the curriculum information in these tables to support, develop and improve the trainees' teaching throughout SE1.

Maths

Maths curriculum themes	In the university-based taught curriculum in the **autumn term,** trainees have learned "**that**..":	**During SE1** trainees begin to demonstrate "**how to..**" References to DfE/NCETM 2020 Mathematics guidance document for KS1 and 2 (e.g. '2AS2') can be accessed HERE	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice in **SE1** and further **"learn how to…":**
Aims of the national curriculum	➢ all children have an entitlement to the three aims of the NC – Fluency, Reasoning and Problem Solving ➢ planning should aim to provide a balance of the three aims over the course of a unit	➢ plan opportunities for fluency, reasoning and problem solving for all children ➢ plan for a balance of fluency, reason and problem solving over time e.g. over a whole unit of work ➢ use reasoning structures such as: odd one out, spot the error, what's the same, what's different etc. ➢ plan for regular, built-in opportunities to solve problems ➢ use targeted and differentiated questions ➢ make positive/constructive responses to pupils' contributions	➢ explain which aspects of this lesson/unit promote fluency? ➢ Which aspects of the lesson/unit promote reasoning and/or problem solving? ➢ What support will you provide and why? ➢ What challenge will you provide and why?

		➢ show an awareness of scaffolding approaches to differentiation to allow all children to move on together ➢ provide opportunity for children to justify and prove by explaining their reasoning ➢ adapt lesson plans from Unit plans/commercial schemes to meet pupil needs	➢ How can you differentiate the support and challenge to help all children move on together?
Concrete, Pictorial and Abstract approaches	➢ concrete, pictorial and abstract approaches can be effective in teaching and learning primary mathematics ➢ concrete, pictorial and abstract approaches can be effective in teaching and learning for all children regardless of ability	➢ regularly foster mental imagery using manipulatives and or diagrammatic approaches appropriate to the year group being taught e.g. Y2 2AS-2 p21, Y4 4NPV-1 p12 ➢ show/model accurate use of mathematical language and notation (e.g. use of =) see 'language focus' box-outs throughout each year group e.g. Y1 p18, Y5 p15 ➢ uses targeted and differentiated questions at times utilising apparatus and pictorial representations ➢ give clear explanations through modelling, showing understanding of mathematical ideas with manipulatives and diagrams e.g. bar models ➢ give clear demonstration of mathematics using appropriate models: e.g. digit cards, base ten materials, tracks, lines, number squares PV charts e.g. 6NPV-1 etc. ➢ offers constructive responses to pupils' questions and can include concrete and/or diagrammatic to help children to 'see': e.g. 100 squares and number lines, Numicon, base 10, arrow cards, abacus e.g. 2NPV-1, 2NPV-2 ➢ make use of mathematics displays and/or working walls in teaching	➢ Which concrete apparatus are appropriate for which children? ➢ How will you encourage children to 'see' what they are doing with pictorial representation? ➢ What are your closed targeted questions and who is being targeted? ➢ What are your open, probing questions and who is being targeted? ➢ Will you link your questions to a C, P or A approach? ➢ How can you incorporate working walls and encourage their use?
Counting and mental calculation	➢ counting is a complex process and needs to be modelled consistently and accurately ➢ mental calculation builds on counting skills ➢ a range of mental calculation strategies need to be taught	➢ use appropriate counting activities ➢ use a range of counting techniques and approaches e.g. 4NF-2 p30 ➢ use songs & rhymes with younger pupils ➢ model counting consistently and accurately ➢ link counting to mental methods e.g. 2AS-1 Y2 p18 ➢ foster mental maths as a first resort ➢ encourage estimation and approximation ➢ show understanding of the main mental strategies e.g. partitioning, rounding, doubling ➢ discuss mental methods/strategies appropriate to the year group	➢ What consistent counting approach do you model? ➢ How will you build in an element of choice for children e.g., which mental method? ➢ What CPA approach will you use to encourage mental 'imagery'?

	➢ children should be encouraged to choose and use appropriate mental methods	➢ discuss methods and strategies, including checking strategies ➢ use games where appropriate ➢ use methods that allow all pupils to respond e.g. wipe-boards ➢ different pupils to contribute answers ➢ keep up appropriate pace & develops quick mental recall e.g. Y4 4NF-1 p26 ➢ take opportunities to reinforce maths concepts & previous teaching/learning. offers opportunities to apply mental maths to measures / shape e.g. 3g-1 using fractions for turns Y3 p61 show recognition of errors & misunderstandings	
Calculation methods and policy	➢ schools publish and use a calculation policy ➢ calculation policies set out the main route for progression in each operation linked to NC outcomes ➢ different schools interpret the NC in different ways	➢ adhere to school calculation policy ➢ understand and uses appropriate written methods from school policy such as grid method, bus stop method etc. ➢ encourages estimation and approximation ➢ review, use and promote correct mathematical language of calculation such as 'product' and 'partition' ➢ offer opportunities for problem solving and reasoning within calculation lessons e.g. spot the mistake, sorting activities and here is the answer, what's the question (inverses) ➢ show recognition of errors & misunderstandings ➢ show a good level of subject knowledge and confidence e.g. 4MD-3 distributive law p44	➢ how are you using the school calculation policy in this lesson? ➢ What opportunities are there to practise and rehearse calculation? ➢ What opportunities are there to reason and/or use a 'reasoning structure'? ➢ Have you planned to use children's errors in your teaching e.g. min plenaries?
Problem solving	➢ there are key skills that need to be developed ➢ there are different problem types that can be taught ➢ 'word' or 'real life' problems are the most common type ➢ children should focus on understanding what the question is asking	➢ routinely plan to develop problem-solving skills within and outside 'word-problems' ➢ plan regular opportunities to problem-solve, including a range of problem types ➢ make links to real life problems within a unit of work; uses real-life data and materials, where appropriate ➢ implement appropriate assessment techniques, such as observation ➢ use a focusing structure or framework to encourage children to engage carefully with the problem e.g. RUCSAC (eg. Example AS & MD assessment questions for each year group strand) ➢ ensure that children pay particular attention to UNDERSTANDING what a question is asking (see p6: Language Structures)	➢ Why have you selected the framework/structure you are employing e.g. RUCSAC? ➢ How will you focus children on understanding the context? ➢ How is this lesson focused on extracting the correct calculation from the problem? ➢ How are children being encouraged to justify choices?

