



Primary **PGCE**



Pre- programme handbook

2023-24



**EMPOWERING
FUTURE
GENERATIONS**

Congratulations!

We are delighted that you have accepted the offer to train as a teacher at the University of Manchester. We are looking forward to welcoming you to our **Primary PGCE Programme** or our **Primary PGCE School Direct Programme** for the academic year 2023-24.

This document provides some examples of pre-programme preparation and reading which will help you to be fully prepared to commence an intensive but highly rewarding year. Our University of Manchester PGCE taught curriculum for all trainees will not only prepare you for teaching the primary curriculum subjects to children in the age phases of year 1 to year 6, but also prepare you to embody the behaviours and attitudes which set the required standard for professional conduct throughout a teacher's career. Engaging with the materials and information in this booklet will help you to identify your own personal subject knowledge needs for the subjects in the National Curriculum and also help you to clearly understand the expectations regarding the personal and professional behaviour of a teacher and the associated ethical standards of the teaching profession.

As you embark on your post-graduate studies and school-based teaching placements, we encourage you to become critical thinkers and independent learners. Some of the key attributes associated with training to be a teacher on our programme include:

- understanding your own professional development needs
- proactively identifying and addressing any subject knowledge gaps
- developing reflective practice
- participating in professional debate
- engaging critically with educational research
- using evidence to critique practice

In order to sustain this type of professional learning over time, we advise you to start good habits early. The reflective activities in this booklet are optional but we encourage you to work your way through them between now and September 1st. We hope that engaging in the activities in this booklet will help you begin the process of becoming a self-directed critical thinker and independent learner.

We look forward to meeting you in September!

Rebecca Phillips and Liz Birchinall (Programme Co-directors)
Karen Kilkenny (Partnership and School Direct Lead)

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EMPOWERING FUTURE GENERATIONS



What our school partners say:

“We trained three very good trainees from the university of Manchester last year and recruited all of them.”

“The tutors from the university provide an excellent level of support.”

“Half my staff are from this course. I highly rate the students from the University of Manchester.”

“We work with the University of Manchester because the focus is on quality all the time.”

How to use this booklet

The information in this booklet will provide you with an initial understanding of the structure of our programme and the manner in which we have designed our University of Manchester primary PGCE timetable and curriculum for initial teacher education.

The booklet starts with an overview of the teaching timetable and the structure of a 'typical' day on campus and on placement. This is followed by information about being a professional and a section on safeguarding and what this means for you in the context of primary education. It then moves on to a discussion about the importance of having good subject knowledge in order to teach the primary National Curriculum subjects. The sections on teaching National Curriculum subjects will give you an idea of what you need to know for each subject and how to begin developing your subject knowledge for teaching. The latter sections address the programme structure and curriculum content and we introduce you to the **Core Content Framework for initial teacher training (ITT)** and the DfE **Teachers' Standards for Qualified Teacher Status**.

As you read through the content of this booklet, reflect on what each section means for you at this initial stage, before you begin your teacher training. The reflective tasks at the end of each section will guide you to do this. Start making a note of where you think your subject knowledge gaps are for the core subjects of **English, maths** and **science** initially, followed by the **foundation subjects**, and then write yourself a personal action plan to identify your first steps and your focuses for independent learning. This will help you to get started and enable you to carry out some initial reading and research before we meet you in September.

In the final section of this booklet, you will find links to key DfE guidance documents for teachers. This is a good place to start your professional reading. Your reflective work from this booklet will not be taken in or marked by your tutors - this booklet is a guide for you to gain an initial understanding of what to expect from the programme and establish where you think your subject knowledge gaps may be.

The sources for some of the reflective activities in each section of this booklet are from:
Cremin, T., Burnett, C. (2018) *Learning to teach in the primary school*, Oxon: Routledge (our core text book)
Pollard, A. (2014) *Reflective teaching in schools*, London: Bloomsbury.

Term dates for 2023-24

2 nd August	Matriculation starts (university processes)
29 th August	Online registration starts (for students)
Monday 4th September	Lectures start – in person, on campus for all
4 th Sept – 22 nd Dec	*Term 1
23 rd Dec – 1 st Jan	Independent study / winter break
2 nd Jan – 28 th March	*Term 2
29 th March – 7 th April	Independent study / *spring break (indicative)
8 th April – 28 th June	Term 3

*Trainees will follow the same pattern of autumn term dates for breaking up in December and returning in January and the same spring break dates as their placement school. The dates on this table are indicative only and may not be the same for all schools. We do not advise booking holidays/flights during independent study weeks as this time should be allocated to professional learning.

Please note that any school half term breaks (in October, February and May) are university weeks so please do not assume that you will be able to book holidays during these weeks.

Guidance for international students

If you are travelling to Manchester from overseas to start the programme, it would be beneficial if you could arrive in plenty of time before the first day of the course on 4th September so that you can make a good start on administration activities. For example, you will have to complete a Disclosure and Barring Service (DBS) check and, in some cases, submit a police check before you can go into a school on placement. We advise you to start quickly since, unfortunately, the checks must be completed before you can start your school placements. Please contact the admissions office if you need support with registration – pgce@manchester.ac.uk

Opening a bank account in Manchester when many students are also trying to do so in September might also be a lengthy process so we advise you to do this as soon as possible after arrival.

