



LIVERPOOL  
HOPE  
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1844



## Explorations in Early Education (Primary 3-7 years)

### BA Early Education QTS (Hons) Year 2

Year 2 2023-24 (Full Time)

[www.hope.ac.uk/education](http://www.hope.ac.uk/education)

EXPLORATIONS IN EARLY EDUCATION (3-7 YEARS) Y2



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## Liverpool Hope University Vision for Excellence

At Liverpool Hope University we are dedicated to training teachers who are *research informed, creative, and reflective*. Hope Teachers will have a *moral purpose* and an *enthusiastic, ambitious and flexible* approach to teaching the next generation. The Hope Teacher sees their career as a vocation, a way of changing the lives of children and the opportunity to make a real difference.

Our training equips trainees with the depth of knowledge, skills and understanding required to engage, motivate and inspire young learners across the diverse range of settings and age phases.

### Principles of Hope Teacher Programmes

**Principle 1:** Learning about teaching involves understanding the contested nature of knowledge and having opportunities to explore competing ideas, issues and debates about practice.

**Principle 2:** Learning about teaching requires a good subject knowledge and pedagogical subject knowledge that is constantly reviewed and developed.

**Principle 3:** Learning about teaching requires an understanding of the diverse needs of learners and their perspectives.

**Principle 4:** Learning about teaching is enhanced through dialogue, reflection and informed by research.

**Principle 5:** Learning about teaching requires an emphasis on those learning to teach working closely with their peers. **Principle 6:** Learning about teaching requires meaningful relationships between schools, universities and student teachers with their peers.

**Principle 7:** Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are explicitly modelled by the teacher educators in their own practice.

**Principle 8:** Learning about teaching requires opportunities to plan, rehearse, teach and analyse.

**Adapted from Korthagen, Loughran & Russell (2006)** Developing fundamental principles for teacher education programs and practices.

# Course Aims

## Course Aims

1. Develop and demonstrate a personal philosophy of education, rooted in the vision and values of the Faculty and University which honours scholarship, education and service and is driven by a notion that education can be used to improve society
2. Develop understanding of education as an academic discipline and a critical perspective on educational policy and practice in a range of local, national and international contexts
3. Critically reflect on the synergy between theory and practice and take responsibility for their own professional development to improve the effectiveness of their teaching in relation to children's learning and the professional standards for teaching
4. Demonstrate secure subject and pedagogical knowledge, and develop and apply the transferable skills needed to research, prepare and teach unfamiliar material
5. Plan for and enact a range of creative teaching, learning and assessment strategies to identify, monitor and promote pupil progress across relevant key stages
6. Inform their teaching with an understanding of the processes of learning, and of the factors that affect learning processes, including learners' social, cultural, linguistic, religious, and ethnic backgrounds, gender, and the special educational needs which they may have
7. Develop the knowledge, understanding and skills to collaborate productively with other professionals within the classroom, school, University and wider community and the confidence to pursue leadership roles in these settings
8. Develop analytical skills, critical thinking and an understanding of the role of research in developing practice underpinned with the principles of educational enquiry
9. Meet the relevant regulatory professional standards for teaching

## Learning Outcomes:

**By the end of this year all students should be able to:**

1. Demonstrate knowledge and critical understanding of effective learning environments, with a particular focus on assessment for learning and collaboration with other professionals
2. Demonstrate knowledge and critical understanding of behaviour for learning and how to put this into practice
3. Demonstrate a knowledge and critical understanding of subject pedagogy underpinning curriculum areas across the primary age range
4. Reflect upon and critically evaluate their own and others observed teaching practice in order to identify aspects of their own professional development
5. Demonstrate the ability to reflect critically upon current educational policy and practice
6. Demonstrate an understanding of values, principles and philosophies of education, developed from local, national and international perspectives, to articulate their own professional identity and ideology
7. Demonstrate an understanding of the key aspects of education and society that impact upon children's learning such as gender, class, sexuality, disability and race
8. Demonstrate a knowledge and understanding of their enhanced specialism subject. Students are able to make connections, not only within the given subject area, but also beyond it, are able to generalise and transfer principles and ideas underlying specific issues in relation to other subjects

# Faculty of Education Initial Teacher Training

## Explorations in Primary Education– Year 2 EEP CORE1I001 and PRQ COREI001

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**3 -7 IPD Tutor**-Zofia Wolniakowska-Majewska

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Telephone Number – 0151 291 3036

Email Address: [wolniaz@hope.ac.uk](mailto:wolniaz@hope.ac.uk)

## Level I Course Handbook 2023/24

This booklet contains details and an overview of the 120 Credit that you will be taking in order to complete your second year (Level I) of study. Each 120 Credit unit represents 1200 hours of study across the academic year.

## Welcome to Year 2 BA Early Education QTS (Hons)

It is a great pleasure to welcome you all (old and new) to Liverpool Hope University School of Teacher Education. You are joining Year 2 of the course after a very successful year where we have achieved so much.

I am particularly proud of our most recent OfSTED report in which Hope's overall effectiveness for Primary was judged to be 'good'.

OfSTED recognised that, 'All staff share the university's vision to train new teachers who reflect the values of the 'Hope Teacher'. This vision underpins all aspects of the training programmes and develops teachers with a strong sense of moral purpose and high expectations of themselves and the pupils whom they teach.'

Furthermore, the inspection team found that, 'Leaders live by their vision to craft future teachers who are research informed, creative and reflective. They strive to ensure that trainees see their career as a vocation – a way of changing children's lives and making a difference.'

But we are not complacent. We know there is more to do to ensure that you become the best teacher you can be. This includes promoting the highest professional standards, engaging you in school-based research, and continuing to hear and act upon your opinions.

So please ensure you make the most out of your year. Attend everything, respond to offers of additional training or support, get engaged in research. It is only by working together, to celebrate, support and learn from each other's efforts - that we can make the difference we all want to see in your teacher education and, indeed, in all our endeavours to build a better world through education.

Nichola Preston

Head of Year 2

## The course Team

**Nichola Preston**  
**Head of Year 2 BAQTS**

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## Your Student Representatives

Your student reps will be elected at the start of term.

**Names**

Email Address:

## Your External Examiners

See back of handbook for further details

**Christopher Warnock-Assistant Professor in Education**  
**Northumbria University Newcastle**



## In BA QTS Handbooks

### University based professional safeguarding training

Teachers have a responsibility to do all that they can to protect children from harm. The Teachers' Standards state that teachers, including head teachers, should safeguard children's well-being and maintain public trust in the teaching profession.

The most recent statutory guidance, 'Working together to safeguard children', was published in July, 2018. It should be read alongside the most recent statutory guidance for schools 'Keeping children safe in education; for schools and colleges', updated in 2023 and the 'Guidance for safer working practice for those working with children and young people in education settings' February 2022. Together, these documents set out the responsibilities of all local authorities (LAs), schools and FE colleges in England to safeguard and promote the welfare of young people. They provide a national framework within which agencies and professionals at local level can draw up and agree on their own ways of working together to safeguard and promote the welfare of children.

Safeguarding is of the utmost importance and therefore is a subject that you will revisit several times throughout your training. This is necessary to ensure you have covered all of the different elements relating to safeguarding as well as continuing to be updated with the most recent legislation and government guidance. A summary of your core training is detailed below.

You will also be expected to complete online safeguarding training on an annual basis in readiness for professional placement. This training includes an assessment of your safeguarding knowledge.

On successful completion, your certification should to be uploaded to your Eprofile.

|        | University based training   | School based training   |
|--------|---|---|
| Year 1 | <ul style="list-style-type: none"><li>Introduction to safeguarding</li><li>Importance of safeguarding</li><li>Procedures for safeguarding</li><li>Safeguarding themselves</li><li>Homophobic bullying</li><li>Moral and Spiritual Development lecture</li><li>Looked After Children</li><li>Children missing education</li><li>Children missing from home or care</li><li>Grooming</li><li>Bullying including cyber bullying</li><li>E-safety and cyber crime</li><li>Restorative Justice</li><li>Challenging Homophobia and Racism</li></ul> | <ul style="list-style-type: none"><li>Year 1: School based task looking at safeguarding procedures in PPL school</li><li>Explore school policy for dealing with racism and equality</li></ul> |



|        |  |   |
|--------|--|---|
| Year 2 | <ul style="list-style-type: none"> <li>• Behaviour management skills including bullying</li> <li>• Reflect critically on education policy and practice including PREVENT and British Values.</li> <li>• Modern slavery and the national referral mechanism</li> <li>• Prevent: Tackling Radicalisation</li> <li>• Equality Act – tackling prejudice</li> <li>• Tolerance of those with different faith/beliefs</li> <li>• Rights and responsibilities</li> <li>• Gangs and youth violence</li> <li>• Hate crime</li> <li>• Looked After Children</li> <li>• E-safety (Computing not IPD)</li> <li>• Sexting (Computing not IPD)</li> </ul>   | <ul style="list-style-type: none"> <li>• Year 2 PPL: demonstration of safeguarding procedures in school</li> <li>• School induction</li> <li>• Know and understand school policy on bullying and how incidents are dealt with</li> <li>• Write and deliver PSHE Lesson plan with British Values or Prevent focus</li> <li>• WP projects may cover aspects of safeguarding (e-safety/bullying/British values etc depending on school's focus)</li> </ul> |
| Year 3 | <ul style="list-style-type: none"> <li>• Identity and Character education</li> <li>• Promoting the counter narrative</li> <li>• The ideological challenge</li> <li>• Supporting vulnerable groups</li> <li>• Working with diversity</li> <li>• Local authority Safeguarding Officer presenting PREVENT workshop</li> <li>• Prevent radicalisation – necessity and proportionality</li> <li>• Faith abuse</li> <li>• Fabricated or induced illness</li> <li>• E-safety</li> <li>• FGM, honour based violence and forced marriage</li> <li>• Child sexual exploitation and criminal exploitation</li> <li>• Peer on peer abuse</li> <li>• Supporting bereaved children</li> <li>• Domestic abuse/ violence</li> <li>• Drugs education</li> </ul> | <ul style="list-style-type: none"> <li>• PREVENT policy to be noted when on placement</li> <li>• Assembly completed during professional placements</li> <li>• SMSC policy examined prior to placement</li> </ul>  |
| ECT    | <ul style="list-style-type: none"> <li>• Extended Session/workshops re mental health of teachers and pupils they teach</li> <li>• FGM, Honour-Based Violence and Forced Marriage explored with Merseyside Police</li> </ul>  |   |

For further information please consult your safeguarding handbook and course Moodle.

**Your designated Safeguarding Officers in Teacher Education are:**

**EXPLORATIONS IN EARLY EDUCATION (3-7 YEARS) Y2**

[Mikaela Nugent-Jones](#)

EMAIL ADDRESS - [nugentm1@hope.ac.uk](mailto:nugentm1@hope.ac.uk)

**Louise Daley, Partnership**

EMAIL ADDRESS – [daley1@hope.ac.uk](mailto:daley1@hope.ac.uk)

# General Principles

## How to respond to a child/person making an allegation of abuse

There are several occasions throughout your training where you support children at university or in schools as an enhancement or Hope Challenge project which is not part of your Professional Placement. You should therefore be familiar with the following procedures in case of a disclosure.

### In the case of disclosure:

- Stay calm
- Listen carefully to what is said without interrupting
- Be non-judgmental
- Explain that it is likely that the information will need to be shared with others
- Never promise to keep secrets.
- Make it clear that you are taking them seriously.
- Allow the person to continue at his / her own pace.
- Do not interrupt the individual as they give details of significant events
- In the event of an accusation, record only what is said (as is legally required).
- Keep questions to a minimum to ensure an accurate understanding of what has been said. Ensure that any questioning is neutral i.e. does not show a bias on either side. Questioning should be for purposes of clarification only.
- Many cases fall down where it is possible to infer that leading questions were asked even at these early stages.
- Do not interrogate the individual and do not make suggestions to the individual about what may or may not have happened; your role is to listen and reassure only.
- Reassure the child or person that they have done the right thing in telling you.
- Reassure them that you are going to do everything that you can to help. Tell them what you will do next and with whom the information will be shared.
- Make as accurate a record of what was said and done as soon as possible and before leaving work or talking to others. Use the participant's own words, as soon as possible. Also record the date, time and venue of the incident.
- Keep all original notes as they may be needed for evidence;
- Do not examine the individual to inspect alleged injuries;
- Report the allegation immediately to one of the Designated Safeguarding Officers or nominated authority for appropriate action;
- Do not discuss this with your peers. If you require some reassurance yourself, tell the Designated
- Safeguarding Officer or request a confidential interview with the University's Student Support Service;

- Do not make any judgements or jump to conclusions on the basis of what you have heard or seen. Judgements in such cases can only be made by professionals in the field;
- If you consider there to be serious, urgent immediate danger to a child or young person you can refer to the Police on 999. If the situation is on campus, notify Campus Support that you have contacted the Police and advise Campus Support where to direct the Police to.
- It is important that everyone in the organisation is aware that the first person who encounters a case of alleged or suspected harm or abuse is not responsible for deciding whether or not abuse has occurred. In the case of an adult at risk, responsibility rests between the University's senior management, the individual themselves and may also involve professional safeguarding agencies.
- In the case of a disclosure from someone over the age of eighteen who is not an adult at risk themselves, your initial role is to encourage that individual to make direct contact with Social Services or the Police themselves unless you believe there is significant and immediate risk to other children or adults, in which case, follow the procedure to report matters to a Designated Safeguarding Officer.