Proportional reasoning	➢ fractions, decimals and percentages are all ways of expressing proportion ➢ ratio is an alternative concept and related to FDP as a way of expressing proportion ➢ children should be taught to convert and use equivalences to make questions manageable	➢ use a variety of representations to model fractions as part of a whole (e.g. 3F-1, 3F-2, 5F-2) ➢ explore the use of 'non-examples' to reinforce conceptual understanding and address misconceptions (e.g. 3F-1) ➢ use CPA process to build robust understanding ➢ use accurate terminology including denominator, numerator, unit fraction and non-unit fraction (e.g. 3F-4 and language focus throughout Fraction strand.) ➢ give clear explanations through modelling, showing understanding of mathematical ideas with manipulatives and diagrams e.g. bar models for reasoning & problem solving (e.g. 3F-2, F5-1, 6F-3) ➢ recognise the need to develop an understanding of fractions as numbers (e.g. use of number lines and counting) (e.g. 3F-3 4F-1) ➢ build fluidity of thinking to explore equivalence (FDP) (e.g. 5F-3)	➢ Which representations are you using? (bar model, fraction wall, fraction wheel) Why? ➢ What are your key mathematical terms? ➢ What are your key questions to assess learning? ➢ What are your key questions to build challenge? ➢ Which scaffolds will you provide for which difficult concept/idea? Why? ➢ How can you include opportunities to convert between representations i.e., from F to D?
Teaching	➢ teachers must have high expectations for all learners ➢ it is important to demonstrate enthusiasm for maths ➢ clear and accurate language supports learning ➢ session structure and activity selection supports engagement and class management	➢ demonstrate and maintain high expectations ➢ enthuse pupils' learning in Maths ➢ use precise language and key terminology (e.g. language focus for each strand e.g. 6F-3) ➢ share the purpose of the work (meaningfully) with pupils ➢ Give clear explanations of tasks ➢ group as seems appropriate to task (pairs, groups, mixed ability etc) ➢ ensure tasks are closely matched to pupils' needs and are of good quality ➢ select activities that are well-chosen to fulfil teaching objectives ➢ ensure all resources are prepared for a session ➢ set clear time scales, targets and expectations for the task ➢ foster real understanding not just task completion (use of reasoning and assessment questions)	➢ How are you going to hook the children at the start of a session? ➢ How can you make to other maths lessons or other subjects/learning? ➢ Justify your pupil grouping for this lesson? ➢ How will you maintain pupils' interest? ➢ How to check pupil understanding?
Learning	➢ pupil enthusiasm and engagement are key for high quality learning	Ensure pupils: ➢ show engagement & attention ➢ are confident to contribute ideas ➢ have appropriate pace of response ➢ are confident to share any lack of understanding openly ➢ are confident to contribute ➢ are confident to share ➢ can explain their reasoning	➢ How will you encourage an inclusive, non-threatening ethos where pupils will want to participate? ➢ How will pupil responses be valued and used? ➢ How do the lesson timings help children to stay on task?

		➢ work independently when required ➢ remain on task ➢ are supported (e.g. CPA & scaffolding) ➢ are challenged (depth not acceleration)	➢ How are children being encouraged to work independently? ➢ What is your plan for intervention – support for which pupil/s?