Please note that, unlike many undergraduate and postgraduate degrees, this is a professional course and therefore we require attendance at all taught sessions on campus, in person from day one of the course. The primary PGCE course starts on September 4th.

You can consult the university website for general advice on being an international student at the University of Manchester [here](#). Other useful links include: [managing your finances](#); [opening a bank account](#); [the International Society at UoM](#) and the [Students Union](#).

Here are a few introductions to Manchester: the [tourism page](#) and [Transport for Greater Manchester](#)

A typical day on the programme

Depending on whether the university-based teaching sessions are on campus (or occasionally online), or whether you are training in a school on placement, the structure of the day will be slightly different. The models below show what a 'typical' day on the programme will look like, with indicative session timings. These timings will be slightly different depending on the subject being taught.

Please make sure that you have suitable arrangements in place so that you can attend all days on the programme from start to finish.

A typical day on campus looks like this...

9.30-11am	PGCE curriculum taught course lecture/seminar/workshop
11-11.30am	Break
11.30-1pm	PGCE curriculum taught course lecture/seminar/workshop
1 - 1.45pm	Lunch break
1.45-4pm	PGCE curriculum taught course lecture/seminar/workshop
4-5.30pm	<i>Additional taught sessions: clinics, subject knowledge development, CPD for education, support and intervention, external training e.g. webinars</i>

A typical day on placement looks like this...

8.00am	Arrive at school
	Follow the structure of the school day, including break and lunch duties, planning, preparation and admin time (PPA), staff meetings and INSET days.
4.30pm onwards	Leave school <i>NB: you may be required to stay for staff meetings, in-service training (known as INSET), planning time with your mentor, pupil progress meetings, parents' evenings ...etc</i>

Core programme timetable

This is the timetable for all trainees on the University of Manchester primary PGCE programme (known as our 'core' programme as the vast majority of the course is made up of core trainees).

Key

ISBL (ITAP)	8am-4.30pm	Initial school-based learning, intensive training and practice
ISBL (data collection)	8am-4.30pm	Initial school-based learning, data collection for assignment A
SE1	8am-4.30pm	School experience block 1 placement
ISD		Independent study day (coincides with school holiday weeks)
University	9.30am-4pm	University-based days: curriculum teaching (lectures, seminars and tutorials) NB for School Direct trainees, some of these days will be allocated to alliance-led training (see the School Direct timetable below)
Short block A	8am-4.30pm	Inclusion focused placement
Short block B	8am-4.30pm	Early years foundation stage; early reading and early maths focused placement
SE2	8am-4.30pm	School experience block 2 placement
		School term continues after the university term finishes. Some trainees may be required to continue on placement until the end of the school year if they have not yet met the Teachers' Standards sufficiently.

w/b	Mon	Tues	Weds	Thur	Fri
28.08.23		Online registration starts			
04.09.23	University				
11.09.23	University				
18.09.23	University				
25.09.23	University	ISBL (ITAP)			
02.10.23	University		ISBL (ITAP)		ISBL (ITAP)
09.10.23	University		ISBL (ITAP)		ISBL (ITAP)
16.10.23	University				
23.10.23	ISD	ISD	ISD	ISD	ISD
30.10.23	SE1				
06.11.23	SE1				
13.11.23	SE1				

20.11.23	SE1				
27.11.23	SE1				
04.12.23	SE1				
11.12.23	SE1				
18.12.23	SE1				University closes
25.12.23	School holidays / ISD				
01.01.24	Bank hol	University opens SE1			
08.01.24	SE1				
15.01.24	University				
22.01.24	University				
29.01.24	Short block A: inclusion				
05.02.24	Short block A: inclusion				
12.02.24	University				
19.02.24	University				
26.02.24	Short block B: EYFS				
04.03.24	Short block B: EYFS				
11.03.24	University				
18.03.24	University				
25.03.24	SE2 (or ISD)				Bank hol
01.04.24	Bank hol				
08.04.24	SE2 (or ISD)				
15.04.24	SE2				
22.04.24	SE2				
29.04.24	SE2				
06.05.24	Bank hol	SE2			
13.05.24	SE2				
20.05.24	SE2				
27.05.24	Bank hol	ISD	ISD	ISD	ISD
03.06.24	SE2/ enrichment week				
10.06.24	SE2				
17.06.24	SE2				
24.06.24	SE2/ enrichment week				Final university-based day – end of programme.

01.07.24	School term continues				
08.07.24					
15.07.24					
22.07.24					End of term for most schools

School Direct programme timetable

If you were recruited and interviewed by one of our School Direct alliances, you are on our PGCE School Direct programme and will follow the timetable below.