### **Things to Remember:**

- Do not quiz for more information
- Do not speculate or make assumptions
- Do not voice negative judgements about the situation or the abuser
- Do not make promises that you cannot keep
- Do not promise that 'everything will be alright'
- Do not offer to keep it confidential
- In the case of you directly observing an incident, incidents or the results of an incident record your observations as accurately and as quickly after the event as possible, including dates and times, where appropriate.
- Remain calm.
- Do not try to investigate yourself.
- Report your observations as soon as possible to one of the Designated Safeguarding Officers;
- Do not discuss this with anyone else. If you require some reassurance yourself, tell the Designated Safeguarding Officer or request a confidential interview with the University's Support Service;
- Do not make any judgements or jump to conclusions on the basis of what you have heard or seen. Judgements in such cases can only be made by professionals in the field.

It is important that everyone in the organisation is aware that the first person who encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. In the case of a child, that is a task for the professional child protection agencies following a referral to them.

### **Safeguarding in the context of Professional Placement**

Before commencing any professional placement, trainees should ensure they understand and are responsible for:

1. Ensuring they have received a copy of and understand the implications of their setting safeguarding policy before commencing any programme, placement, event, visit or activity;
2. Ensuring they have received the relevant policies and understand the processes for Whistleblowing, child and vulnerable adult protection and the Management of Cause for Concern in relation to their placement setting;

3. Reporting any safeguarding concerns that arise following their placement procedures and if deemed necessary reporting to the university Designated Safeguarding Officer.

### **Professional Placement School Responsibilities**

Before a trainee commences any professional placement it is the responsibility of the placement provider to induct the trainee in relation to their safeguarding policies and procedures. This will include the sharing of policies, processes and key personnel contact details. This information may also be included in an induction handbook. Trainees should not commence placement until they have access to a copy of and understand their setting safeguarding policy.

Whistleblowing: If you feel unable to raise an issue with your course lead/placement setting or feel that your genuine concerns are not being addressed, other whistleblowing channels are open to you: general guidance on whistleblowing can be found via Advice on Whistleblowing, and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

# Course Organisation

## Liverpool Hope University Approach to: Core Content Framework (CCF)

### What do I need to know about it?

- It defines in detail the minimum entitlement of all trainee teachers.
- The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.
- It is presented within 8 key sections: High Expectations, How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.
- Each section of the CCF contains a range of 'learn that' and 'learn how to' statements or principles, however, this is not an assessment framework and should not be used as such.
- It aligns with our own ambitious ITE curriculum, based on the Liverpool Hope University Principles and curriculum themes (which is a much richer curriculum).
- The Liverpool Hope University principles and themes together with the CCF have been key documents used to support the design of the sequencing and progression of our own curriculum.
- The CCF dovetails with the Early Career Framework (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching.
- A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research. Trainees should be engaging with these materials both whilst at school and at centre-based university training.

### Are there any particular things to note?

Trainees should be fully aware of the principles underpinning the CCF. There are some areas of particular interest for current practice, for example:

- Consideration of SEND, disadvantaged backgrounds and mental health.
- The principles of adaptive teaching (as opposed to the use of differentiated tasks).
- The key role of expert colleagues, including experienced and effective teachers and subject specialists in schools.
- Support for Behaviour Management Training.
- The importance of subject specific knowledge and training.
- Working memory, long-term memory – balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

## How can I use the CCF?

- Weekly Progress form has been shaped with the themes of the CCF in mind. Mentors and LTs might sample principles from the CCF (and wider ITE curriculum) to explore how a trainee has engaged with the themes and how they can demonstrate what they know about a particular aspect or principle.
- Within the weekly meeting the CCF materials can support a mentor when holding discussions about what has been learned and applied by a trainee at that stage in their training.
- Future training opportunities can be identified for subsequent weeks whilst a trainee is on professional practice.

## How can I access CCF documentation and further support materials?

### ITT Core Content Framework

<https://bit.ly/3tFpqVt>

### ITT Core Content Framework Exemplification Resource Materials

<https://bit.ly/3vYcLOY>

### ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary

<https://bit.ly/2RcKu8F>

### The Early Career Framework Reforms Overview (ECF)

[Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)

### The Early Career Framework (ECF)

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/early-career-framework)



## The ITT Core Content Framework (2019)

The ITT core content framework defines in detail the minimum entitlement of all trainee teachers. Your Hope Teacher training curriculum has been carefully designed into a coherent sequence that supports trainees to succeed in the classroom. The Liverpool Hope curriculum includes the minimum entitlement as detailed in the table below but importantly offers much more through the additional analysis and critique of theory, research and expert practice as well as a wide range of enhancement opportunities.

The table below indicates where trainees will engage with the aspects of the core content framework throughout the year. Mapping exercise completed with direct reference to the ITE Core Content Framework (2019): Further details can be found here;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/843676/Initial\\_teacher\\_training\\_core\\_content\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf)

|                                | Stand<br>ard 1-<br>"A<br>teache<br>r must<br>set<br>high<br>expect<br>ations<br>which<br>inspire<br>, motiva<br>te and<br>challe<br>nge<br>pupils."<br>" | Stand<br>ard 2-<br>"A<br>teache<br>r must<br>promot<br>e good<br>progre<br>ss and<br>outcom<br>es by<br>pupils" | Stand<br>ard 3<br>– "A<br>teache<br>r must<br>promot<br>e good<br>subjec<br>t and<br>curricu<br>lum<br>knowl<br>edge." | Stand<br>ard 4-<br>"A<br>teache<br>r must<br>plan<br>and<br>teach<br>well-str<br>ucture<br>d<br>lesson<br>s" | Stand<br>ard 5-<br>"A<br>teache<br>r must<br>adapt<br>teachi<br>ng to<br>respo<br>nd to<br>the<br>streng<br>ths<br>and<br>needs<br>of all<br>pupils" | Stand<br>ard 6-<br>"A<br>teache<br>r must<br>make<br>accura<br>te and<br>produ<br>ctive<br>use of<br>asses<br>sment."<br>" | Stand<br>ard 7-<br>"A<br>teache<br>r must<br>manag<br>e behavi<br>our<br>effectiv<br>ely to<br>ensure<br>a good<br>and<br>safe<br>learnin<br>g<br>environ<br>ment."<br>" | Stand<br>ard 8-<br>"A<br>teache<br>r must<br>fulfil<br>wider<br>profess<br>ional<br>respon<br>sibilitie<br>s."<br>" | PART<br>TWO<br>OF THE<br>STAND<br>ARDS -<br>"A<br>teacher<br>is<br>expecte<br>d to<br>demon<br>strate<br>consiste<br>ntly high<br>standar<br>ds of<br>persona<br>l and<br>professi<br>onal<br>conduct<br>." |
|--------------------------------|--|---|--|--|--|--|--|---|---|
| <b>Pre course tasks</b>        |  |   |  |  |  |  |  |   |   |
| <b>University<br/>training</b> |  |   |  |  |  |  |  |   |   |
| <b>Week 1</b>                  | /  |   |  |  |  |  | /  | /   |   |
| <b>Week 2</b>                  |  |   |  |  | /  |  |  | /   | /   |
| <b>Week 3</b>                  | /  |   |  |  |  |  | /  | /   | /   |
| <b>Week 4</b>                  | /  |   |  | /  |  |  | /  | /   |   |

|  |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| <b>Week 5</b>                                |   | / |   |   | / | / |   |   |   |
| <b>Week 6</b>                                | / | / | / | / |   |   |   | / | / |
| <b>Week 7</b>                                |   | / | / | / | / |   |   |   | / |
| <b>Week 8</b>                                |   |   | / | / | / |   |   |   | / |
| <b>Week 9</b>                                | / |   |   | / | / |   |   | / | / |
| <b>Week 10</b>                               |   | / |   |   |   |   |   | / |   |
| <b>Week 11</b>                               | / | / | / | / | / | / | / | / | / |
| <b>Week 12</b>                               | / | / |   | / |   |   | / | / | / |
| <b>Academic assignments</b>                  | / | / | / | / | / | / | / | / | / |
| <b>Subject knowledge audits</b>              |   | / | / | / | / | / |   |   |   |
| <b>Engagement with focus week activities</b> | / | / | / | / | / | / | / | / | / |
| <b>Mentor Progress Meetings</b>              | / | / | / | / | / | / | / | / | / |
| <b>University Progress Meetings</b>          | / | / | / |   | / |   |   | / | / |
| <b>Library &amp; Online Resources</b>        | / | / | / | / | / | / | / | / | / |
| <b>Personal Reading &amp; Reflection</b>     | / | / | / | / | / | / | / | / | / |
| <b>Placement based training</b>              | / | / | / | / | / | / | / | / | / |

## Personal Development

Your course includes compulsory tutorials with your IPD tutor. They are included in the timetable grid below. These are intended to allow you to get to know your tutor and to understand the support they can offer. The tutorials also give you an opportunity to continue your personal development and to reflect on the progress that you are making. The Hope teacher strand will this year focus on wider perspectives in education.

## Engagement Statement

The University places the utmost importance on the engagement of students with their studies. We expect you to be fully engaged with all aspects of being a student at Hope. The list below gives an indication of what this means in practice. Your tutor will discuss the items on this list with you in one of your first tutorials. These criteria will be used by your tutor as a measure of your engagement with your studies:

- Attendance at all timetabled sessions (including tutorials, seminars, workshops, practicals, laboratory experiments, field trips and lectures as appropriate to your discipline online or face to face).
- Submission of all formative and summative assessments as required.
- Active involvement in all student led learning activities.
- Active and respectful membership of your learning community.
- Demonstration of enthusiasm and passion about your discipline.
- The undertaking of study related activities for the equivalent of 40 hours a week during teaching weeks.
- Weekly reading of the set material and being prepared to engage in related activities in the tutorial.
- Effectively utilising the virtual learning environment and other learning resources.

## Different Types of Teaching Sessions:

You should ensure that you are absolutely clear about the different formats, requirements and functions of the lectures, seminars (or practicals, workshops etc.) and tutorials within the discipline. Attendance at all sessions is compulsory and will be monitored. If you do not attend you will be asked to meet with your tutor or the HOY and should expect to be given additional tasks to make up for the work you have missed.

**Tutorials (IPD/HTP)** are regular sessions in groups with the same tutor. These are intended to focus on the building of relationships (so it is essential that you attend to meet your group each week). You should expect to be actively involved in these sessions, which should become increasingly student-led as your course progresses.

**Seminars/workshops (curriculum)** are intensive sessions used for skills delivery, application of knowledge, case studies or more practical elements of the course. These are generally in groups of 20-30.

**Lectures** are used for delivery of key material, which is essential to a knowledge base in the specific subject you are studying. You should

expect to be provided with an outline of the lecture on Moodle and to take notes from the material delivered by the lecturer.

**Weekly Mentor Meetings** take place in your professional setting and focus on linking your university and placement based training. You will work closely with your mentor to discuss aspects of your teaching and agree developmental targets for the subsequent week.

# BAQTS Training Plan 2023 - 24

## The Hope Teacher

At Liverpool Hope University, we are dedicated to training teachers who are creative, proactive and reflective. Hope Teachers will have a moral purpose and an enthusiastic, innovative and flexible approach to teaching the next generation. The Hope Teacher sees their career as a vocation, a way of changing the lives of children and the chance to make a real difference.

Our Primary Education with Qualified Teaching Status (QTS) will provide trainees with the skills to engage, motivate and inspire young learners across the teaching profession. The training will equip trainees with the depth of knowledge, skills and understanding required to become an outstanding and ambitious primary teacher able to teach in a diverse range of settings and age phases.