English

English curriculum themes	In the university-based taught curriculum in the **autumn term,** trainees have learned "**that**…":	Trainees have learnt, and should begin to demonstrate in SE1, "**how to…":**	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice in **SE1** and further **"learn how to…":**
Using talk for learning	➢ teacher questions have a key role in active learning, ➢ using clear prompts extends learning and conceptual understanding ➢ collaborative thinking develops through oral language activities ➢ introducing new vocabulary and extending awareness of vocabulary in context contributes to all lessons ➢ scaffolding new language learning through dialogic teaching enhances learning	➢ plan question and talk prompts to engage all pupils in active learning ➢ scaffold talk activities that give each pupil the opportunity to articulate and extend their understanding ➢ give more time for pupil talk than for teacher talk ➢ build talk on pupils' prior experience ➢ model new vocabulary and new structures in context ➢ scaffold talk activities that challenge each pupil to contribute and to make progress in learning	➢ How have you planned for children to share their ideas? ➢ What talk activities will you give the pupils to help extend their learning through talking to peers? ➢ Which questions will give opportunities for pupils to articulate their understanding, explanation and interpretation of the concepts. ➢ What prompts have you planned to guide meaningful talk? ➢ How have you planned for children to practise language features in your lesson? ➢ What will you need to model for ideas and for language? **Impact: during SE1 trainees will begin to show they can** create an environment for extending ideas & language
Scaffolding talk to lead in to writing	➢ all children bring ideas and prior experience of language & of learning to any lesson ➢ effective teaching builds on individuals' prior learning ➢ structured and focused modelling, group games, directed talk activities and active feedback are essential links between new learning (input), thinking (building on prior experience) and outcome in a lesson	➢ use a varied range of source material to inspire and engage ➢ develop independence of creativity of thinking and of language in pupils. ➢ use language in directing thinking and learning ➢ plan for purposeful & active pupil collaboration to impact on thinking and learning ➢ use good literature and talk to lead into writing across the curriculum	➢ Why have you chosen this text/ image/ input to use in your lesson? ➢ How have you planned for all children to build on prior experience? ➢ How will you model new vocabulary and language patterns? Why? ➢ What talk activities have you planned for children to practise new ideas, new vocabulary and new language patterns? ➢ How have you planned for children to record new ideas, new vocabulary and new language

	➢ input material should be carefully chosen to be appropriate, have purpose and be engaging	➢ embed directed and purposeful talk before writing tasks in all lessons	patterns in this lesson in order to capture their oral learning and lead into writing for purpose? **Impact: during SE1 trainees will begin to show they can** plan sequences of language learning activities that build on pupils' prior learning and draw on engaging resources that stimulate interest and discussion
Embedding grammar for purpose in lessons	➢ grammar skills are more effectively understood and retained when taught in context of text and meaning ➢ good literature is the basis for purposeful grammar teaching/learning	➢ use good quality texts to model grammar in context & to support grammar talk ➢ encourage 'language detective skills' in all children by providing regular opportunities to highlight text and to identify and explain patterns ➢ scaffold tasks so that children can share ideas as to why authors use certain language forms and vocabulary choices.	➢ Why have you chosen this text/ image/ input to use in your lesson? ➢ How have you planned for pupils to talk together to discover the patterns of grammar and vocabulary in the context of this example? ➢ How will you model new vocabulary and language patterns? ➢ Why have you chosen this approach? **Impact: during SE1 trainees will begin to show they can** use their own strong subject knowledge to teach phonics, grammar, vocabulary and syntax in context with meaning and purpose
Teaching reading through SSP in KS1 & guided reading KS1/2	➢ early reading consists of stages that includes listening to stories, phonological awareness, decoding and concepts about print and comprehension ➢ certain principles underlie SSP as a strategy for teaching early reading. Understanding theoretical principles will help application to classroom practice. ➢ children learn how individual sound are synthesised together to read words and how to segment the individual sounds to spell/decode texts and that this is a reversible process ➢ discrete phonics lessons should be linked to decodable reading books used as home-school reading books and in guided reading	➢ structure a phonics lesson ➢ plan, deliver and assess a phonics lesson using revisit; teach; practise; apply sequence ➢ select appropriate practical activities for teaching SSP ➢ articulate the sounds clearly and precisely, being sensitive to regional accents ➢ plan for opportunities for children to apply their phonic knowledge in reading and writing beyond the phonics lesson ➢ scaffold the teaching of grapho-phonically irregular words ➢ use strategies for leading guided reading groups, including directed talk and	➢ How are you going to introduce a new sound in the lesson? How will you ensure your pronunciation will be correct? ➢ How are you going to make the session interactive so that the pupils are required to articulate phonemes themselves, not just listen to the adult doing so? ➢ How will you ensure pupils apply phonic knowledge to reading and writing? ➢ How will you encourage application of phonic knowledge to spell words correctly and have a plausible attempt at others? ➢ In guided reading how will you ensure there is evidence of new learning, not just consolidation?

	➢ guided reading allows the teacher to explicitly teach reading strategies to support comprehension and response ➢ throughout all classes guided reading activities link decoding with sentence structure, purpose and understanding of words and meanings in context ➢ in guided reading lessons the texts used match the reading ability of the group but also provide challenge.	prompts for pupils to link to their prior experience ➢ plan for guided reading sessions to have focused learning objectives developing and consolidate reading skills ➢ challenge children through careful questioning and assessments of reading behaviours and analysis of oral responses ➢ provide opportunities for discussion, thinking aloud and reading so that children can learn from one another as well as the teacher ➢ support use of quality children's literature in school	➢ How will you facilitate talk about key features of the text type being studied e.g. tense; key vocabulary, as well as author's intent? ➢ How will you ensure pupils read independently rather than taking turns around the group? Is there an opportunity to then return to the text as a group to develop comprehension? **Impact: during SE1 trainees will begin to show they can** share enthusiasm for reading and know the impact of children reading broadly and widely on learning across the curriculum use their own strong subject knowledge to teach phonics, in context with meaning and purpose
Teaching poetry	➢ poetry can extend pupils' skills in expressing their ideas, emotions and their experiences. ➢ there is a wide range of creative, poetry forms that can be explored in the primary classroom. ➢ poetry is more than simple rhyme. ➢ poetry offers different writing conventions that traditional writing forms. It does not have to follow punctuation and grammar rules ➢ knowing and using a range of children's poet's supports discussion, promotes inclusion and empowers the children as writers ➢ modelling through intonation, volume, tone, facial expressions and video clips can enhance children's understanding of poetry and their vocal performance.	➢ use their understanding of poetry & poetic devices to develop and scaffold oral and written poetry in pupils ➢ integrate poetry activities into classroom learning ➢ develop their understanding of how to integrate poetry activities into classroom learning, based on a topic or theme. ➢ provide opportunities for children to capture their ideas in response to the poems being shared ➢ provide opportunities for children to express their own ideas and feelings related to the theme of the poems being shared ➢ develop a sequence of lessons that enables children to compose their own poems, giving them the opportunity to experiment with language, form and imagery	➢ What active strategies will you use to deepen understanding of the poems, e.g. performance, drawing responses, role play, drama? ➢ How will you draw attention to certain aspects of sight, sound, structure or sense? ➢ How will you support children's understanding of specific poetic devices, such as metaphor or simile? ➢ How will you use shared writing to scaffold children's writing of poetry? ➢ How will you share and note the children's responses to the poem? **Impact: during SE1 trainees will begin to show they can** build confidence and self-respect through poetry in each child as an individual with different experiences, different perspectives and different opinions