University days	PGCE university-led curriculum sessions - mostly on campus
School placement days	Placements are based in a variety of primary schools
Alliance led days	Sessions are organised by SD leads and are based in SD partner schools
Initial school based learning days	SD leads organise the placement of trainees in school for these days
ISD	Independent study day

Date w/b	Mon	Tues	Weds	Thurs	Fri
28.08.23	Bank hol				1st Sept - Registration online
04.09.23	First day of the programme University	University	University	Alliance	Alliance
11.09.23	University	University	University online (a.m) Alliance (p.m only)	Alliance	Alliance
18.09.23	Alliance	University	Alliance	University	Alliance
25.09.23	University	Initial school-based learning (ISBL)	Alliance	University	Alliance

02.10.23	University	University	ISBL 2	University	ISBL 3
09.10.23	University	University	ISBL 4	University	ISBL 5
16.10.22	University a.m	University	Alliance	University	Alliance
	Alliance (p.m only)				
23.10.23	Independent study day (ISD)	ISD	ISD	ISD	ISD
30.10.23	School experience 1 (SE1)	SE1	SE1	SE1	SE1
06.11.23	SE1	SE1	SE1	SE1	SE1
13.11.23	SE1	SE1	SE1	SE1	SE1
20.11.23	SE1	SE1	SE1	SE1	SE1
27.11.23	SE1	SE1	SE1	SE1	SE1
04.12.23	SE1	SE1	SE1	SE1	SE1
18.12.23	SE1	SE1	SE1	SE1	SE1 University closes for Xmas
25.12.23	Xmas hol	Xmas hol	Xmas hol	Xmas hol	Xmas hol
01.01.24	Bank hol SE1	SE1	SE1	SE1	SE1
08.01.24	SE1	SE1	SE1	SE1	SE1
15.01.24	University	University (online) a.m	University	University	University – Inclusion Conference
		Alliance (p.m only)			
22.01.24	University	University	Alliance	University	Alliance
29.01.24	Inclusion placement	Inclusion placement	Inclusion placement	Inclusion placement	Inclusion placement (optional SD)

					alliance led day)
05.02.24	Inclusion placement	Inclusion placement	Inclusion placement	Inclusion placement	Inclusion placement
12.02.24	University	University	Alliance	University	Alliance
19.02.24	ISD	ISD	ISD	ISD	ISD
26.02.24	Early years foundation stage placement (EYFS)	EYFS	EYFS	EYFS	EYFS (optional SD alliance led day)
04.03.24	EYFS	EYFS	EYFS	EYFS	EYFS
11.03.24	University	University	Alliance	University	Alliance
18.03.24	University	University	University	University	SE2 – Meet your mentor
25.03.24	School experience placement 2 (SE2)	SE2	SE2	SE2	Bank hol
01.04.24	Bank hol	ISD	ISD	ISD	ISD
08.04.24	SE2	SE2	SE2	SE2	SE2
15.04.24	SE2	SE2	SE2	SE2	SE2
22.04.24	SE2	SE2	SE2	SE2	SE2
29.04.24	SE2	SE2	SE2	SE2	SE2
06.05.24	Bank hol	SE2	SE2	SE2	SE2
13.05.24	SE2	SE2	SE2	SE2	SE2
20.05.24	SE2	SE2	SE2	SE2	SE2
27.05.24	Bank hol	ISD	ISD	ISD	ISD
03.06.24	SE2	SE2	SE2	SE2	SE2

10.06.24	SE2	SE2	SE2	SE2	SE2
17.06.24	SE2	SE2	SE2	SE2	SE2
24.06.24	SE2	SE2	SE2	SE2	University Final day of the programme

Disability Advisory and Support Service

If you have previously received academic, physical or emotional welfare support, then we encourage you to register with the Disability Advisory and Support Service (DASS) before the start of the programme. Their dedicated disability advisers provide advice, guidance and support about a range of practical adjustments for placement and/or your studies.

<http://www.dso.manchester.ac.uk/>

Pre-programme preparation

Understanding professionalism

Professionalism can mean a variety of different things to different people, depending on place and context. For most, however, being a professional is linked to the manner in which we behave and present ourselves to others. This includes what we do and how we do it. For example, in the context of training to be a teacher, presenting yourself as a professional in a school setting includes things like being punctual, well-prepared and polite (Twiselton & Goepel in Cremin & Burnett, 2018).

As you are embarking on a professional education programme which is assessed according to the DfE's Teachers' Standards for QTS, it is important to familiarise yourself with both parts 1 and 2 of the Teachers' Standards before you begin your PGCE programme. Understanding the term 'professionalism' and the implications of being a professional is tantamount to your success on the course and on teaching placements. The link to the Teachers' Standards document can be found in the reflective activity box at the bottom of this page.

When you are on your teaching placements learning from expert colleagues in our partnership primary schools, you are expected to work, behave and act as a fully professional member of staff. This is a serious undertaking and requires a significant amount of self-control, self-awareness and a high level of personal and professional behaviour. Part 2 of the Teachers' Standards outlines the personal and professional conduct expected from all teachers throughout their careers. We would like you to use every opportunity to demonstrate the high standards of professionalism by considering some of the following:

- how you interact and communicate with people
- how you interact and present yourself on social media platforms
- how you dress for the workplace
- your attitude to work and professional development

This list is not exhaustive. There are many aspects of professionalism you are likely to develop as you progress through the programme. Please carefully consider how you do these things as you embark on your training and ask for help and support from relevant people such as your professional tutor and lecturers, your school-based mentor, school ITE coordinator and other expert teachers.