## Model of delivery

The course is structured to enable trainees to learn about theoretical principles, see this in action through modelled teaching or demonstration lessons and then complete this deconstruction and analysis of pedagogies and practise followed by opportunities to rehearse, refine and reflect.

This cycle is mirrored throughout all aspects of the programme enabling trainees make coherent links between theory and practise.

| Year 2                |   |  |  |
|-----------------------|---|--|--|
| Distinctive Features  | <ul style="list-style-type: none"><li>● Enhanced Specialist Area (Communication and Language)</li><li>● Maths Planning ITAP</li><li>● Communication and Language/ Multi-lingual Placement</li><li>● Micro-teaching</li><li>● Enabling Environments</li><li>● The Hope Teacher</li></ul>   |  |  |
| Key Training Features |   |  |  |
| High Expectations and | University based foundational knowledge and skills  | School Based Working with and learning from expert colleagues to apply knowledge and understanding   | Assessment   |
| Managing Behaviour    | <p><b>Managing behaviour: Engaging learners.</b></p> <p>Balance between employing behaviour management strategies and using a range of other methods to engage children in learning in all key stages.</p> <ul style="list-style-type: none"><li>●Theories of Intrinsic and Extrinsic Motivation</li><li>●Neuroscience and motivation</li><li>●Other theories that promote positive learning and behaviours</li><li>●Appropriate pedagogies for pupil engagement (experiential learning, cooperative learning, context and meaningfulness, using a hook etc)</li><li>●Behaviour Management and Restorative Justice (Bennett,EEF, Restorative Justice Council)</li></ul> | <p><b>Managing behaviour: Engaging learners</b></p> <ul style="list-style-type: none"><li>● Complete self-audit task focusing on routines, relationships and responses to different behaviour.</li><li>● Observe and discuss classroom strategies for classroom presence and effective communication with children.</li><li>● Observe routines and class procedures for different times of the day, teaching times, transition times. Also, observe roles &amp; responsibilities of staff.</li><li>● Observe, analyse and deconstruct how the mentor maintains presence in the classroom and the impact this has on behaviour.</li></ul> | <p><b>Behaviour</b></p> <p><b>Management: Engaging Learners.</b></p> <p>Complete self-audit task focusing on routines, relationships and responses to different behaviour.</p> |

|                  |   |  |  |
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|                  |   | <ul style="list-style-type: none"><li>● Reflect on observed practice and your own developing behaviour management and motivation strategies, considering the best approaches to use with both groups and individual children.</li><li>● Use engagement strategies (such as hooks, context etc) to engage children in exciting learning.</li><li>● Consider children's interests in EYFS</li></ul>  |  |
| How pupils learn | <p><b>Theories and Models of learning in Practice</b></p> <ul style="list-style-type: none"><li>● Debate and analyse how to use effective models and approaches appropriately in IPD and curriculum areas (constructivist, behaviourist, experiential, cooperative models etc)</li><li>● Develop understanding of Metacognition: 'Thinking about thinking'. Explore strategies to acquire, retain and transfer new knowledge. Make links to self assessment and independent autonomous learners. (SEND – Hattie)</li><li>● Principles of memorable teaching (McCrea)</li><li>● Consider and debate the links between neuroscience, motivation and the mechanisms of learning. Analyse how can the teacher's knowledge of this area be used to improve their practice</li><li>● Exploring the impact of poor working memory - behavioural and cognitive issues associated with this and ways to support the learning needs of children with poor working memory (links to ADHD, O' Regan, F)</li></ul> | <p><b>Theories and Models of learning in Practice</b></p> <ul style="list-style-type: none"><li>● Observe expert teachers using approaches/combination of appropriate approaches to learning RETRIEVAL.</li><li>● Analyse and deconstruct how different approaches develop/impact learning? Eg. Maths Mastery, quiz, metacognition</li><li>● Observe, analyse and discuss how children learn and how mentor plans for pupil progress in different curriculum areas - core and foundation.</li><li>● Rehearse, then deliver whole class lessons and reflect on own teaching</li></ul> <p>Reflect on pupil progress and analyse with the guidance of experts; considering how learning has been adapted throughout lessons</p> |  |



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| <b>Classroom practice &amp; adaptive teaching</b> | <p><b>Practical approaches to inclusive teaching for SEND and disadvantaged pupils.</b></p> <ul style="list-style-type: none"> <li>● Focus on SEND (Autism Awareness, understanding and supporting children with ADHD, teaching children with physical and medical needs, supporting children who have suffered early adversity and looked after children (Goepel, Childerhouse and Sharpe)</li> <li>● Importance of adaptive in the classroom (EEF, SEND Code of Practice).</li> <li>● Strategies for adaptive teaching.</li> <li>● Considering rights and responsibilities towards vulnerable groups (EAL, SEND, LAC).</li> <li>● Philosophy for children (P4C) training</li> <li>● Teaching EAL learners(Bell's Foundation)</li> </ul> | <p><b>Practical approaches to inclusive teaching for SEND and disadvantaged pupils.</b></p> <ul style="list-style-type: none"> <li>● Using the expert knowledge of the class teacher, gain understanding of the individual needs of the children in your class.</li> <li>● Learn about, and identify different types of additional need and note the different resources, strategies and external agencies used to enable the children to overcome their barriers to learning.</li> <li>● Understand how the learning environment, curriculum and resources support EAL, disadvantaged learners or SEND pupils.</li> <li>● <i>One week placement in a specialist setting</i><br/><i>Two week enhancement multi-lingual placement</i></li> </ul> | <p><b>Subject Knowledge and pedagogy.</b></p> <p>This assignment examines a pedagogical principle that underpins their specialist area (ESA)</p> |
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| <p><b>Curriculum and Assessment</b></p> | <p><b>Developing pedagogical subject knowledge</b></p> <ul style="list-style-type: none"> <li>● Core subjects</li> <li>● Foundation subjects</li> <li>● ESA C &amp; L</li> <li>● Early Years' pedagogy- Read 'Bold Beginnings' (Ofsted, 2017)</li> </ul> <ul style="list-style-type: none"> <li>● Enabling Environments Personal development, SMSC, PSHE</li> <li>● P4C in the classroom</li> <li>● ECERS scales</li> <li>● Leuven scales well-being and involvement</li> <li>● Hygge</li> <li>● Reggio Emilia</li> <li>● Forest school</li> </ul> <p><b>Assessment for learning and its impact on pupil progress.</b></p> <ul style="list-style-type: none"> <li>● Planning and assessment for pupil progress including adjusting learning and next steps.</li> <li>● Formative assessment in core and foundation subjects</li> <li>● Enabling pupil progress in EYFS/ Looking at assessment at the end of the EYFS</li> <li>● How can the progress of SEND pupils working towards Key Stage outcomes be assessed?</li> </ul> | <p><b>Developing pedagogical subject knowledge</b></p> <ul style="list-style-type: none"> <li>● Observe expert teaching, analyse and discuss how children learn and how the class mentor plans for pupil progress in core and foundation areas of the curriculum.</li> <li>● Analyse modelling strategies for different curriculum areas.</li> <li>● With support initially, plan sequences of lessons across core and foundation subjects.</li> <li>● Observe, support and teach phonics using the guidance of expert teachers</li> <li>● Teach or observe one PSHE lesson.</li> </ul> <p><b>Enabling Environments</b> <i>One week placement and project in a different setting, non assessed placement, incorporating wider community engagement</i></p> <p><b>Assessment for learning and its impact on pupil progress.</b></p> <ul style="list-style-type: none"> <li>● Become familiar with the school marking policy and debate with your mentor the strengths of this approach</li> <li>● Analyse formative assessment strategies with the teacher - consider how different curriculum areas use AFL to promote pupil learning</li> <li>● Use sophisticated AFL strategies to promote self-assessment</li> <li>● Identify next steps and plan for progress</li> <li>● Explore the use of summative assessment within the age phase.</li> </ul> | <p><b>Curriculum Subject Knowledge:</b></p> <p>This assignment analyses the importance of the foundation subjects in a broad and balanced curriculum; considering both pedagogy and pupil progress.</p> <p>Wider Perspectives</p> <p>Presentation Assignment. This assignment critically explores one wider educational issue that can impact on childrens' learning, skills and values</p> <p><b>Hope Teacher Portfolio, Assessment in Practice:</b></p> <p>An analysis of personal assessment practice in Core subjects. Development of performance related targets supported by subject specific readings and pedagogy.</p> |
|---|--|---|--|

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| <p><b>The Hope Teacher Professional Behaviours</b></p> | <p><b>Philosophy of teaching - developing professional ethics</b></p> <ul style="list-style-type: none"> <li>● Rights and Responsibilities in relation to Human Rights (various Acts), United Nations Convention on Rights of the Child</li> <li>● Working with Diversity in practice: Race, diversity and discrimination issues in schools</li> <li>● Reflecting on current educational policy and practice.</li> <li>● Reflecting on role of education/teachers in responding to contemporary issues</li> <li>● Reflective practice and resilience.</li> </ul> <p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>● Prevent and British values,</li> <li>● Gangs and violence</li> <li>● Working with other professionals and outside agencies</li> <li>● Health and well-being</li> </ul> | <p><b>Philosophy of teaching - developing professional ethics</b></p> <ul style="list-style-type: none"> <li>● Developing independence as a professional through teaching and wider responsibilities</li> <li>● Working professionally across the school community, including contact with parents as modelled by the mentor</li> <li>● Take on extra curricular responsibilities in school, sharing your talents and interests with pupils to develop theirs.</li> <li>● Deploy additional adults in the classroom.</li> <li>● <i>Enabling Environments project in school (non assessed placement)</i></li> </ul> <p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>● With the guidance of the mentor, explore how other agencies support disadvantaged learners</li> <li>● Explore how school approaches Prevent Duty</li> <li>● With the support of the mentor, analyse how they use PSHE/ SMSC or approaches such as P4C to reinforce the school ethos and positive values, and explore controversial issues.</li> </ul> | <p><b>Philosophy of teaching:</b></p> <p>Development of their philosophy of teaching and the purpose of education informed by wider social and moral issues.</p> <p>Reflect on targets from Year 1 and set new targets for Year 3 - supported by IPD tutor.</p> |
|--|--|---|---|

# Course Structure

The course is divided into 5 strands:

- Initial Professional Development
- The Hope Teacher -Enabling Environments
- Subject Knowledge, Curriculum and Pedagogy
- Enhanced Specialist Area: Communication and Language
- Professional Placement Learning
- Intensive Teaching Practice

## Course Outline

### Initial Professional Development:

This strand supports students in becoming teachers of the highest quality, recognising the significance of their role and the contribution they can make in shaping and supporting the life chances and aspirations of children. The IPD strand will link theory to practise through exploring key areas of classroom practice. The content will include behaviour for learning, assessment, adapting learning, effective learning environments, safeguarding and working with other professionals. The sessions will also prepare you for the Y2 placements; the 7 week assessed teaching placement, the 1 week multi-lingual enhancement placement, and your Enabling Environments project week.

### The Hope Teacher:

This year the Hope Teacher strand will explore how **Enabling Environments** can support children's learning in the early years through a safe and positive learning environment. You will be introduced to key theories and approaches and with the support of school experts we will reflect upon each of these looking at their effectiveness and how they can support schools.

You will also be introduced to Philosophy for Children (P4C), a teaching approach which promotes critical, creative, caring and collaborative learners, and the kind of skills required for a 21<sup>st</sup> century world.

We will explore how life in modern diverse Britain impacts on the lives of children and young people and how teachers should respond, taking account of current policy and practice. For example, we will consider current agendas of British values and preventing radicalisation. There will be on-going emphasis on enquiry and critical reflection, which recognises and values different voices and perspectives, and this will be applied to comparing education in different countries. We will also consider evidence of the impact on children's learning and how this is assessed.

### Enhanced Specialist Area:

In this strand, you will focus on one enhanced specialist area ESA- Communication and Language. In this area you will look at current agendas and policy, along with curriculum development and professional practice. Your specialism will be the context for personal research to inform your academic and professional growth. Each ESA specialism information is included on your course Moodle (EEPCORE1I001) and you will be able to access information related to your ESA schedule and assessments here.