Using drama	➢ building awareness of your teacher persona and your teacher classroom presence is part of your PGCE training ➢ drama develops empathy and new perspectives and promotes awareness of self ➢ drama creates direct links across the curriculum into other areas of study ➢ there are a range of drama techniques to support all learners in the classroom and can raise the self-esteem of pupils ➢ drama provides opportunities for children to practise and develop their language skills ➢ taking on various roles in character allows students to use all senses and characteristics in order to understand the character or text. ➢ drama increases concentration and comprehension through engagement.	➢ use basic drama strategies for scaffolding thinking and talking in their lessons ➢ build an inclusive approach to pupil learning through drama ➢ plan and deliver drama lessons with clear learning aims, objectives and expectations of acceptable and unacceptable behaviour during drama activities ➢ provide opportunities for exploration of characters through drama techniques such as role play and mantle of the expert, so that pupils can expand their problem-solving skills both verbally and non-verbally. ➢ use a range of drama strategies to promote thinking and learning across the foundation and core subjects in the curriculum	➢ How will you plan a range of drama strategies to maximise pupils' understanding of the learning focus? ➢ How will you systematically and effectively check children's ➢ understanding and progression during independent drama activities? ➢ Can you anticipate where you may need to intervene? ➢ How will you ensure a productive and rewarding drama session where pupils can learn to express themselves emotionally, verbally and physically, develop teamwork skills and remain on-target? **Impact: during SE1 trainees will begin to show they can** create a supportive classroom learning environment Implement focused learning through drama & talk activities that extend pupils' conceptual understanding of the world and awareness of appropriate language in a range of contexts.

Science

Science curriculum themes	In the university-based taught curriculum in the **autumn term,** trainees have learned "**that**…":	Trainees have learnt, and should begin to demonstrate in SE1, "**how to…":**	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice in **SE1** and further **"learn how to…":**
Purpose of study/aims	➢ children should be excited and curious about science and see that it is relevant to themselves and their lives.	➢ develop children's curiosity and link science to children's lives by using real-life examples and relevant role models	➢ Does this lesson engage children? Does it make links between the children's lives and the science taught?
Scientific knowledge and conceptual understanding	➢ a teacher's subject knowledge in science is a key factor in their confidence in teaching. They must assess, improve and monitor their own subject knowledge.	➢ monitor and develop their subject knowledge though independent learning	➢ What subject knowledge will you have to teach? ➢ How can you/Do you need to improve your own subject knowledge in this area?
	➢ children learn by constructing knowledge from their experiences and that this can result in misconceptions.	➢ plan and teach activities and lessons that develop children's subject knowledge and engage their curiosity	➢ What previous understanding is required? /What is the next step in understanding? ➢ What activities would develop that understanding?
	➢ there are many common misconceptions, that these can be discovered through elicitation and that they can be addressed effectively using practical activities.	➢ plan and teach activities that elicit children's misconceptions. ➢ plan activities to address common misconceptions	➢ What previous understanding do the children have? ➢ What common misconceptions might the children have? ➢ What activities could you use to address these misconceptions?
Nature, processes and methods of science	there are five types of scientific enquiry that can be used to answer investigation questions children need to develop a degree of control in planning and completing investigations.	plan and teach different types of scientific enquiry give children choices to develop curiosity and allow them a degree of control in investigational work	Which type of scientific enquiry was being used to investigate the question? Fair testing, research, observing changes over time, pattern spotting or classification/identification. What choices did/do the children have in this activity? What would give them more control?
Spoken Language	children need opportunities to use scientific language orally including in discussion of concepts, procedures, investigation results and conclusions	plan and teach activities that include peer/whole class discussion create meaningful and focussed dialogue with and between children	What scientific vocabulary do children need for this activity? When will they use it? (Whole class discussion) Do children answer each other's questions and respond to each other's comments? Do they say whether they agree/disagree/are 'not sure'?
School Curriculum	the science curriculum specifies both a subject knowledge strand and a working scientifically skills strand	differentiate between subject knowledge and working scientifically skills	What knowledge and understanding is being taught in this lesson? What skills are being developed in this lesson?

	effective lessons use both a subject knowledge and a working scientifically learning objective to create opportunities to practice the skills in context.	plan activities that include both subject knowledge and working scientifically learning objectives	How does this activity develop knowledge/understanding? How does this activity develop working scientifically skills?