Reflective activity – becoming a professional

1. Write a list of the personal characteristics, skills and qualities you already possess which you will draw from to become an effective teacher.
2. Download the [Teachers' Standards](#) from the DfE website and read through Part 2: Standards for Personal and Professional Conduct:
3. Reflect on how the attributes on your list will help you to uphold the expected standards of ethics and behaviour (within and outside school). Identify any qualities you may need to further develop.
4. Consider how you will you build initial relationships of trust and mutual respect with:
 - your fellow trainees on the programme
 - your tutors and lecturers
 - senior leaders, teachers and other adults in school settings
 - children and parents/carers

Safeguarding

As you will no doubt be aware, the safeguarding of all pupils in all educational settings is a high national priority. We included a question about safeguarding in your PGCE interview so we know that you are all starting this programme with some knowledge of a teacher's responsibility towards safeguarding and promoting the welfare of their pupils. At the start of your training year, we will ask you to read part one of the key DfE document 'Keeping children safe in education.' It is a statutory requirement for all those working with children who are under 18 to read this guidance. You can find the link to the document in the reflective activity box below.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Reflective activity: how do you know if the children in your class are happy?

Drawing from what you already know about working with children, and from reading part 1, pages 5-18 of the DfE guidance document 'Keeping children safe in education', consider young children's social and emotional needs:

1. How will you know if children are happy, confident and able to learn?
2. How might children show that they do not feel happy and confident?
3. Identify some possible reasons for why children's social and emotional well-being may be affected

Access the guidance document here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

There are several other aspects to safeguarding which you will need to consider on a personal level. These are outlined below. Before starting the programme, it is important that you reflect on your own behaviours and practices and make any necessary adjustments to ensure that you have a professional outlook from the very beginning.

Social media

Using social media for education can be very beneficial. For example, Twitter has a very vibrant online education community of which we are a part (follow us @UoMTeach_ed). Whilst we would encourage you to use social media in a professional manner whilst training to be a teacher, we also strongly advise you to check all your accounts, edit appropriately and ensure your privacy settings are high and secure. It is likely that staff, parents/carers and pupils in your placement schools will search for you online. It is not appropriate to share social

media information or personal contact details with pupils or their parents/carers. Never discuss schools, pupils, parents/carers, staff or tutors and lecturers on social media platforms.

Email communication

This is our main form of communication with you. After registration you will receive a University of Manchester postgrad email address and we advise you to check this daily as soon as the programme starts. We will use your University email to communicate all programme information with you. Remember to be professional in all your email communication with university and school staff and please ensure that you respond to requests in a timely manner. To safeguard your personal information, please use your University email address to communicate with placement school staff.

School safeguarding policies

As soon as you know the school in which you will begin your training, please access from their website the key policies relating to safeguarding. These include:

- Safeguarding and child protection policies
- Internet/social media safety policies,
- Behaviour (including anti-bullying) policies
- Staff conduct policies
- Any policies related to special educational needs and disabilities (SEND) and inclusion.

Before starting the programme, have a look at some of these policies for a school you are already familiar with. Most can be downloaded from school websites.

Forming appropriate relationships

Throughout your training year and teaching career, you will need to forge appropriate professional, working relationships with tutors and lecturers, pupils, school staff and parents/carers. It is important that you understand that pupils are not your 'friends'. As a safeguarding measure, you should try to avoid, where possible being alone in a room with an individual child and the best advice is to avoid all types of physical contact with pupils.

Being a role model

Ensure that you are a role model for professional behaviour in the classroom, around school, in the staff room and when operating in online spaces. For example, when moving around a school building avoid chewing gum, running, shouting to get someone's attention, drinking or eating in corridors or conducting private conversations in communal areas.

Getting ahead with academic writing skills

During the PGCE year you will research, write and submit three academic assignments. If you haven't engaged in academic writing for a while, we recommend that you take a look at some of the university's 'My Learning Essentials' online writing tutorials to help you get started. These resources are freely available and will help you to brush up your writing skills in preparation for writing your PGCE assignments. Try these tutorials to start with, then search through the catalogue to find specific tutorials to match your writing needs.

[Understanding the task](#) - This resource takes you through the process of analysing your assignment task to ensure that you're clear about what you're being asked to do, giving you some useful techniques to ensure that your work remains focused on directly addressing the question at hand.

[Structure outline for essays](#) – how to plan and structure an assignment coherently.

[Thinking, reading and writing critically](#) - This resource explores how to be critical, highlighting practical strategies you can use in your academic reading and writing that will enable you to demonstrate critical analysis in your assignments.

[Getting started with referencing](#) - This resource explores the principles behind referencing, highlighting why it is good academic practice. It outlines when and how you need to reference, and how to read a reference when following up a source listed on a reading list or bibliography.

[Getting started with literature reviews](#) - This resource will give you an introduction to literature reviews. It will also give you advice on what a good literature should include, and how to prepare for writing your literature review.

[Avoiding plagiarism](#) - This resource explores some of the issues surrounding academic integrity, providing you with techniques to help you to avoid plagiarism when referring to the work of others and to add your own voice into your work.

Find more resources in the 'My Learning Essentials' online catalogue [here](#).

Subject knowledge and the National Curriculum

This subject knowledge section has been designed to help you prepare for the University of Manchester primary PGCE programme. During your training year, the university-based taught course curriculum will equip you with the subject and pedagogical knowledge needed for teaching and assessing all subjects in the primary National Curriculum for Key Stages 1 and 2 (2014). The information in this section will help you begin to think about the type of subject knowledge a primary teacher needs in order to plan, teach and assess pupils' learning through effective lessons.