## Subject Knowledge, curriculum and pedagogy:

You will continue to develop your subject and pedagogical knowledge in both Core, the Early Years Areas of Learning and Foundation subjects. This will include a focus on the cycle of planning, teaching and assessment, promoting progress within each subject area and adapting teaching to respond to the needs of all pupils. You will apply this knowledge and understanding to your Professional Placement Learning (PPL). You will continue to audit your own subject knowledge and, with tutor support, set yourself appropriate targets for enhancing your development.

### Placement

- 7 week block. In this solo placement you will be planning and teaching both core and foundation subjects.
- Maths Planning ITAP (1 day university and 2 days in school)
- 1 week Enabling Environments project with a group of student colleagues in a school.
- 1 week Multi-lingual enhancement

### Enabling Environments Project:

These projects are an opportunity to deepen your understanding of how to consider the wider early years provision and work collaboratively with your peers and the children and staff in school to enhance the learning environment further to support children's learning and build upon the children's interests and needs. You will work closely with the wider school community, parents and families to develop your professional behaviours and understanding of the bigger role that the teacher plays.

### Generic Teaching Schedule:

| Monday   | TUESDAY   | WEDNESDAY   | THURSDAY   | FRIDAY   |
|--|---|---|--|--|
| <b>School day or self-directed study and enrichment opportunities</b>                                | <b>*</b><br><b>HT or IPD Lecture 10-11am</b><br><b>Foundation Rotation 11-1pm</b> | <b>School day or self-directed study and enrichment opportunities</b> | <b>English/Maths/ Science 9-11am</b>                                     | <b>Comp/DT/MFL/PSHE 9-11am</b>                 |
| <b>Intervention sessions will be scheduled here along with opportunities to join Hope Challenge.</b> | <b>IPD/HT seminar 2-4pm</b><br><b>HT or IPD Lecture 4-5pm</b>                     | <b>Intervention sessions will be scheduled here.</b>                  | <b>English/Maths/ Science 11-1pm</b><br><b>Foundation Rotation 2-4pm</b> | <b>Core Lecture 12-1pm</b><br><b>ESA 1-4pm</b> |

- Teaching times for Focus weeks are different and organised by subject leaders
- Engagement with weekly readings and tasks is a crucial part of your academic and professional development
- You are expected to attend ALL taught sessions; your attendance will be monitored

- Your attendance to sessions is a reflection of your professional commitment to becoming a teacher
- Poor attendance puts your school placement and recommendation for QTS at risk

# Indicative Initial Professional Development (IPD and Hope Teacher) Timetable

\*This may be subject to change\*

| Week              | Additional Information  | WP or HT Lecture<br>(Tuesday 10-11am)                         | Workshop<br>(Tuesday 2-4pm)                 | WP or HT Lecture<br>(Tuesday 4-5pm)              |
|-------------------|---|---|---|--|
| 25/09             | <b>Induction Week</b>   |   |   |  |
| <b>1</b><br>02/10 |   | The Developing Hope Teacher                                   | The Developing Hope Teacher                 | Rights & Responsibilities: Equality in Education |
| <b>2</b><br>09/10 |   | Adaptive Teaching and Progress<br>(Assignment 1)              | Planning for Adaptive Teaching and Progress | Adaptive Teaching in the classroom               |
| <b>3</b><br>16/10 |   | Behaviour Management<br>(Introduction to Restorative Justice) | Restorative Justice in Practice             | Behaviour Management in the classroom            |
| <b>4</b><br>23/10 |   | Introduction to Philosophy for Children                       | Philosophy for Children                     | Philosophy for Children                          |
| 30/10             | <b>Half Term</b>  |   |   |  |
| 06/11             | <b>Maths Planning ITAP/English Focus Days</b>   |   |   |  |
| <b>5</b> 13/11    |   | Preparation for Placement<br>(Assignment 2)                   | Preparation for Placement                   | Assessment in the classroom                      |
| 20/11 –<br>15/12  | Assessed Placement (4 Weeks)<br>8 <sup>th</sup> Dec- Early appraisal afternoon (in school am)<br><b>* School Holidays must be followed*</b> |   |   |  |



|                    |   |   |   |   |
|--------------------|---|---|---|---|
| 18/11 - 05/01      | <b>Assessment Week (1 week)<br/>Christmas (2 weeks)</b>               |   |   |   |
| 08/1/23 -26/1/23   | Assessed Placement (3 weeks)  |   |   |   |
| 29/01              | <b>Profiling/Assessment Week</b>                                      |   |   |   |
| <b>6</b><br>05/2   |   | Introduction to Enabling Environments Projects and the UNCRC Article 12 | The Early Years' theorists and their impact on Early Childhood today. | Safeguarding  |
| 12/02              | <b>Half Term</b>  |   |   |   |
| <b>7</b><br>19/02  |   | The Leuven Scales and the ECERS scales                                  | Adaptive Teaching   | Assignment 3  |
| <b>8</b><br>26/02  |   | Enabling Environments in the context of Sustainability                  | ECERS and Leuven in practice  | Communication friendly spaces<br>Allocation of projects |
| <b>9</b><br>04/03  |   | Introduction to Forest School   | Outdoor creative pedagogy<br>School conversations                     | Reggio Emilia   |
| <b>10</b><br>11/03 |   | School visit  | Initial reflections and discussions of interest                       | EE Drop-in  |
| 18/03              | <b>Enabling Environments -Delivery of Projects in school</b>          |   |   |   |
| 25/03              | <b>Enabling Environments – Presentation Preparation in university</b> |   |   |   |
| 01/04 – 12/04      | <b>Easter (2 weeks)</b>   |   |   |   |
| <b>11</b><br>15/04 | Enabling Environments Presentation Assignment Delivery                |   |   |   |

|                    |                                   |                             |  |                                       |
|--------------------|-----------------------------------|-----------------------------|--|---------------------------------------|
| <b>12</b><br>22/04 |                                   | Mental Health and Wellbeing | Mental Health and Wellbeing in the classroom         | Mental Health and Wellbeing in school |
| <b>29/04</b>       | Adaptive Teaching/EAL Enhancement |                             |  |                                       |
| <b>13</b><br>06/05 |                                   | SEND                        | SEND   | SEND                                  |
| <b>14</b><br>13/05 |                                   | Final Year 2 Lecture        | Profiling Preparation and Hope<br>Teacher Reflection | Transition to Year 3                  |
| 20/05              | Final Progress Review             |                             |  |                                       |
| 27/05              | Assessment Prep Week              |                             |  |                                       |
| 03/06              | Exam Week                         |                             |  |                                       |



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# **IPD AND HOPE TEACHER CURRICULUM MAP**

Initial Professional Development (IPD)

## Curriculum Intent

At Liverpool Hope University we are dedicated to training teachers who are creative, proactive and reflective. Hope Teachers will have a moral purpose and an enthusiastic, innovative and flexible approach to teaching the next generation. The Hope Teacher sees their career as a vocation, a way of changing the lives of children and the chance to make a real difference. Our Primary Education with Qualified Teaching Status (QTS) will provide trainees with the skills to engage, motivate and inspire young learners. The training will equip trainees with the depth of knowledge, skills and understanding required to become an outstanding, research informed and ambitious primary teacher able to teach in a diverse range of settings and age phases.

Year 2 is the developing stage of the course and aims to support trainees in building an understanding of values, principles and philosophies of education. They critically reflect on their own professional development and identify, monitor and promote pupil progress across relevant key stages. They learn how to collaborate productively with other professionals within the classroom and wider school community. Trainees aim to demonstrate secure subject and pedagogical knowledge, and develop and apply the transferable skills needed to research, prepare and teach unfamiliar material. They reflect on their teaching with an understanding of the processes of learning and how to adapt their teaching to meet the needs of all their learners.

## Curriculum Design

The ITE curriculum is informed by research design principles (LaVelle & Kendall, 2019; RS & BERA, 2018), co-planned and reviewed with a range of expert colleagues including subject specialists, Teacher Educators from other universities, relevant subject associations, and school partners.

The carefully planned sequencing of knowledge, skills and understanding seamlessly links the university and school-based expectations and supports the development of practical application with learners. Subject knowledge is sequenced incrementally, addressing the core components of each subject discipline to ensure trainees know more and remember more as the course progresses. The curriculum also provides the necessary tools to prepare trainee teachers to be research informed, innovative, inspirational teachers, capable of teaching in a variety of settings, in an increasingly diverse and ever-changing society. Underpinned by the 'Hope Teacher' principles and themes, the curriculum is designed to develop the ethical and moral dimensions of teaching needed to build the foundations of a Hope Teacher.

The curriculum as a trainee encompasses the Core Content Framework Expectations (CCF). The CCF defines the minimum entitlement set out by the DfE for initial teacher education programmes. At Liverpool Hope University our curriculum extends beyond these expectations and will challenge you as you develop into a Hope Teacher.



The ITE curriculum has been developed in partnership with expert practitioners (encompassing the CCF) and is structured around 4 themes

- Professional Behaviours
- Curriculum and Assessment
- High Expectations and Managing Behaviour
- How Pupils Learn, classroom practice and adaptive teaching





Each of these four themes are structured into phases of development, Beginning, Developing and Mastery. Each of these developmental phases details the component knowledge skills and understanding which trainees should attain at university and on placement. There is an explicit focus on trainees being able to demonstrate evidence that they 'know more' and can remember more of their ITE curriculum and that you can apply this knowledge into practice.




## Curriculum Implementation

The BA QTS provides a curriculum that is rigorous, coherent and sequenced to ensure that all trainees develop subject knowledge and subject pedagogical knowledge. The curriculum will introduce trainees to the contested notion of knowledge and provide opportunities to explore competing ideas, research and debates around the subject and its related practice. The curriculum explores, tests and develops the links between education theory and its practice. Underpinned by the 'Hope Teacher' principles, the curriculum is designed to develop the ethical and moral dimensions of teaching needed to underpin the foundations of a Hope Primary Teacher. Trainees plan for and enact a range of creative teaching and explore factors that affect learning processes, including learners' social, cultural, linguistic, religious and ethnic backgrounds, gender, and the special educational needs which they have.





| Weeks  | Key Themes and CCF Links   | Examples from CCF: Learn that...  | Examples from CCF: Learn How..   | Links to Assessment and SBL   | Reading (not exhaustive - see Moodle and Leganto for further reading)  |
|--|--|---|--|---|--|
| <b>1</b><br><br><b>CCF</b><br><br><b>Professional Behaviour</b><br><br><b>High Expectations and Managing Behaviour</b> | <b>The Developing Hope Teacher, Philosophy of Teaching</b><br><br>(Equality Act) | <ul style="list-style-type: none"> <li>• <b>Learn that</b></li> <li>• 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils</li> <li>• 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</li> <li>• 1.5 A culture of mutual trust and respect supports effective relationships.</li> <li>• 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also</li> </ul> | <b>Learn How</b><br><br>1c Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine<br><br>8g Engaging critically with research and using evidence to critique practice<br><br>8n Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. | Reflection on targets from last year - how will these be achieved?<br><br><b>SBL</b> <ul style="list-style-type: none"> <li>• Observe, analyse and deconstruct how the mentor and other colleagues across the school maintain presence in the classroom and the impact this has on behaviour and learning.</li> <li>• Complete the audit task focusing on school routines, relationships and responses to different behaviour, motivating learners and discuss with class mentor in the weekly meeting</li> </ul> | Bennett, T. (2017) 'Creating a Culture: How school leaders can optimise behaviour', available at:<br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a><br><br>Education Endowment Foundation (2020) What are effective Learning Behaviours?<br><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them/#closeSignup">https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them/#closeSignup</a><br><br>Department For Education (2014). The Equality Act 2010 and Schools .<br><br>Peterson, A., et al (2014) Schools with Soul: A New Approach to Spiritual, Moral, Social and Cultural Education<br><a href="https://www.thersa.org/globalassets/pdfs/reports/schools-with-soul-report.pdf">https://www.thersa.org/globalassets/pdfs/reports/schools-with-soul-report.pdf</a> |