Foundation subjects (core trainees)

Foundation subject	In the university-based taught curriculum in the **autumn term,** trainees have learned "**that**…":	Trainees have learnt, and should begin to demonstrate in SE1, "**how to…":**	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice in **SE1** and further **"learn how to…":**
Physical education (PE)	➢ the key aims and objectives for PE are outlined in the national curriculum for KS1 and KS2. ➢ specific behaviour management techniques and organisation should be applied to PE lessons ➢ the following key points should be considered when planning a PE lesson: *behaviour management strategies* *clear structure (warm up, main activity, cool down)* *equipment needed and where it will be placed for safe, effective transitions* *National curriculum requirements* *STEP model for differentiation* ➢ the STEP model can be used for planning progression and for differentiation; S – space, T – task, E – equipment, P-people	➢ select the appropriate level of PE knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of the PE NC. ➢ use appropriate behaviour management strategies eg stop techniques, limitations of space. Uses effective organisation for the distribution and collection of equipment and clarity over the use of space and expectations of pupil interaction. ➢ use the recommended lesson structure to plan their PE lessons ➢ use the STEP model to plan for differentiation and progression	➢ Do you know where to find the learning objectives in the PE national curriculum for this PE unit? If not please read the school's scheme of work for this PE unit and the national curriculum which is on the PE blackboard site. ➢ Have you decided what your stop technique is going to be in PE? ➢ Have you decided which behaviour management strategies, rewards and sanctions you are going to use in PE? If not perhaps you can adapt some of the classroom strategies that you have been using to the outside/hall/gym. You could always observe me or another teacher, teaching PE and use some of those strategies. ➢ Have you considered your use of space eg in the playground for your PE lesson? Where are the boundaries of the pupils? ➢ Can you plan your PE lessons during this teaching practice using the structure taught to you in your PE session 1. If not check the ppt, and video of the session is on Blackboard as well as 2 exemplar lesson plans. ➢ Can you adapt your lesson plan to make the tasks easier and harder using the STEP model that was taught to you in your first PE session? If you are not sure the ppt, and video of the session is on Blackboard as well as 2 exemplar lesson plans. **Impact: by the end of the first placement trainees should be able to:** plan, teach and assess an effective lesson or series of effective lessons in PE
Religious education (RE)	➢ the key aims and objectives for RE are outlined in the national curriculum for KS1 and KS2. ➢ specific cross curricular links can be made between RE and PSHE	➢ select the appropriate level of RE knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of non-statutory framework or	➢ Have you read the school's RE Scheme of work and seen the learning objectives for the class that you are teaching? Have you any questions about this

	➢ children should be taught about different places of worship for the following faiths: *Islam* *Christianity* *Judaism* *Hinduism* *Sikhism* ➢ RE can be taught in a variety of different ways, including the use of speaking and listening activities, peer-discussion and Kagan structures.	curriculum for the school that you are placed in for you are teaching practice ➢ include links to other curriculum subjects where appropriate ➢ includes accurate subject knowledge of the religion that they are teaching ➢ use appropriate strategies and resources to teach about the particular religion for the unit	➢ Can you identify any cross curricular inks between the RE you are teaching this placement and the school's PSHE curriculum? ➢ Have you researched the relevant subject knowledge to teach the RE planned for your placement e.g. Hinduism? If you need more information please check the links and resources that the school has as well as the resources on your university's Blackboard site for RE. ➢ Can you use any of the Kagan structure and ideas from RE session 1 in your RE planning and teaching this placement? **Impact: by the end of the first placement trainees should be able to:** plan, teach and assess an effective lesson or series of effective lessons in RE
History	➢ the key aims and objectives for History are outlined in the national curriculum for KS1 and KS2. ➢ it is important to have a well-planned history subject curriculum with continuity and progression, and how to make sophisticated cross curricular links where appropriate. ➢ teaching primary history requires an understanding of essential knowledge, skills, language and concepts ➢ answering the following questions will help them to plan and teach history: What subject knowledge do the pupils need to know? What skills do the pupils need to develop? What history specific language do the pupils need to learn?	➢ select the appropriate level of history knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of the history NC. ➢ Include accurate subject knowledge, skills, language and concepts In teaching history including the key concepts of ➢ understanding chronology ➢ knowledge and understanding of key events in history ➢ their cause and effect and the notable people involved ➢ how events, decisions, new discoveries and new technologies affect people and places locally, nationally and globally. ➢ Include links to other curriculum subjects where appropriate ➢ plan and teach history using appropriate resources, artefacts, sources and resources which allow pupils to access the learning about that period in history ➢ present their teaching in a variety of engaging and simulating ways and allow	➢ Do you know where to find the learning objectives in the history national curriculum for this history unit? If check the history national curriculum which is on your history blackboard site. ➢ Do you know what the essential knowledge is for this history unit? Have you researched this? If not please read the school scheme of work or medium term plans for the history unit, resources, websites and text books we use. Also, you can refer back to resources on the university Blackboard site. ➢ Do you know what skills you need to teach the pupils to access the knowledge that the need for this history unit? Eg interrogating an artefact, using a timeline, using a map, researching online etc? ➢ Have you included the following points in your history planning?: *chronology for the unit you are teaching* *the key historical events in this unit* *cause and effect and any notable people involved* *any impact locally, nationally or international as a result of these events? Eg if teaching the Peterloo massacre the subsequent changes in the laws* *skills pupils need to develop* *subject specific vocabulary*