By following this guidance, you will be able to evaluate, develop and enhance your own subject knowledge for teaching. The activities and suggestions for learning have been collated by the English, maths and science subject leaders. We do not expect you to work through them all – please select appropriate activities to suit your own subject knowledge development needs and use this as a per-programme learning opportunity. This work is not assessed, neither will we ask to see it. It is up to you to determine your subject knowledge needs for teaching the core subjects of the primary National Curriculum and to work on addressing where there may be gaps before beginning the programme in September (for example, by writing your own personal action plan).

It is not essential to purchase your own text books for this programme as you will be able to access copies of our core reading texts from the university library once you have registered on the programme. The university has a large library which with an extensive selection of books, journals and ebooks. It would be at your own discretion if you wished to purchase books yourself. If you *are* thinking of doing so, then we would recommend any one of the following as an all-round general guide to primary school teaching practices:

Our core text book

Cremin, T., Burnett, C. (2018) 4th ed. Learning to teach in the primary school. Oxford: Routledge. (earlier editions are also available).

This text is recommended as a key text book to support your studies. As you progress through the course, we will direct you to specific chapters which link to our university-based taught course curriculum sessions. You will be able to download a digital copy from the university library once you have registered on the programme.

Other useful texts

Carden, C. (ed.) (2018) Primary Teaching: Learning and teaching in primary schools today. Sage Publications. ISBN: 9781526436443

Dunn, D (2012) How to be an outstanding primary school teacher. London: Bloomsbury

Ewens, T. (2014) Reflective Primary Teaching Northwich: Critical Publishing.

Grigg, R. (2010) *Becoming an outstanding primary school teacher*. Essex: Longman. (Later editions are recommended)

Pollard, A. (2014) *Reflective Teaching in Schools* (4th ed). London: Bloomsbury.

Kyriacou, C (2014) *Essential Teaching Skills*. Oxford: OUP (4th ed), (Later editions are also available)

Haylock, D., and Manning, R. (2014) *Mathematics explained for primary teachers*. Sage.

Clements, J. & Tobin, M. (2021) *Understanding and Teaching Primary English: Theory Into Practice*, Sage.

Developing your subject knowledge

Before your first long teaching placement in October, you will need to ensure that you have a sufficient level of subject knowledge for teaching all the primary National Curriculum subjects. As you progress through the primary PGCE programme, you will learn how to apply your subject knowledge to teaching children in all the age phases of primary education. This is sometimes referred to as your 'pedagogical subject knowledge' as it involves knowing how to teach skills and concepts to children in an accessible manner and at an appropriate level to suit their experiences and levels of understanding.

Reflective activity: developing your subject knowledge for teaching

Download the National Curriculum key stages 1 and 2 document here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Take one subject at a time and read through the National Curriculum guidance for teaching and learning in that subject. Start with the subject knowledge requirements for key stage one (years 1 and 2) and move onto key stage 2 (years 3 and 4, then 5 and 6).

Consider these questions as you go along:

1. Is your subject knowledge adequate in relation to the National Curriculum priorities for English, maths and science (known as the 'core subjects')?
2. How much do you know in relation to the National Curriculum requirements for all other subjects (known as the 'foundation subjects')?
3. Identify online resources which will help you to improve your subject knowledge in identified areas before starting the PGCE programme.

Next steps for your professional development:

Identify any subject knowledge gaps you think you may have and make these a priority for your independent learning at the start of the programme. Throughout the PGCE programme, the subject tutors will guide you towards resources and further reading for each subject as you progress through and learn the primary PGCE curriculum.

Professional Studies

Professional Studies (PS) is the element of the course that addresses the way in which you develop and implement the professional attributes (i.e. the values, attitudes, behaviours and responsibilities) expected of teachers. The primary PS curriculum includes aspects of teaching and learning that are common to all curriculum areas and is closely linked to the [DfE's Core Content Framework](#) and [Teachers' Standards parts 1 and 2](#). The PS curriculum is taught at university through whole cohort lectures and small group tutorials and developed on placement through practical teaching, observation of expert teachers in action, feedback from mentors, reflection and evaluation.

The PS curriculum includes aspects such as: managing behaviour and high expectations; how children learn; teaching, learning and assessment; marking and feedback; diversity and inclusion; special educational needs; professionalism for teaching. We expect that you will be able to identify, through your reflective practice and independent learning, how most of the content of the Professional Studies curriculum relates to and underpins your teaching across the whole primary curriculum. Hence many of the issues raised in professional studies sessions will also be addressed in other curriculum areas throughout the course. The professional studies curriculum sessions should not be viewed as 'one-off' inputs. They offer opportunities to reflect on your own practice and that of others, prompt further reading and reinforce developing ideas of the role and responsibilities of the teacher.

We hope that as developing teachers you will bring with you to the professional studies sessions a dynamic, reflective, evaluative and analytical approach that will enable you to actively debate the fundamental purposes, practicalities, policies, structures, approaches and content of primary education.