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|  |                          | <p>likely to support improvement.</p> <ul style="list-style-type: none"> <li>• 8.7 Engaging in high-quality professional development can help teachers improve</li> </ul>  |   |   |   |
| <p><b>2</b></p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> Assessment</p> <p> Pedagogy and adaptive teaching</p> | <b>Adaptive teaching</b> | <p><b>Learn that:</b></p> <p>5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>5.5 Flexibly grouping pupils within a class to provide more tailored</p> | <p><b>Learn how:</b></p> <p>5a Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</p> <p>5e Provide opportunity for all pupils to experience success, by observing how expert colleagues adapt lessons</p> <p>5g Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</p> | <p><b>Assignment 1</b></p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Explore the profile of the SEND pupils in school and observe how the class teacher adapts practice to ensure all pupils are part of the learning community</li> <li>• Consider how the learning environment supports SEND pupils with regard to the curriculum.</li> <li>• Observe how additional adults are used to support SEND pupils</li> <li>• Discuss with SENDCo, measures put in place to support the learning</li> </ul> | <p>Corno, L. (2008). On Teaching Adaptively. Educational Psychologist, 43(3), pp.161–173.<br/>doi:<a href="https://doi.org/10.1080/00461520802178466">https://doi.org/10.1080/00461520802178466</a>.</p> <p>Darling-Hammond, L. and Bransford, J. (2005). Preparing Teachers for a Changing World What Teachers Should Learn and Be Able to Do. San Francisco Jossey-Bass.</p> <p>Department for Education (2015). Special Educational Needs and Disability Code of practice: 0 to 25 Years. [online] GOV.UK. Available at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a>.</p> <p>Mould, Kirsten (2021). EEF Learning Behaviours specialist and secondary school SENCo, Kirsten Mould, explores the concept of adaptive teaching. Available at: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-a">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-a</a></p> |

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|   |  | support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.  |  |   | <a href="#">dapt-what-does-adaptive-teaching-mean-to-you#</a> .<br><br>NALDIC. (2018).[online] Available at: <a href="https://naldic.org.uk/">https://naldic.org.uk/..</a><br><br>Westwood, P. (2018). INCLUSIVE AND ADAPTIVE TEACHING : meeting the challenge of diversity in the classroom. 2nd ed. Routledge.<br><br>Muti-Lingual Padlet - <a href="https://hopetutor.padlet.org/nevej4/bmchfo7f1dv6b1jo">https://hopetutor.padlet.org/nevej4/bmchfo7f1dv6b1jo</a>   |
| <b>3</b><br><br><b>CCF</b><br><br><br>Pedagogy and adaptive teaching<br><br>Professional Behaviours<br> | <b>Behaviour (Restorative Justice)</b> | <b>Learn that:</b><br><br>1.5 A culture of mutual respect supports effective relationships<br><br>7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs<br><br>7.5 Building effective relationships is easier when pupils believe | <b>Learn how:</b><br><br>1e Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils)<br><br>7c Working alongside colleagues as part of a wider system of | SBL<br><br>Observe, analyse and deconstruct how the mentor and other colleagues across the school maintain presence in the classroom and the impact this has on behaviour and learning.<br><br>Complete the audit task focusing on school routines, relationships and responses to different behaviour, motivating learners and discuss with class mentor in the weekly meeting | Anti-Bullying Alliance, 2022. What is restorative practice? [online] Available at: [Accessed 8.3.22].<br><br>Dix, P, 2017. When adults change everything changes. Independent thinking press.<br><br>EEF, 2018. Improving behaviour in schools. {online} Available at: <a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216</a><br><br>Gregory, A., Clawson, K., Davis, A., Gerewitz, J., 2015. The promise of |





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| High Expectations and Managing Behaviour |  | <p>that their feelings will be considered and understood</p> <p>7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</p>   | <p>behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</p> <p>7f Using consistent language and non-verbal signals for common classroom directions</p> <p>7l Responding consistently to pupil behaviour</p>   | <p>Know and understand school policy on bullying and how Incidents are dealt with</p>   | <p>restorative practices to transform teacher-student relationships and achieve equity in school discipline. [pdf] Available at: [Accessed 8.3.22].</p> <p>Hendry, R., Hopkins, B., Steele, B., 2011. Restorative Approaches in Schools in the UK. [pdf] Cambridge University. Available at: [Accessed 8.3.22].</p> <p>Restorative Justice Council, 2022. Restorative practice in Education. [online] Available at: [Accessed 8.3.22].</p> <p>Weber, C., Vereenoghe, L., 2020. Reducing conflicts in school environments using restorative practices: A systematic review. International Journal of Educational Research Open, [e-journal] Vol: 1</p> |
| 4  | <b>Introduction and Level 1 Sapere Training on P4C</b> | <p><b>Learn that:</b></p> <p>1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> <p>1.5 A culture of mutual trust and respect supports effective relationships.</p> <p>4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate</p> | <p><b>Learn how:</b></p> <p>1b Using intentional and consistent language that promotes challenge and aspiration</p> <p>4o To include a range of types of questions in class discussions to extend and challenge pupils and provide appropriate thinking time.</p> <p>4p Providing appropriate wait time between question and response where more</p> | <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>● Reflect on observed practice, including use of P4C and related pedagogy, and your own developing behaviour management and motivation strategies.</li> <li>● Find opportunities to use P4C techniques on</li> </ul> | <p>EEF. (2014). Philosophy for Children. [online] Available at: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children</a></p> <p>Haynes, J. (2020) Teachers' Perspectives on Philosophy for Children in East London Schools</p> <p><a href="https://www.academia.edu/44240345/TEACHERS_PERSPECTIVES_ON_PHILOSOPHY_FOR_CHILDREN_IN_EAST_LONDON_SCHOOLS">https://www.academia.edu/44240345/TEACHERS_PERSPECTIVES_ON_PHILOSOPHY_FOR_CHILDREN_IN_EAST_LONDON_SCHOOLS</a></p>                |





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|   |  | <p>understanding, extend their vocabulary and questioning skills</p> <p>7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</p>  | <p>developed responses are required.</p>   | <p>placement and in Wider Perspectives project</p> <ul style="list-style-type: none"> <li>• Explore the wider school with a focus on behaviour management and motivating children.</li> </ul>   | <p>Orchard, J., Heilbronn, R., and Winstanley, C. (2016). Philosophy for Teachers (P4T) - developing new teachers' applied ethical decision-making (online in Hope library)</p>   |
| <p>5</p> <p>CCF</p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> High Expectations and Managing Behaviour</p> <p></p> | <p><b>Assessment in the classroom/<br/>Preparing for placement/<br/>Assignment 2</b></p> | <p><b>Learn that:</b></p> <p>2.1 Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>6.1 Effective assessment is critical to teaching because it provides teachers with information about</p> | <p><b>Learn how:</b></p> <p>2c Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</p> <p>6a Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge</p> | <p>Assignment 2 - HT Viva</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Behaviour Audit</li> <li>• Induction checklist</li> <li>• Organisation of electronic placement files</li> <li>• Explore the socio-economic profile of your school intake e.g. gender/SEND/EAL/FSM /Pupil Premium of the school..</li> <li>• Follow guidance on weekly mentor meeting template</li> </ul> | <p>Carroll, J. and Alexander, G (2020) Understanding and Evidencing Effective Practice, London: SAGE</p> <p>Clarke, S. (2014) Outstanding Formative Assessment. London: Sage</p> <p>Cremin, T. and Arthur, J. (2010) Learning to Teach in the Primary School. Routledge</p> <p>Earle, S. (2019) Assessment in the Primary Classroom: Principles and Practice. London: Sage</p> <p>Ewens, T. (2014) Reflective Primary Teaching. Critical Publishing Ltd</p> <p>Griffith, A. and Burns, M. (2012) Outstanding Teaching, Engaging Learners. CHP</p> |

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| <p>Pedagogy and adaptive teaching</p>  <p>Assessment</p>  |  | <p>pupils' understanding and needs.</p> <p>6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</p>   | <p>questions to pinpoint knowledge gaps).</p> <p>6e Using assessments to check for prior knowledge and pre-existing misconceptions.</p> <p>6g Monitoring pupil work during lessons, including checking for misconceptions</p>   |   | <p>Grigg, R. (2014) <i>Becoming an outstanding primary school teacher</i>. Routledge</p> <p>Lindon, J. (2012) <i>Reflective practice and early years professionalism</i> London : Hodder Education</p>  |
| <p><b>6</b></p> <p><b>CCF</b></p>  <p>Professional Behaviours</p>  <p>Curriculum</p>  <p>Assessment</p>  <p>Pedagogy and adaptive teaching</p> | <p><b>Introduction to Enabling Environments Projects</b></p> | <p><b>Learn that:</b></p> <p>1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.</p> <p>2.1 Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways,</p> | <p><b>Learn how:</b></p> <p>2g Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</p> <p>3d Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.</p> <p>8g Engaging critically with research and using evidence to critique practice.</p> | <p>Assignment 3 – EE Presentation</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Pre-planning for The Enabling Environments project.</li> <li>• Explore and analyse the potential of schools' ethos, context, communities and physical spaces for project.</li> </ul> | <p>The United Nations Convention on the Rights of The Child (1989)</p> <p><a href="https://www.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf">https://www.unicef.org.uk/wp-content/uploads/2016/08/unicef-convention-rights-child-uncrc.pdf</a></p> <p>Bourn, D (2016) <i>Teachers as Agents of Social Change</i></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1167813.pdf">https://files.eric.ed.gov/fulltext/EJ1167813.pdf</a></p> <p>A comparative analysis of the Early Childhood Environment Rating Scale-Revised and Early Childhood Environment Rating Scale, Third Edition. <i>Journal of Early Childhood</i></p> |




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|   |  | including by supporting and  |  |  | <p><i>Research Vol 17 (4)</i>, p. 408-422 Neitzel et al. (2019)</p> <p>Early Childhood Environment Rating Scale Harms, T. (2014) New York: Teachers College Press</p> <p>Sylva,K., Siraj-Blatchford,I., Taggart,B. (2010) ECERS-E: The Early Childhood Environment Rating Scale Curricular Extension to ECCERS-R, Trentham Books Limited</p>   |
| <p>7</p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> Assessment</p> <p> Pedagogy and adaptive teaching</p> | <p><b>The Leuven scales and The ECERS scales in theory and in practice</b></p> <p><b>Reggio Emilia approach</b></p> <p><b>Assignment 3</b></p> | <p><b>Learn That</b></p> <p>3.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.</p> <p>3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p> <p>6.4 To be of value, teachers use information from assessments to inform</p> | <p><b>Learn How:</b></p> <p>2e Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.</p> <p>3c Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation</p> <p>5i Making use of well-designed resources</p> | <p>Delivery of Assignment 3</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>● Pre-planning for The Enabling Environments project:</li> <li>● Explore and analyse the potential of schools' ethos, context, communities and physical spaces for project.</li> <li>● Discuss contact with parents with your class teacher and take opportunities to engage them in the Enabling Environments project</li> <li>● Talk about classroom organisation, and adapting learning and teaching to meet the needs of all pupils.</li> </ul> | <p>Simpson, J (2018) Participatory Pedagogy in Practice: Using effective participatory pedagogy in classroom practice to enhance pupil voice and educational engagement<br/> <a href="https://discovery.ucl.ac.uk/id/eprint/10124364/">https://discovery.ucl.ac.uk/id/eprint/10124364/</a></p> <p>Thornton, L. and Brunton, P. (2015), Understanding the Reggio Approach: Early Years education in practice. Routledge</p> <p>Bradbury, A., Swailes, R. (2022) Early Childhood theories today, Learning Matters</p> <p>Early Childhood Environment Rating Scale Harms, T. (2014) New York: Teachers College Press</p> <p>Sylva,K., Siraj-Blatchford,I., Taggart,B. (2010) ECERS-E: The Early Childhood Environment Rating Scale Curricular</p> |










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|   |  | the decisions they make;   |   |  | <p>Extension to ECCERS-R, Trentham Books Limited</p> <p>What is Leuven Scales and how to use it,<br/> <a href="https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/">https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/</a></p>  |
| <p><b>8</b></p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> Assessment</p> <p> Pedagogy and adaptive teaching</p> | <p><b>Forest School, creative pedagogy and Communication Friendly Spaces</b></p> | <p><b>Learn That:</b></p> <p>3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.</p> <p>3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p> <p>4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</p> | <p><b>Learn How:</b></p> <p>3g Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.</p> <p>3l Providing tasks that support pupils to learn key ideas securely</p> <p>3n.Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</p> <p>3t. To take opportunities to practise, receive feedback and improve at teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly</p> | <p>Delivery of Assignment 3</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Pre-planning for The Enabling Environments project:</li> <li>• Explore and analyse the potential of schools' ethos, context, communities and physical spaces for project.</li> <li>• Discuss contact with parents with your class teacher and take opportunities to engage them in the Enabling Environments project</li> <li>• Talk about classroom organisation, and adapting learning and teaching to meet the needs of all pupils.</li> </ul> | <p>Bradbury, A., Swailes, R. (2022) Early Childhood theories today, Learning Matters</p> <p>How you can harness 'Hygge' in Early Years<br/> <a href="https://www.teachearlyyears.com/learning-and-development/view/how-you-can-harness-hygge-in-early-years">https://www.teachearlyyears.com/learning-and-development/view/how-you-can-harness-hygge-in-early-years</a></p> <p>How to bring Hygge into Early Years<br/> <a href="https://www.thecuriosityapproach.co.uk/blog/hygge-in-the-early-years">https://www.thecuriosityapproach.co.uk/blog/hygge-in-the-early-years</a></p> <p>Key factors in Developing Effective Learning Environments OECD (2009)<br/> <a href="https://www.oecd.org/berlin/43541692.pdf">https://www.oecd.org/berlin/43541692.pdf</a></p> <p>Storli ,R., Beate Hansen Sandster, E. (2019) Children's play, well-being and involvement: how children play indoors and outdoors in Norwegian early childhood education and care institutions. International Journal of Play, Routledge</p> <p>Mackinder, M. (2017) Footprints in the woods: 'tracking' a Nursery Child through a Forest School session. Education 3-13, 2017-03-04, Vol 45 (2)</p> |