	Are there any cross-curricular links between other national curriculum subjects? ➢ pupils should use information, sources and artefacts to interrogate the questions raised in their history unit. ➢ pupils can present their outcomes in a variety of ways. ➢ there should be high expectations for pupils e.g. the standard of writing in history should the same as their standard of writing in English lessons.	pupils to present their learning in a variety of ways also. ➢ know that the standard of writing should be as high in history as it is in English	*any cross curricular links (if relevant) with other national curriculum subjects* ➢ Have you selected appropriate and engaging resources, sources, artefacts, film, audio, documents and books for the pupils to interrogate? ➢ Have you thought of a range of ways that the pupils can present their history learning to you? If not, you could suggest, writing, photos, videos, presentations, artwork etc ➢ Do you think that the standard of writing produced by the pupils in history is as high as in their English lesson? If not ask the trainee to consider how they can raise the expectation for writing in history. **Impact: by the end of the first placement trainees should be able to:** plan, teach and assess an effective lesson or series of effective lessons in history
Geography	➢ the key aims and objectives for geography are outlined in the national curriculum for KS1 and KS2. ➢ it is important to have a well-planned geography subject curriculum with continuity and progression, and how to make sophisticated cross curricular links where appropriate. ➢ essential knowledge, skills, language and concepts In teaching primary geography include: space, scale and place. ➢ the following key questions should be considered when planning a geography unit: *What subject knowledge do the pupils need to know* *What skills do the pupils need to develop? (Eg map reading skills)*	➢ select the appropriate level of geography knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of the geography NC. ➢ Include accurate subject knowledge, skills, language and concepts for teaching primary geography, including the key concepts of space, scale and place. ➢ Include contextual world knowledge of locations, places and geographical features in their geography teaching where appropriate ➢ include the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space in their geography teaching where appropriate ➢ explore the enquiry-based approach to teaching geography, using local fieldwork as an example	➢ Do you know where to find the learning objectives in the geography national curriculum for this geography unit? If not please signpost them to the geography national curriculum which is on the geography blackboard site. ➢ Could you use the school grounds or the immediate locality to do some fieldwork? ➢ Have you included the following points in your geography planning?: *subject knowledge* *skills pupils need to develop* *geography vocabulary* ➢ Have you thought of a range of ways that the pupils can present their geography learning to you? If not, you could suggest, writing, photos, videos, presentations, artwork etc ➢ Do you think that the standard of writing produced by the pupils in geography is as high as in their English lesson? If not ask the trainee to consider how they can raise the expectation for writing in geography. **Impact: by the end of the first placement trainees should be able to:** plan, teach and assess an effective lesson or series of effective lessons in geography.

	What geography specific language do the pupils need to learn? *Are there any cross-curricular links between other national curriculum subjects?* ➢ pupils can present their outcomes in a variety of ways. ➢ there should be high expectations for pupils e.g. the standard of writing in geography should the same as their standard of writing in English lessons.	➢ use an enquiry-based approach to teaching geography including the application of skills in observing, collecting, analysing, mapping and communicating geographical information. ➢ include geography specific language in their teaching ➢ plan to use a range of ways that pupils can present their learning eg video, art, photos, diagrams, presentations and writing ➢ have equally high expectations for the standard of English in geography writing	
Computing	➢ the key aims and objectives for computing are outlined in the national curriculum for KS1 and KS2. ➢ the primary computing curriculum includes 3 strands; computer science; information technology; digital literacy ➢ the computing National Curriculum includes progression across key stages ➢ there are 6 computational thinking skills; logic, evaluation, algorithms, patterns, decomposition, abstraction and how computational thinking underpins programming	➢ apply their knowledge of the computing curriculum by ensuring their planning and teaching relates to the 3 strands of the computing curriculum. ➢ select the appropriate level of programming, tasks and resources to meet the progressions between KS1 and KS2 of the computing NC. ➢ apply the knowledge about the 6 computational thinking skills into their planning and teaching ➢ use bee bots (or other programmes that their partnership school uses) to teach programming across the primary phases ➢ plan, use and apply in their teaching unplugged teaching activities for developing pupils' computational thinking skills ➢ adhere to and teach key themes in E-safety and digital literacy	➢ What are the 3 strands of computing and which one are you focusing on in this lesson? ➢ Where will you find the key learning objectives to teach in computing for your class? ➢ Which strand/s are you going to teach on placement and how are you going to teach them? ➢ How can you find out the pitch and level of your lessons so that they are appropriate to the pupils that you are teaching? ➢ What are the 6 computational thinking skills? Which one/s are you teaching in this lesson? ➢ What types of programming activities can you plan for the class using the resources from Barefoot computing? ➢ Can you plan some 'unplugged' programming activities from free barefoot resources which you saw in your computing lecture? ➢ What are the key points regarding e-safety which you need to teach the pupils? ➢ Remember to refer to the computing folder on Blackboard where you will find resources to help you plan the computing curriculum: ➢ PowerPoint slides from your computing session *a recording of the computing lecture* *link to the Barefoot Computing website* *resources for planning computing*