The Professional Studies curriculum will begin in September with a focus on how children learn and how teachers teach. If you would like to make a head-start with developing your understanding of teaching and learning, please browse the resources below:

1. What is **evidence informed teaching**? (12 mins)
<https://www.loom.com/share/d2ab6c98254f463088086b252ea871ff>
2. Understanding how to plan **learning objectives** for lessons (10 mins)
<https://www.loom.com/share/06729a29e3b9406b9aa61c0eadf09400>
3. Understanding the role of **success criteria** in lesson planning. (10 mins)
<https://www.loom.com/share/4a570415b5e0453893235870a1e35937>
4. Giving **feedback** to children (7 mins)
<https://www.loom.com/share/ca17af1ea7774b149e87bc91651065cc>
5. **Metacognition** and **self-regulation** (15 mins)
<https://www.loom.com/share/73ce5210570b464ba14692fb8b4c55a2>

External resources

1. Cognitive science approaches in the classroom: a review of the evidence:
https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457
2. The Great Teaching Toolkit: https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com
3. Visible learning in the classroom – John Hattie:
<https://www.youtube.com/watch?v=Vpq09eY4pZo>

English

In preparation for joining us in September you might need to improve your English subject knowledge. It is important to think of yourself as a teacher of English rather than just a user of English, and in doing so, you should identify the aspects of English on which to focus your subject knowledge development and professional learning. Here are some suggestions for addressing the basic subject knowledge needed for an effective teacher of English.

Handwriting

Can you write an even cursive (joined) handwriting which will be appropriate for modelling handwriting on a whiteboard or flip chart to your pupils? Is your handwriting clear and neat enough for children to read when you provide them with written feedback about their work? If not, start practising how to form and join letters using a legible cursive script, such as the one below.

Practise writing individual letters, words and sentences. You will need to model handwriting to children in all year groups so it is important that your own handwriting is clear and legible and that your letters are consistent in shape and size.



Teaching reading and spelling.

Are you confident about your ability to spell words and your knowledge of the way the sounds of English link to reading and writing? If not, have a look at the examples of the English language sound system on [this website](#). As part of the primary PGCE English curriculum you will be taught how children learn to read using **phonics** so a good understanding of individual letter sounds and the sounds made by different letter combinations will be useful.

Grammar

Can you explain the types of words that make up a basic sentence? If not, improve your understanding of English grammar and English subject knowledge by reading through the [BBC bitesize grammar resources](#) questions and examples:

Reading for pleasure

A good place to start building up your repertoire of up-to-date children's literature is to refer to the [UKLA annual book award](#) longlists and shortlists of recent years. The [Booktrust](#) publishes a 'great books guide' each year and [Lantana publishing](#) is a good place to search for diverse and inclusive children's book titles to extend your knowledge.

Charity shops and local libraries are also a good source of children's literature and you can often pick up children's books cheaply through Amazon Marketplace or ebay. Start collecting

today so that you have a varied personal library as a resource to draw from when recommending books to children.

Maths

Maths is one of the core curriculum aspects and we hope to show you ways to bring the learning alive within this subject. Early in the maths course there will be a maths subject knowledge audit to establish a starting point for your independent learning. This will contain questions that act as a good introduction to the substantive subject knowledge required to teach mathematics successfully in primary schools. Throughout the course you will be supported to ensure you feel confident with the curriculum content. As a primary teacher you will teach mathematics every day, and so we encourage you to start developing your substantive subject knowledge now to help you with this.

To do this, we suggest that you first access the NCETM assessment materials and start working through the [Year 6](#) activities. Begin with the topics you find tricky, or the areas you have identified on your action plan. [BBC bitesize](#) has some useful videos and learning sessions that recap key skills and content. You can also look through some of the end of Key Stage 2 assessment materials that can be found online [here](#).

Science

Science is a core subject that is very practical, hands on and popular with children. The science team look forward to helping you learn how to teach exciting science lessons and improve your own science knowledge. If you feel the need to do some preparation over the summer you may want a Key Stage 3 Science Study Guide. We highly recommend those published by CGP. There are many used copies available on <https://www.abebooks.co.uk> and on ebay. Buying used is cheaper, more environmentally friendly and the science is perfectly up to date.

Alternatively, if you prefer to work online, go to <https://www.reachoutcpd.com> and sign up for free continuing professional development (CPD) training sessions. Use 'Manchester University' as your institution and 'M13 6PL' as the postcode. The Upper Key Stage 2 courses are best for developing your science subject knowledge. Concentrate on course sections 2 and 4, Core Learning and Practical Ideas.

Foundation subjects

Read through the DfE National Curriculum overviews for each foundation subject (art and design, computing, design and technology, geography, history, languages, music, physical education). You can download the National Curriculum [here](#). Make a note of the subject knowledge you will need for teaching each subject and identify any gaps in your knowledge.

To address any initial gaps, and to help you to prepare for learning to teach the foundation subjects, please refer to the BBC Bitesize website for teaching and learning in the foundation subjects in [KS1](#) and [KS2](#) Then look through the [Oak Academy's sample curriculum maps](#) for

the foundation subjects to get an overview of the lesson content, subject knowledge and skills progression you will be teaching to children from Y1 to Y6.

Reflective activity

You have been asked to plan and teach a series of history lessons to a Key Stage 2 class about Ancient Egypt.

1. Read the Oak Academy model curriculum map for [Ancient Egypt](#)
2. What subject knowledge you will need to teach these lessons?
3. Compile a bank of resources to help you find out about Ancient Egypt
4. How do the Oak Academy sample lesson overviews for History link to the National Curriculum for History in KS1 and 2?

Familiarisation with Microsoft 365

Throughout the PGCE year, we will be asking you to make use of the university's Microsoft 365 license (Office 365) to store a range of important documents, with a particular focus on:

- Microsoft OneDrive (for Business)
- Microsoft Word (Microsoft 365)

After you have registered (from September 1st) you will have FREE access to the university's Microsoft 365 resources. If you are not already familiar with Office 365, there are some things you can do before you register on the programme to help get ahead and prepare for using these resources.