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|  |   |   | <p>exposed to high-utility and high-frequency vocabulary in what is taught. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).</p> <p>5i Making use of well-designed resources</p> |  | <p>p. 176-190<br/>LtL. (n.d.). Outdoor Learning and Play Charity   Learning through Landscapes. [online] Available at: <a href="https://www.ltl.org.uk/">https://www.ltl.org.uk/</a>.</p> <p>Waite, S. (2017). Children learning outside the classroom : from birth to eleven. 2nd ed. London: Sage.</p>   |
| <p><b>9</b></p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> Assessment</p> <p> Pedagogy and adaptive teaching</p> | <p><b>Enabling Environments in the context of Sustainability, Active Global Citizenship and Adaptive teaching</b></p> | <p><b>Learn that:</b></p> <p>5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers</p> | <p><b>Learn how:</b></p> <p>4c Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</p> <p>4n Planning activities around what you want pupils to think hard about</p> <p>S5 Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum.</p>  | <p>Delivery of Assignment 3</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Pre-planning for The Enabling Environments project:</li> <li>• Explore and analyse the potential of schools' ethos, context, communities and physical spaces for project.</li> <li>• Discuss contact with parents with your class teacher and take opportunities to engage them in the Enabling Environments project</li> <li>• Talk about classroom organisation, and adapting learning and teaching to meet the needs of all pupils.</li> </ul> | <p>Bradbury, A., Swailes, R. (2022) Early Childhood theories today, Learning Matters</p> <p>Kranowitz, C. (1998) The-Out-Of-Sync Child. Recognising and Coping with Sensory Integration Dysfunction, Skylight Press Book</p> <p>Oxfam (2015). Global citizenship in the Classroom A guide for teachers. [online] Available at: <a href="https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-0">https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-0</a></p> |



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|  |   | <p>and identify effective strategies is essential.</p> <p>7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p> <p>4.2 Effective teachers introduce new material in steps, linking new ideas to what has been previously learned.</p> | <p>5i Making use of well-designed resources</p> <p>8c Strengthening pedagogical and subject knowledge by participating in wider networks.</p>  |   | <p><a href="#">91115-en.pdf?sequence=9&amp;isAllowed=y.</a></p> <p>Sharma, A. Cockerill, H, Sanctuary, L. (2022) Mary Sheridan's From Birth to five years. Children's Developmental Progress, Routledge</p> <p>United Nations<br/><a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p>Whitebread, D. (2012) Developmental Psychology &amp; Early Childhood Education. Sage</p> |
| <p><b>10</b></p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> Assessment</p> | <p><b>Enabling Environments school visit and reflection</b></p> | <p><b>Learn that:</b></p> <p>4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</p> <p>4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil</p>         | <p><b>Learn how to:</b></p> <p>4 j, k To take opportunities to practise, receive feedback and improve at narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils'</p> | <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>Continuing to plan Enabling Environments projects:</li> <li>Discuss contact with parents with your class teacher and take opportunities to engage them in Enabling Environments projects</li> <li>Establish the school's expectations and support for disadvantaged pupils' learning? How will your</li> </ul> | <p>Early Childhood Environment Rating Scale Harms, T. (2014) New York: Teachers College Press</p> <p>Sylva, K., Siraj-Blatchford, I., Taggart, B. (2010) ECERS-E: The Early Childhood Environment Rating Scale Curricular Extension to ECCERS-R, Trentham Books Limited</p> <p>What is Leuven Scales and how to use it,</p>   |

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|  <p>Pedagogy and adaptive teaching</p> |                          | <p>attainment, behaviour and motivation.</p> <p>6.4 To be of value, teachers use information from assessments to inform the decisions they make.</p> <p>8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</p> <p>8.3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.</p> | <p>attention to links with prior knowledge). Exposing potential pitfalls and explaining how to avoid them.</p> <p>8e Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</p> <p>8f Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</p> <p>8g Engaging critically with research and using evidence to critique practice.</p> | <p>project promote participation and learning?</p> <ul style="list-style-type: none"> <li>• Talk about classroom organisation, and adapting learning and teaching to meet the needs of all pupils.</li> <li>• Consider ways in which you can support the wider school community through this project and how your work may be continued or developed by the school once you have left. What will be the ongoing impact of your work?</li> </ul> | <p><a href="https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/">https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/</a></p> <p>Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. &amp; Coe, R. (2015) <i>Developing Great Teaching</i>. Accessible from: <a href="https://tdtrust.org/about/dgt">https://tdtrust.org/about/dgt</a>.</p> <p>Simpson, J (2018) <i>Participatory Pedagogy in Practice: Using effective participatory pedagogy in classroom practice to enhance pupil voice and educational engagement</i></p> <p><a href="https://discovery.ucl.ac.uk/id/eprint">https://discovery.ucl.ac.uk/id/eprint</a></p> <p>Reflective Primary Teaching, Ewens, T. (2014) St Albans: Critical Publishing</p> <p>Grigg, R (2015) <i>Becoming an outstanding primary school teacher, Second Edition</i>. Chapter 10</p> |
| 11   | Delivery of Assignment 3 | Learn that:  | Learn how:  | SBL   | Simpson, J (2018) <i>Participatory Pedagogy in Practice: Using effective</i>  |

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| <p><b>CCF</b></p> <p> Curriculum</p> <p> Assessment</p> <p> Pedagogy and adaptive teaching</p> |  | <p>8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</p> <p>8.7 Engaging in high-quality professional development can help teachers improve.</p> | <p>5i Making use of well-designed resources</p> <p>8e Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</p> <p>8g Engaging critically with research and using evidence to critique practice.</p> <p>8h Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.</p> | <ul style="list-style-type: none"> <li>● Reflect on your teaching and Enabling Environments project delivery</li> <li>● How do you plan and teach to ensure that you meet pupils' needs accurately, address barriers to learning?</li> <li>● What do you need to address for your own professional development?</li> <li>● What have you learned about collaboration and learning with/from others?</li> </ul> | <p>participatory pedagogy in classroom practice to enhance pupil voice and educational engagement</p> <p><a href="https://discovery.ucl.ac.uk/id/eprint">https://discovery.ucl.ac.uk/id/eprint</a></p> <p>Ewens,T. (2014), Reflective Primary Teaching, St Albans: Critical Publishing</p> <p>Grigg, R (2015) <i>Becoming an outstanding primary school teacher, Second Edition.</i> Chapter 10</p>      |
| <p><b>12</b></p> <p><b>CCF</b></p> <p> Curriculum</p> <p> Assessment</p> <p></p>         | <p><b>Mental Health and Wellbeing in the classroom</b></p> | <p><b>Learn that:</b></p> <p>1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils</p> <p>4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge,</p>   | <p><b>Learn how:</b></p> <p>2b Using intentional and consistent language that promotes challenge and aspiration.</p> <p>2c Creating a positive environment where making mistakes and learning from them and the need for effort and</p>   | <p>Assignment 4 (ESA Exam)</p> <p><b>SBL</b></p> <p>Exploring the needs of the pupils.</p> <ul style="list-style-type: none"> <li>● Feedback and marking</li> <li>● Weekly meetings – pupil progress</li> <li>● Assessment policy</li> </ul>   | <p>Ainsworth, M. et al. (2015) Patterns of attachment: A psychological study of the strange situation. Hove: Psychology Press</p> <p>Bowlby, J. (1989) The Making and Breaking of Affectional Bonds. Abingdon: Routledge.</p> <p><a href="https://attachmentdisorderhealing.com/adult-attachment-interview-aai-main/">https://attachmentdisorderhealing.com/adult-attachment-interview-aai-main/</a></p> |

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| <p>Pedagogy and adaptive teaching</p>  <p>Pedagogy and adaptive teaching</p> |   | <p>including how to plan, monitor and evaluate, supports independence and academic success.</p> <p>7.3 The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</p> <p>7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.</p> <p>7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood</p> | <p>perseverance are part of the daily routine.</p> <p>7a Responding consistently to pupil behaviour.</p> <p>7g Using early and least-intrusive interventions as an initial response to low level disruption.</p> <p>7k Build trusting relationships, by discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</p> | <ul style="list-style-type: none"> <li>● Reporting progress to parents</li> </ul>  | <p>Fonagy P, 2001, Attachment Theory and Psychoanalysis, London, Routledge</p> <p><a href="http://www.mentallyhealthyschools.org.uk">www.mentallyhealthyschools.org.uk</a>. (n.d.). Home : Mentally Healthy Schools. [online] Available at: <a href="https://www.mentallyhealthyschools.org.uk/">https://www.mentallyhealthyschools.org.uk/</a>.</p> <p>Department for Education (2018). Mental Health and Behaviour in Schools. [online] Available at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</a>.</p> <p>Siegel, D. J., &amp; Bryson, P. H. D. T. P. (2012). The whole-brain child. Random House.</p> <p>Weare, K. 2012 Evidence for the Impact of Mindfulness on Children and Young People. Mindfulness in Schools Project,</p> |
| <p>13</p> <p>CCF</p>   | <p><b>SEND Needs in the classroom</b></p> | <p><b>Learn that:</b></p> <p>3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into</p>  | <p><b>Learn how:</b></p> <p>3a Receiving clear, consistent and effective mentoring in how to identify</p>   | <p>Lto ITAP in Y3- assessment of SEND needs</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>● nsure you adapt practice to ensure all pupils are part of the learning community and</li> </ul> | <p>Tissot, Catherine., (2003), Visual Teaching Strategies for Children with Autism [online], University of Reading, Available from: <a href="https://www.freelanceyard.com/storage/19423/5fb425bb2a329_VisualLearners.pdf">https://www.freelanceyard.com/storage/19423/5fb425bb2a329_VisualLearners.pdf</a></p>   |

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| <p>Professional Behaviours</p> <p>Curriculum</p> <p>High Expectations and Managing Behaviour</p> <p>Pedagogy and adaptive teaching</p> <p>Assessment</p> |  | <p>increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p> <p>4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p> <p>5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.</p> <p>8.7 Engaging in high-quality</p> | <p>essential concepts, knowledge, skills and principles of the subject.</p> <p>5b Identify pupils who need new content further broken down.</p> <p>5g Make effective use of teaching assistants and other adults in the classroom.</p> <p>5i Make use of well-designed resources</p> <p>5o Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum.</p> <p>8j Receive clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.</p> | <p>that you demonstrate high expectations for all pupils</p> <ul style="list-style-type: none"> <li>Consider how the learning environment supports SEND pupils with regard to the curriculum.</li> <li>Observe how additional adults are used to support SEND pupils in the classroom and through intervention</li> <li>Discuss with SENDCo, measures put in place to support the learning</li> <li>Find out how different professionals (e.g. teacher, SENCo, TA, consultant from a support service) liaise with each other to support a child with particular needs, such as ASD or ADHD.</li> <li>During Weekly Progress Meetings, discuss and reflect on different strategies used when you or your mentor are working with an identified pupil with particular needs such as ASD or ADHD.</li> </ul> | <p>The School Run, (N/A), Sign language and Makaton in primary schools [online], The School Run, Available from: <a href="https://www.theschoolrun.com/sign-language-and-makaton-primary-schools">https://www.theschoolrun.com/sign-language-and-makaton-primary-schools</a></p> <p><a href="https://pecs-unitedkingdom.com/latest-research/">https://pecs-unitedkingdom.com/latest-research/</a></p> <p><a href="https://makaton.org/TMC/About_Makaton/Research.aspx">https://makaton.org/TMC/About Makaton/Research.aspx</a></p> <p><a href="https://singinghands.co.uk/about/what-is-makaton">https://singinghands.co.uk/about/what-is-makaton</a></p> <p>Barry M. Prizant, Amy M. Wetherby, Emily Rubin, Amy C. Laurent, Patrick J. Rydell The SCERTS Model. A comprehensive educational approach for children with Autism Spectrum Disorders, 2006 Paul H. Brookes Publishing</p> <p>Barry M. Prizant Uniquely Human, A different way of seeing Autism, Souvenir Press 2019</p> <p>Shire, S. , Shih, W., Bracaglia, S., Kodjoe, M. Kasari, C. (2020) Peer engagement in toddlers with autism: Community implementation of dyadic and individual Joint Attention, Symbolic Play, Engagement, and Regulation intervention, Autism 2020, Vol. 24(8) 2142–2152</p> |
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|  |  | professional<br>development can help<br>teachers improve. |  |  |  |
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# Liverpool Hope University Approach to Assessment