			the Primary National Curriculum **Impact: by the end of the first placement trainees should be able to: p**lan, teach and assess an effective lesson or series of effective lessons in computing
Music	➢ the key aims and subject content for music are outlined in the national curriculum for KS1 and KS2. ➢ the school music curriculum should include skills and knowledge progression from key stage 1 to key stage 2 ➢ there are 7 inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure ➢ the structure of a music lesson includes elements of vocal work/singing, listening/responding to and appraising recorded music, composition, evaluation ➢ subject specific vocabulary should be used in context and taught in all music lessons ➢ music can be linked other curriculum subjects	➢ interpret, understand the requirements of the National Curriculum for music ➢ plan a sequence of music lessons according to the N.C requirements. ➢ develop singing in the primary classroom, including how to find and sing a variety of age/stage-appropriate songs ➢ listen, appraise and evaluate music across a range of historical periods, genres, styles and traditions ➢ locate and use online resources to support the planning, teaching and assessment of music ➢ name and know how to play the full range of classroom percussion instruments and use them effectively to teach the 7 inter-related dimensions of music ➢ structure a music lesson to include the following components: vocal warm ups 2/3 songs related to the lesson objective listen to, respond to and appraise recorded music composition using instruments ➢ apply the principles from a demonstration lesson to plan and teach music focusing on any of the 7 inter-related dimensions of music ➢ integrate, use and apply subject specific vocabulary in a music lesson ➢ include links to other curriculum subjects where appropriate	➢ Do you know where to find the learning objectives in the music national curriculum for this unit? If not please signpost them to the music national curriculum which is on the music blackboard site. ➢ Have you included the following points in your music planning?: *subject knowledge* *specific skills pupils need to develop (linked to the 7 elements of music)* *music vocabulary* *music for appraisal* ➢ How have you selected the piece(s) of music for appraisal? ➢ How does the music for appraisal link to the 7 inter-related dimensions of music? ➢ What will you ask the children to notice/comment on when they listen to this piece of music? ➢ How does this link to the composition skills you are teaching in this lesson? ➢ How does each element of your music lesson link to your main objective? ➢ How will the pupils can present their music learning to you? (e.g. through the use of pictoral models, written notation, photos, sound recordings, video…etc ➢ How can you raise your expectations of skill development and progression in music? ➢ How will you build in challenge to stretch those exceeding expectations in your music lessons? ➢ What criteria are you using for assessment of music? Remember to refer to the music folder on Blackboard where you will find these resources to help you plan the music curriculum: *handout from your music session* *a recording of the music lecture*

		➢ develop behaviour management techniques to support the delivery of a music lesson	*the NC for music* *the DfE model music curriculum and scheme of work* **Impact: by the end of the first placement trainees should be able to:** plan, teach and assess an effective lesson or series of effective lessons in music
Art and design	➢ the key aims and subject content for art and design are outlined in the national curriculum for KS1 and KS2. ➢ the school art and design curriculum should include skills and knowledge progression from key stage 1 to key stage 2 ➢ art lessons should be scaffolded to include a hook, development and application of subject specific vocabulary; demonstration of skills and modelling thought processes; using and applying skills through a practical activity; appraisal, evaluation and assessment ➢ the purpose of practical demonstration in art and design is to model thought processes and to give children confidence as artists/creators ➢ everyone has their own drawing style so their drawing is not going to look exactly the same as anyone else's ➢ the use of sketchbooks is statutory in KS2 ➢ recording assessment in art can be done through photo montages or using software such as 2Simple	➢ plan, resource and teach a structured art lesson/series of lessons to include a clear objective; a 'hook'; speaking and listening opportunities to develop and apply key vocabulary and generate ideas; teaching and modelling art and design skills; using and applying the skills; self and peer assessment and evaluation. ➢ develop behaviour management techniques to support the delivery of an art lesson ➢ use key questions when demonstrating skills and modelling thought processes: e.g. Where shall I start my drawing/ painting /sculpture/ design…etc? What shall I do next? What shall I do if I make a mistake or want to change something? ➢ link art and design to other subjects in the curriculum where appropriate ➢ integrate, use and apply subject specific vocabulary in an art and design lesson ➢ use sketchbooks with children to record, plan and develop drawings, patterns, designs/…etc; create mind maps for their art works; assess/evaluate progress and skills development	➢ What subject specific vocabulary will you and the pupils use and apply in this lesson? (e.g. in clay work, model how to use and apply the words rolling, squeezing, pressing, pinching, cutting, indenting, scratching and blobbing, embossing, using slip) ➢ What is your hook for this lesson? ➢ Which artists / pieces will you use in this lesson? ➢ What are your key questions? ➢ What do you want the children to discuss about the chosen artworks? ➢ What materials will you need to prepare? ➢ How will you manage the resources in this lesson? ➢ Have you thought about your behaviour management techniques in this lesson? ➢ Where will the children put their work at the end of the lesson? ➢ How will you store/record/display the children's work? ➢ How will the children evaluate/appraise their work? ➢ How will you assess their art and design skills/knowledge against the curriculum? ➢ What criteria are you using for assessment? ➢ Against what criteria will you give feedback to children in this lesson? ➢ How does your lesson align with the school's curriculum/medium term plan for art? ➢ How will you develop these skills/this knowledge in your next lesson? ➢ How are you stretching and challenging the high attainers in this lesson?