Before you receive access to your university IT account, please familiarise yourself with these applications:

1) OneDrive: video training ('Work or school' business account – not 'Personal' account)

<https://support.microsoft.com/en-us/office/onedrive-video-training-1f608184-b7e6-43ca-8753-2ff679203132>

2) OneDrive: further support

<https://support.microsoft.com/en-us/onedrive>

3) Microsoft Word: video training (with a focus on Word within Microsoft 365)

<https://support.microsoft.com/en-us/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73>

4) Microsoft Word: further support

<https://support.microsoft.com/en-us/word?ui=en-us&rs=en-us&ad=us>

The UoM primary PGCE curriculum

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

- Professional studies
- The primary National Curriculum subjects
- Teaching in primary schools on placements
- 3x EDUC unit Masters' level assignments

The programme is structured so that you begin your training (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 January and February), 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 two 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).

The Core Content Framework for ITT and the Teachers' Standards

Embedded within our primary 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 (TS) for QTS. The CCF is a document which sets out the minimum content for initial teacher training programmes: You can access it [here](#). The TS are the standards against which your teaching and professional behaviours will be assessed for your suitability for the award of qualified teacher status at the end of the programme. You can access them [here](#).

We will refer to both the CCF and the TS throughout the programme in both the university-based sessions and during your teaching practices on placement. It would, therefore, be very useful for you to read through both documents before starting the course.

Reflective activity

Building on the previous reflection in this booklet relating to part 2 of the [Teachers' Standards](#), consider the following scenario: when you start your first teaching placement, your school-based mentor asks you to include fundamental British values in your approach.

1. What do you understand this to mean?
2. How might you approach diversity and tolerance in your classroom?
3. How might you teach children to respect all faiths, cultures and religions?

For further reading about the social, moral, spiritual and cultural (SMSC) aspects of teaching, please read this DfE guidance document '[Promoting fundamental British values as part of SMSC in schools](#)':

The structure of the UoM primary PGCE programme

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 with your research and reading for the three EDUC unit assignments as you engage with evidence-informed teaching and learning practices.

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

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

During each placement you will have opportunities to:

- Observe expert colleagues
- Discuss and analyse practice with expert colleagues
- Practise, reflect on, receive feedback and improve your teaching
- Gain a broader understanding of being a professional teacher in a school
- Develop, analyse, critique and adapt and refine your teaching and your own philosophy of education
- Make connections with subject specific pedagogies
- Take responsibility for your own practice

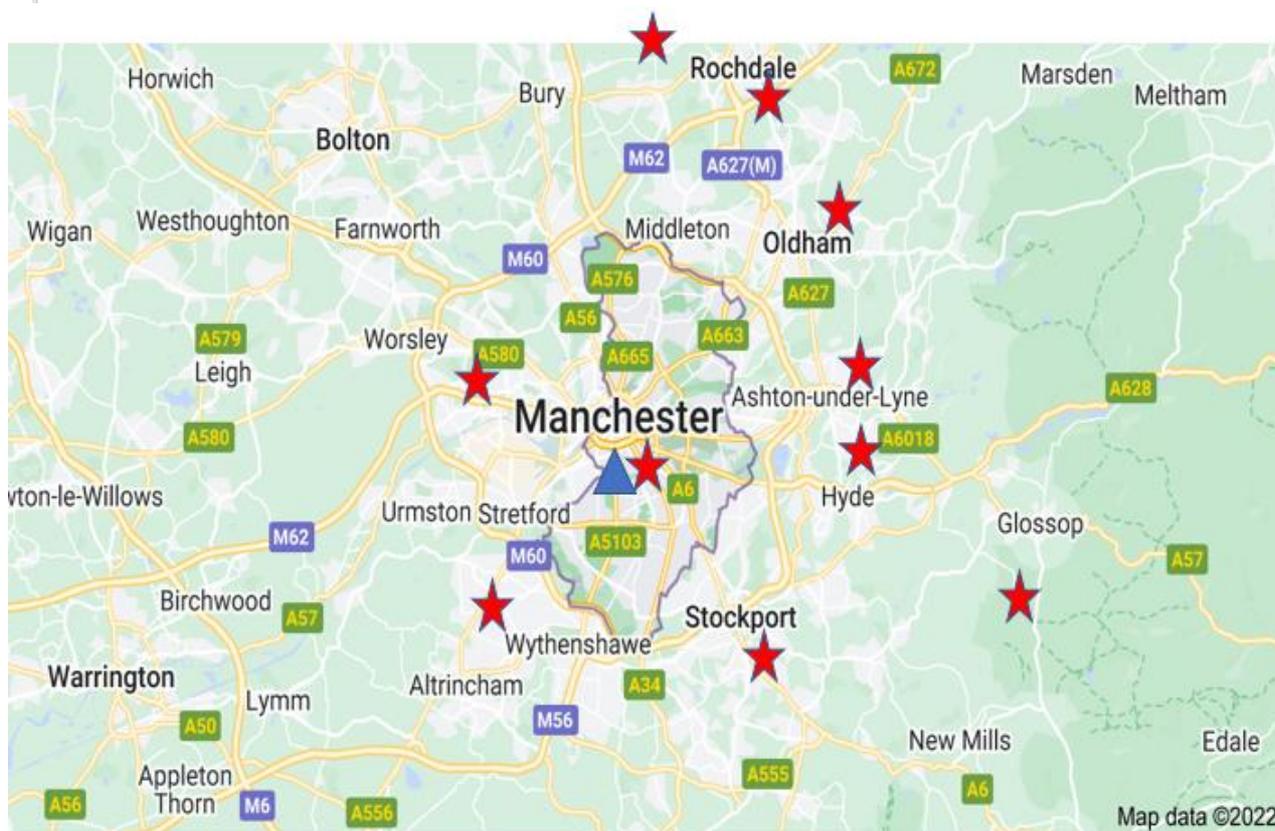
This table provides an overview of how the placements and university taught course curriculum training weeks are structured throughout the year.