Liverpool Hope University adopts a holistic approach to the monitoring and assessment of trainees. This takes place within a variety of contexts;

- Key summative assessment points (e.g. Subject Progress Points, Academic Assignments, VIVAs, Final Progress Reports and in University Profiling Meetings)
- Subject Knowledge Audits
- Intensive Training and practice e.g. micro teaching
- Weekly Progress Discussion meetings and the completion of the Weekly Progress Meeting Form
- Formatively within taught university sessions, through activities, interactions and formative assessment activities
- Lesson observations and subsequent focussed pedagogical discussions
- Professional Placement Tutor (PPT) quality assurance visits
- Additional support for trainees causing concern (targeted support plans) procedures as appropriate

Throughout your university training subject tutors will utilise formative assessment opportunities as part of their teaching sessions to assess what trainees know and understand. This could be in the form of quizzes, Moodle tests, subject knowledge audits or through questioning. At specific **subject progress points** during each training phase, tutors will formally track progress against the curriculum components using the component tracker on eprofile. The outcome of these assessments is shared with trainee on the eprofile and are discussed at profiling and any adjustments or interventions put in place.

During your placements, mentors need to consider how well a trainee is mastering the components of our ITE curriculum at each phase of their training (beginning, developing and mastering). This is completed using **the progress review and component tracker on eprofile**. This allows mentors to assess the accumulation of knowledge over time. Whilst completing a professional placement, assessment against the key components identified in the school-based curriculum takes place on a weekly basis through the weekly progress meetings and Progress Review. Mentors will complete a summative assessment at the end of a placement captured in the Final Progress Review meeting and accompanying documentation.

The **progress review and component tracker** on the e-profile details the Liverpool Hope University thematic and subject components that trainees are expected to learn throughout their professional placement. These are used to support discussion and target setting with the trainee on a regular basis during the weekly lesson observation and progress meetings

as an opportunity to record progress. Mentors also consider trainee progress against all of these components to make a final holistic judgement.

## The curriculum and assessing trainee progress

### How are trainees assessed?

Liverpool Hope University adopts a holistic approach to the monitoring and assessment of trainees. This takes place within a variety of contexts;

- Key summative assessment points (e.g. Subject Progress Points, Academic Assignments, VIVAs, Final Progress Reports and in University Profiling Meetings)
- Subject Knowledge Audits



- Intensive Training and practice e.g. micro teaching
- Weekly Progress Discussion meetings and the completion of the Weekly Progress Meeting Form
- Formatively within taught university sessions, through activities, interactions and formative assessment activities
- Lesson observations and subsequent focussed pedagogical discussions
- Professional Placement Tutor (PPT) quality assurance visits
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The **progress review and component tracker** on the e-profile details the Liverpool Hope University thematic and subject components that trainees are expected to learn throughout their professional placement. These should be used to support discussion and target setting with the trainee on a regular basis during the weekly lesson observation and progress meetings as an opportunity to record progress. Mentors also consider trainee progress against all of these components to make a final holistic judgement.

Assessment against the [Teachers' Standards](#) **only** takes place as a summative assessment at the end of the Initial Teacher Education programme and after placement 3b and PGCE placement 2. This is completed through a review of key sources of evidence within the final University Profiling Review. This final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which considers engagement and response to all elements of the programme of ITE delivered in both university and settings/schools.

## Liverpool Hope University ITE Approach to Assessment





## 1. University assessment

Throughout their university training subject tutors will utilise formative assessment opportunities as part of their teaching sessions to assess what trainees know and understand. This could be in the form of quizzes, Moodle tests, subject knowledge audits or through questioning. At specific **subject progress points** during each training phase, tutors will formally track progress against the curriculum components using the component tracker on eprofile. The outcome of these assessments is shared with the trainee on the eprofile and are discussed at profiling and any adjustments or interventions put in place.

## 2. Teaching observations (including the Professional Tutor QA Visits)

Lesson observations are one of the tools that facilitate professional learning for trainee teachers. Observations and the subsequent focussed pedagogical discussions allow trainees to;

- Make the links between university and school-based learning and application in the classroom.
- Provide opportunities for them to discuss and analyse components of effective lessons and sequences of lessons.
- Support trainees to identify concepts, knowledge, skills and principles of a subject.
- Discuss and analyse with the trainee how to identify subject misconceptions and how to prevent them.
- Explain and discuss the rationale for curriculum choices and how the school's curriculum informs lesson planning.

## 3. Pedagogic Focused Discussion

The post-lesson observation discussion should aim to;

- Make links between university and school-based learning
- Reflect on what the trainee has learnt and can do
- Provide an opportunity for trainees to reflect on their progress against previous targets
- Provide an opportunity for the mentor to confirm or correct areas identified by the trainee for development
- Provide a forum to jointly reflect and evaluate the quality of teaching and how it has impacted on pupil learning and progress
- Develop the trainee's knowledge and understanding further through focused questioning
- Agree subject specific and or pedagogical targets and a sequence of steps or activities to complete them. E.g planning an opportunity to observe or talk to an expert.
- Ensure the trainee can articulate their understanding of the next steps and their timeline for completion.
- Organise and agree opportunities for the trainee to practise the particular aspect of teaching or subject knowledge.

## 4. Weekly Progress Meetings

During the placement, mentors need to consider how well a trainee is mastering the components of our ITE curriculum using the progress review and component tracker for the appropriate trainee development phase. The weekly progress meeting form captures previous targets and records the progress against these. Following the weekly meeting future subject specific and pedagogical targets should be identified for the week ahead. Normally there will be no more than three new targets

prioritised per week, to enable a trainee to focus on achieving these and providing them with opportunities to be able to observe and consult with other experts across the setting. During the weekly meetings, mentors should refer to the ITE programme curriculum sequencing documents and assess what students know against each curriculum for that point in their development as a teacher. Dialogue between trainee and school-based mentors is key. The weekly meeting should capture the trainees' knowledge, reflections, and development as a teacher, rather than be a list of activities that have been undertaken during the week.

## 5. Progress Review Meeting

At key points during each placement, mentors need to consider how well a trainee is mastering the components of our ITE curriculum using **the progress review and component tracker** to assess the accumulation of knowledge over time. At key points during placement mentors assess trainee progress against the key components identified in the school-based curriculum training plan and set targets for the remainder of the placement. For each development phase trainees will have one Progress Review Meeting.

## 6. Final Progress Review Meeting

The final progress review is an opportunity for the mentor to consider how well the trainee has mastered all of the subject and pedagogical components whilst on professional placement. Together with the trainee they will discuss each component and reflect on the progress throughout the placement. Targets for future learning and subsequent placements will be set all of which will be summarised on the final Progress review document and stored on the eprofile. For each development phase trainees will have one Final Progress Review Meeting

## 7. Profiling

Profiling takes place at university at the end of a development phase and is an opportunity for each trainee and professional development tutor to summarise progress across all subjects and aspects of their training. This will include a focussed discussion around their university-based curriculum to date including all subjects, their professional placement outcomes, academic progress and engagement. Together they will agree targets for the next phase of their training and agree strategies for meeting them.

## 8. Recommendation for QTS

Assessment against the [Teachers' Standards](#) **only** takes place as a summative assessment at the end of the programme of ITE after placement 3b and PGCE placement 2. Tutors review a wide range of key sources of evidence within the Professional Profiling Review meeting at university with the trainee. This final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which considers engagement and response to all elements of the programme of ITE i.e., in both university and settings/schools. Targets are agreed as they move into the next phase of their training as Early Career Teachers.

## Assignment Details

### Studying for your BA Primary Teaching Degree:

For the Primary Teaching component part of your course, **you are required to attend all lectures, tutorials, seminars, workshops, and visits to schools.** If you are absent it is your responsibility to let the tutor know the reason for your absence. You will be asked to account for any absences from sessions, during your profile reviews with your professional development tutor.

As well as attending the taught sessions you will be expected to undertake some independent study. Tutors will on occasions ask you to undertake specific tasks, which will help you to develop your subject knowledge and inform your classroom practice. These tasks will not be given a 'mark' or 'grade' but are important elements of the course as they help to indicate areas for your independent study. You will be given informal feedback from the tasks you complete. Evidence from these tasks will be used for your Hope teacher profile reviews.

Formal assessment of your work in this course will occur via your completion of the 4 assignments. You can see an overview of your assignments for this course, below.

Please note that each academic assignment is a qualifying component of your course and therefore must be passed at a mark of 42 or above **to ensure you can pass and progress to the next year of your course.** There will be a submission opportunity before the exam boards for any failed assignments. However resubmissions will be capped at 42.

Unless you are told otherwise by your Tutor, you should submit your coursework electronically through the **Turnitin** facility on the Moodle for this 60 Credit unit. Student guidance for using Turnitin can be found at: [www.hope.ac.uk/gateway/staff/learningandteaching/learningteachingresources/turnitin/](http://www.hope.ac.uk/gateway/staff/learningandteaching/learningteachingresources/turnitin/).

## Overview of Assignments

|              | Title of Assessment  | % of 120 credits | Submission date  | Details/Method of Submission  | Feedback date      |
|--------------|--|------------------|--|---|--------------------|
| Assignment 1 | <b>Classroom Practice: Adaptive Teaching</b><br>4500 words<br>3500 word (Essay)<br>1000 Lesson Plan (Notional) | 30%              | Friday 17 <sup>th</sup> November 2023<br>12 noon                                     | <b>Essay</b><br>Electronic copy to be submitted via Turnitin on the Explorations in Primary Teaching Moodle.  | 15th December 2023 |
| Assignment 2 | <b>Hope Teacher Portfolio</b><br>5000 words (notional)   | 30%              | Reading list and Targets submitted<br>Monday 19 <sup>th</sup> Feb 2024<br>By 12 noon | <b>Viva</b><br>Electronic copy of Reading List and Targets to be submitted via Turnitin on the Explorations in Primary Teaching Moodle.<br>Individual presentation to be arranged with the marking tutor and will take place on Monday 19th Feb or Wednesday 21st Feb | 20th March 2024    |
| Assignment 3 | <b>Enabling Environments in the Early Years</b><br>3000 words (notional)                                       | 20%              | Slides Submitted<br>Monday 15 <sup>th</sup> April 2024<br>12 noon                    | <b>Group Presentation.</b><br>Electronic copy of slides to be submitted via Turnitin on the Explorations in Primary Teaching Moodle.<br>Presentations to be take place on Tuesday 16th Aprill   | 17th May 2024      |
| Assignment 4 | <b>Pedagogical Principles (ESA)</b>  | 20%              | Week beginning<br>3rd June 2024  | <b>Exam 2 hours</b>   | TBC                |
|              | <b>Professional Placement Learning</b>   | 100% F / P       | Week beginning<br>20th November 2023   | Final review, Attendance report   |                    |

Please note: Exam feedback will be available on request from Nichola Preston following the publication of results for Level I.

Unless told otherwise by your tutor, you should submit your coursework electronically through **Turnitin** on the **Explorations in Primary Teaching Moodle**.

Student guidance for using Turnitin can be found at: [www.hope.ac.uk/gateway/staff/learningandteaching/learningteachingresources/turnitin/](http://www.hope.ac.uk/gateway/staff/learningandteaching/learningteachingresources/turnitin/).