			Remember to refer to the art and design folder on Blackboard where you will find resources to help you plan the art and design curriculum: *PowerPoint slides from your art and design session (including how to teach drawing and painting, working with clay and making cross curricular links)* *a recording of the art and design lecture* **Impact: by the end of the first placement trainees should be able to: p**lan, teach and assess an effective lesson or series of effective lessons in art and design
Languages	➢ the key aims and subject content for languages teaching are outlined in the national curriculum for KS1 and KS2. ➢ the school languages curriculum should include skills and knowledge progression from key stage 1 to key stage 2 ➢ learning a modern or ancient foreign language is compulsory at KS2 and beyond. ➢ children are expected to make substantial progress in one language across four years of KS2. ➢ the recommended time for language learning in the timetable is 40 minutes per week, however increasing this to I hour per week will have significant impact on pupil progress (Nuffield Foundation, 2014). ➢ learning a language enriches and enhances children's cognitive development and increases capacity for critical thinking and creativity	➢ plan for an appropriate balance of written and spoken language in a lesson in a target language ➢ teach children to listen attentively to spoken language and show understanding by joining in (e.g. through practical, multi-sensory activities) ➢ use a combination of choral and individual spoken language strategies to learn to speak a target language ➢ include repetition of a variety of games and activities in their lessons to improve memory of a target language (e.g. how to play Simón dit / Jaques à dit; Kommando pimperle ➢ reward and praise progress and engagement in order to motivate pupils to learn languages ➢ give basic classroom instructions in the target languages of German, Spanish and French ➢ emphasise the accurate pronunciation of words in a language lesson (e.g. by checking online or using crib cards) ➢ select games from a bank of resources	➢ What key vocabulary have you planned to teach in this lesson? ➢ What games will you use to teach vocabulary? ➢ How do you know you have taught the correct pronunciation? ➢ How can you raise your expectations of skill and knowledge development in languages? ➢ How are you assessing pupil progress? ➢ What criteria are you using for the assessment of languages? ➢ How will you develop this lesson further? ➢ How are you stretching and challenging pupils who attain highly in languages? ➢ How are you supporting lower attaining pupils? ➢ What links can you make with phonics teaching / English grammar? ➢ What subject specific vocabulary can you teach and develop by linking English grammar lessons with language lessons? ➢ What links can you make with other subjects? Remember to refer to the modern languages folder on Blackboard where you will find resources to help you plan the languages curriculum: *PowerPoint slides and handouts from your languages session* *a recording of the languages lecture* *articles for further reading*

	➢ studying languages, and understanding different language systems, can help children better understand English grammatical concepts and rules ➢ learning about languages, cultures and traditions from other countries encourages a broader world view, an understanding of diversity and an understanding of their place in a global society	➢ say and teach numbers 1-6 in several different languages ➢ use puppets to teach languages	**Impact: by the end of the first placement trainees should be able to: p**lan, teach and assess an effective lesson or series of effective lessons in languages
Design and technology	➢ the key aims and subject content for design technology are outlined in the national curriculum for KS1 and KS2 ➢ the design technology school curriculum should include skills and knowledge progression from key stage 1 to key stage 2 ➢ design and technology aligns with other STEM curriculum subjects: (science, technology, engineering and maths) ➢ the NC for design and technology includes elements of design, make, evaluate, technical knowledge, and cooking and nutrition ➢ 'design' can include both large and small scale focused practical tasks ➢ 'make' will include a range of outcomes depending on skill ➢ 'evaluate' allows children to appraise their work in terms of: what went well? what could be improved?	➢ link science with D&T e.g.: *making a roly-poly toy in DT links moving toys with forces in science* *making electrical buggies in D&T links with teaching circuits in science* ➢ plan a design, make, evaluate project for Y2 (e.g. roly poly toys) ➢ teach simple cardboard cylinder attachment techniques ➢ structure a D&T lesson to include the elements of design, make, evaluate ➢ plan key questions into their lesson (e.g. to introduce prediction/hypotheses, to design and plan, to assess, to evaluate) ➢ to introduce comparisons (e.g. between toys with different designs) ➢ to use subject specific language in planning and teaching	➢ What is the hook for this lesson? ➢ What links can you make with other subjects? ➢ What resources do you need to prepare? ➢ Have you considered safety measures for the use of resources? What does this mean for you / the children? ➢ What specific behaviour management techniques will you need to employ for this lesson? ➢ How can you raise your expectations of skill and knowledge development in design and technology lessons? ➢ How are you assessing the learning from this lesson? ➢ What criteria are you using for assessment? ➢ How are you recording/storing/displaying the children's work? ➢ How will the children record their work from this lesson? ➢ Against what criteria will you give feedback to children in this lesson? Remember to refer to the design technology folder on Blackboard where you will find resources to help you plan the D&T curriculum: *PowerPoint slides from your design technology session* *a recording of the design technology lecture* *weblinks and resources to help you plan and teach D&T* **Impact: by the end of the first placement trainees should be able to: p**lan, teach and assess an effective lesson or series of effective lessons in design and technology

	what if you had more time? what would you do differently next time?		