Term	Aspect of programme	Location	Assignment links
Term 1	Introduction to the programme and core subjects	University	3x EDUC Unit assignments 
	University-based PGCE curriculum taught course; independent learning; assignment A	University	
	School experience block 1 placement	In a primary school	
Term 2	University-based PGCE curriculum taught course; independent learning; assignment B	University	
	Inclusion focus placement	In a primary school	
	ITE curriculum taught course	University	
	Early years focus placement	In a primary school	
	University-based PGCE curriculum taught course; independent learning; assignment C	University	
Terms 2 and 3	School experience block 2 placement	In a primary school	

Clusters and placements (core trainees only)

Core PGCE Trainees – General geographical guide to our 'clusters'

▲ - University of Manchester ★ - Cluster



We use a cluster model for core trainees. This involves a group of schools agreeing to place trainees across the range of their school placements. Many of our placement school cluster areas, indicated by red stars, are situated to the east of the city centre and outside the M60 ring road. The stars provide a guide to the approximate geographical area that each cluster may cover.

If you are still seeking and considering accommodation for your PGCE year, it may be worth looking in areas to the east of the city centre or accommodation with ease of access to public transport links out of the city centre. These areas may also be cheaper for accommodation than central locations. There is a significant amount of time spent in school placements during the programme, so it is worth taking this into account when deciding your accommodation location.

Please note, whilst we endeavour to keep travel time to placements below 2 hours as much as we can, we cannot guarantee that you will be placed in a central Manchester cluster or the cluster nearest to your term time address, as there may be a significant number of trainees living in the same area. There will be a cost associated with travelling to placement, either purchasing petrol for your car or public transport fares.

NB: School Direct trainees will have their placement schools allocated by their SD alliance lead school.

Initial reading

This is a list of DfE documents which we will refer to at various points throughout the taught course curriculum sessions and during placements. They contain information which will contribute towards your understanding of teaching as a profession and also your development and progression towards becoming an effective teacher.

The primary national curriculum for key stages 1 and 2 (DfE, 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

The core content framework for ITT (DfE, 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

The trainee teacher behaviour toolkit (DfE, 2019)

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>

Keeping children safe in education: statutory guidance for schools and colleges

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The Teachers' Standards (DfE, 2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

The Teachers' Standards (DfE, 2013) – a one-page overview

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Promoting fundamental British values as part of SMSC in schools (DfE, 2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

DfE White Paper for schools: Opportunity for all: strong schools with great teachers for your child (DfE, 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child_print_version_.pdf

Useful links for University of Manchester students

Student support

All support for students is via the student support website:

<http://www.studentsupport.manchester.ac.uk/>

For example:

- Finding academic support
- Solving common worries
- Fees, funding and managing your money
- UK visas and immigration

Disability Advisory and Support Service

If you have previously received academic, physical or emotional welfare support, then we encourage you to register with the Disability Advisory and Support Service (DASS) before the start of the programme. Their dedicated disability advisers provide advice, guidance and support about a range of practical adjustments for placement and/or your studies.

<http://www.dso.manchester.ac.uk/>

Living cost support fund

The Living Cost Support Fund is available to assist students with overcoming financial hardship.

<https://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/living-cost-support-fund/>

Travel costs

Bus

<https://www.stagecoachbus.com/promos-and-offers/manchester/unirider>

Train

https://www.nationalrail.co.uk/times_fares/National-Railcards.aspx

Tram

<https://metrolinktrains.com/ticketsOverview/discounts/everyday-discounts/>

University accommodation

<http://www.accommodation.manchester.ac.uk/ouraccommodation/>

Help with getting online

<https://www.welcome.manchester.ac.uk/welcome-and-induction/online-learning/help-me-get-online/>

Advice on registering with a GP and accessing healthcare

<http://www.studentsupport.manchester.ac.uk/taking-care/support-services/accessing-healthcare/>

Bursaries and Scholarships

Further Bursaries and Scholarships may be available to you, depending on availability.

Details will be published at

<http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/bursaries-and-scholarships/> in due course.

The University Counselling Service

Their team of professional counsellors and psychotherapists offers confidential help with any personal issues affecting work, self-esteem, relationships, mental health or general wellbeing.

<http://www.counsellingservice.manchester.ac.uk/>

UoM Careers service

<http://www.careers.manchester.ac.uk/>

Covid-19 information

<https://www.manchester.ac.uk/coronavirus/>

Sports clubs

<https://www.sport.manchester.ac.uk/sport-and-activity/sport-a-to-z/>

Sports facilities

<https://www.sport.manchester.ac.uk/memberships/>