## Year 2 Assignment Details

**Other supporting material is available via Moodle.** All assignments link to aspects of the Y2 programme of study so it is important that you also attend lectures and IPD sessions. However, we also expect a high degree of independence in your approach to your assignments.

| Assignment details  |  |
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| <p>Assignment 1:</p> <p><b>Classroom Practice: Adaptive Teaching</b></p> <p>4500 words</p> <p>Part 1: 3500 word (Essay)</p> <p>Part 2: 1000 Lesson Plan (Notional)</p>                                | <p>Part 1 (3500 words): According to the ITT Core Content Framework (2019)... ‘Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.’</p> <p>With reference to your experiences in school, current research and reading discuss the importance of 2 adaptive teaching strategies that impact on pupil progress.</p> <p>Part 2 (1000 notional words): Choose a lesson plan that you wrote and delivered during PPL1, in any subject, and think about how the adaptive teaching strategies discussed in Part 1 could have been implemented to support the different groups of children that you taught eg. SEND, EAL, greater depth. Using a <b>different coloured font</b>, add these strategies in the ‘Assessment and adaptive teaching strategies’ column on the lesson plan. Then reflect on what the possible impact could have been and add this into the ‘Impact’ column.</p> |
| <p>Assignment 2:</p> <p><b>Hope Teacher Portfolio</b></p> <p><b>Analysis of professional practice and evidence</b></p> <p><b>Viva Presentation</b></p> <p>15 minutes</p> <p>5000 words (notional)</p> | <p><b>Section 1 (2500 notional words)</b></p> <p><b>Critically evaluate</b> a teaching sequence in either Maths or English that you planned and delivered during PPL2; <b>making particular reference to pupil progress.</b></p> <p>Referring to the <b>Evidence of Impact over Time</b> document and <b>other relevant evidence</b>; discuss <b>how</b> you identified both the current understanding of pupils and their next steps in learning?</p> <p><b>Section 2 (2500 notional words)</b></p> <p>In relation to <b>pupil progress</b> and <b>assessment</b>, identify <b>specific</b> targets to enhance <b>your professional development.</b></p> <p>Clearly indicate <b>how you will achieve your targets</b> with reference to observations/readings and theory.</p>   |

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| Assignment 3:<br><b>Enabling Environments Project</b><br>Group presentation<br>3000 (notional) words each student | Using research gained from your Enabling Environments project, critically explore <b>one approach</b> that can impact on children's learning.<br><br>You should refer to relevant legislation, policy and research and to your observations during the project.<br><br>Discuss the impact that your project had on learning. |
| Assignment 4:<br><b>Pedagogic Principles (ESA)</b><br>Exam 2 hours  | Unseen question  |

### Word Count Penalties

When grading and giving feedback, tutors will only mark within the word/time allocation for each individual assignment. Any writing/ presentation that goes over the allocation **will not be marked**.

Assignments that fall under the word/time allowance will be marked on merit, but clearly this could impact on the final grade.

In all assignments, there is an allowance of 10% over or under the word count/time allocation before any penalty is incurred.

### Assessment Criteria

Your assignments will be marked in line with the relevant Assessment Criteria and Level Descriptors. The **Assessment Criteria** indicate how/where the marks will be allocated, and the **Level Descriptors** reflect the standard in relation to Intermediate Level The assessment/marking criteria related to each assignment can be found on the following pages:

## Assignment 1: Adaptive Teaching

|   | 1 <sup>st</sup> (upper)   | 1 <sup>st</sup> (lower)  | 2:1  | 2:2  | 3rd  | Inadequate/Fail   |  |
|---|---|--|--|--|--|---|--|
| Self-Awareness and Professional Development |   |  |  |  |  |   |  |
| A01   | Clearly articulates the rationale behind actions/choices and recognises the impact on teaching and learning                               | Good rationale behind actions/choices and recognises the impact on teaching and learning   | Provides some rationale for actions/choices and suggests impact on learning and/or teaching  | Recognises some impact of actions on teaching and/or learning  | Makes brief links between choices/actions and teaching or learning                                     | Has limited reasons for actions/choices   | Unable to link actions/choices to teaching and learning  |
| Linking Theory and Practice                 |   |  |  |  |  |   |  |
| A02   | Identifies most relevant factors and/or links between factors that impact learning/progress/teacher effectiveness                         | Identifies relevant factors and/or links between factors that impact learning/progress/teacher effectiveness                           | Identifies relevant factors that impact learning/progress/teacher effectiveness  | Identifies factors that impact learning/progress/teacher effectiveness   | Identifies some factors that impact learning/progress/teacher effectiveness                            | Limited Identification of factors that impact learning/progress/teacher effectiveness   | Unable to identify factors that impact learning/progress/teacher effectiveness                             |
| A03   | Demonstrates a thorough appreciation of a range of difficulties in applying theory to practice in the relevant classroom/learning context | Demonstrates a good understanding of a range of difficulties in applying theory to practice in the relevant classroom/learning context | Demonstrates an understanding of a range of difficulties in applying theory to practice in the relevant classroom/learning context | Demonstrates an understanding of some difficulties in applying theory to practice in the relevant classroom/learning context | Identifies some difficulties in applying theory to practice in the relevant classroom/learning context | Has limited appreciation or ability to identify difficulties associated with applying theory to practice in a classroom context | Shows little or no understanding of the difficulties in applying theory to practice in a classroom context |
| Knowledge and its Application               |   |  |  |  |  |   |  |
| A04   | Demonstrates an exceptionally comprehensive, detailed and in-depth knowledge base   | Demonstrates a detailed systematic in-depth knowledge base   | Demonstrates a comprehensive, well organised knowledge base  | Demonstrates a sound, factual and/or conceptual knowledge base   | Has an adequate knowledge of some topics but gaps and/or misunderstandings for others                  | Has limited relevant knowledge and clear gaps and misconceptions  | Has little or no relevant knowledge  |
| Presentation, Communication and Style       |   |  |  |  |  |   |  |
| A05   | Demonstrates exceptionally broad/in-depth independent reading and most relevant choice of sources.  | Evidence of broad/in-depth independent reading and relevant choice of sources.   | Evidence of independent reading from a wide range of appropriate sources   | Evidence of independent reading from an appropriate range of sources   | Limited evidence of independent or appropriate reading. Literature is presented in a descriptive way   | Very limited evidence of independent reading or choice of appropriate sources. Superficial engagement with literature           | Little or no evidence of engagement with relevant literature   |

## Assignment 2: Hope Teacher Portfolio Viva Presentation

|   | 1 <sup>st</sup> (upper)   | 1 <sup>st</sup> (lower)   | 2:1   | 2:2   | 3rd   | Inadequate/Fail  |  |
|---|---|---|---|---|---|--|--|
| Self-Awareness and Professional Development |   |   |   |   |   |  |  |
| Self awareness                              | Confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses    | Confidently reflects on own strengths and weaknesses  | Able to evaluate own strengths and weaknesses   | Recognises own strengths and weaknesses   | Beginning to recognise own strengths and weaknesses   | Limited self-awareness leading to poor judgement   | Distorted self-criticism leading to inaccurate view of the situation                   |
| Professional Development                    | Critically analyses a range of feedback to plan next steps in learning and professional development               | Accurately identifies and plans learning needs from analysis of a range of feedback                       | Recognises next steps in learning using a range of feedback   | Relies on specific feedback to identify next steps in learning  | Needs support to interpret feedback and/or identify next steps in learning                        | Relies on others to provide next steps in learning   | Cannot interpret feedback or respond positively to feedback and next steps in learning |
| Linking Theory and Practice                 |   |   |   |   |   |  |  |
| Analysis                                    | Clearly identifies, uses and demonstrates an indepth understanding of a range of relevant evidence                | Clearly identifies, uses and demonstrates a good understanding of a range of relevant evidence            | Identifies, uses and demonstrates an understanding of a range of relevant evidence  | Demonstrates understanding through Identification and use of relevant evidence  | Demonstrates some understanding through Identification and use of evidence                        | Demonstrates limited understanding or use of evidence  | Demonstrates little/no understanding or use of evidence                                |
| Knowledge and its Application               |   |   |   |   |   |  |  |
| Knowledge                                   | Clearly demonstrates the development of their personal subject and pedagogic knowledge and its impact on learning | Demonstrates the development of their personal subject and pedagogic knowledge and its impact on learning | Demonstrates the development of most aspects of their personal subject and pedagogic knowledge and its impact on learning | Demonstrates the development of some aspects of their personal subject and pedagogic knowledge and its impact on learning | Demonstrates the development of some aspects of their personal subject and/or pedagogic knowledge | Demonstrates development of limited aspects of their personal subject and/or pedagogic knowledge | Unable to demonstrate the development of subject and/or pedagogic knowledge            |
| Presentation, Communication and Style       |   |   |   |   |   |  |  |
| Oral Presentation                           | Very fluent and confident self-presentation throughout  | Fluent and confident for the majority   | Confident for the majority, fluency improves  | Confidence increases throughout, aspects may be stilted   | Limited confidence and stilted delivery hinders flow of presentation                              | Lack of confidence significantly hinders presentation  | Presentation is unclear, stilted   |



## Assignment 3: Enabling Environments Project Group Presentation

|   | 1 <sup>st</sup> (upper)  | 1 <sup>st</sup> (lower)  | 2:1  | 2:2  | 3rd  | Inadequate/Fail   |  |
|---|--|--|--|--|--|---|--|
| Self-Awareness and Professional Development |  |  |  |  |  |   |  |
| Professional Development                    | Clearly articulates the rationale behind actions/choices and recognises the impact on teaching and learning  | Good rationale behind actions/choices and recognises the impact on teaching and learning   | Provides some rationale for actions/choices and suggests impact on learning and/or teaching  | Recognises some impact of actions on teaching and/or learning  | Makes brief links between choices/actions and teaching or learning                                     | Has limited reasons for actions/choices   | Unable to link actions/choices to teaching and learning  |
| Linking Theory and Practice                 |  |  |  |  |  |   |  |
| Knowledge/ Understanding                    | Demonstrates a thorough appreciation of a range of difficulties in applying theory to practice in the relevant classroom/learning context          | Demonstrates a good understanding of a range of difficulties in applying theory to practice in the relevant classroom/learning context | Demonstrates an understanding of a range of difficulties in applying theory to practice in the relevant classroom/learning context | Demonstrates an understanding of some difficulties in applying theory to practice in the relevant classroom/learning context | Identifies some difficulties in applying theory to practice in the relevant classroom/learning context | Has limited appreciation or ability to identify difficulties associated with applying theory to practice in a classroom context | Shows little or no understanding of the difficulties in applying theory to practice in a classroom context |
| Planning for Progress and engagement        | Exercises autonomy, initiative and a range of appropriate relevant information when exploring options appropriate for the learning/school context. | Uses a range of appropriate information to independently evaluate options  | Uses appropriate information to independently evaluate options   | Uses available information to evaluate possible options, may seek support  | Recognises the benefits and disadvantages of some possible options, seeks support                      | Struggles to recognise benefits or disadvantages independently  | Is unable to identify possible options or their benefits/disadvantages                                     |
| Knowledge and its Application               |  |  |  |  |  |   |  |
| Knowledge                                   | Demonstrates an exceptionally comprehensive, detailed and in-depth knowledge base  | Demonstrates a detailed systematic indepth knowledge base  | Demonstrates a comprehensive, well organised knowledge base  | Demonstrates a sound, factual and/or conceptual knowledge base   | Has an adequate knowledge of some topics but gaps and/or misunderstandings for others                  | Has limited relevant knowledge and clear gaps and misconceptions  | Has little or no relevant knowledge  |
| Presentation, Communication and Style       |  |  |  |  |  |   |  |
| Oral/Visual Presentation                    | Relevant and strong visual impact enhances the message.  | Good, relevant visual impact   | Good visual impact/support   | Some visual impact/support   | Visual aspects and structure are adequate but limited or irrelevant                                    | Presentation lacks appropriate visual support or relevance  | Message is unclear with very limited/no visual support   |

## Assignment 4: ESA: Pedagogical Principles (Exam)

|   | 1 <sup>st</sup> (upper)  | 1 <sup>st</sup> (lower)   | 2:1  | 2:2   | 3rd  | Inadequate/Fail   |  |
|---|--|---|--|---|--|---|--|
| Self-Awareness and Professional Development |  |   |  |   |  |   |  |
| Professional Development                    | Clearly articulates the rationale behind actions/choices and recognises the impact on teaching and learning                          | Good rationale behind actions/choices and recognises the impact on teaching and learning                        | Provides some rationale for actions/choices and suggests impact on learning and/or teaching                      | Recognises some impact of actions on teaching and/or learning                                       | Makes brief links between choices/actions and teaching or learning   | Has limited reasons for actions/choices   | Unable to link actions/choices to teaching and learning                                |
| Linking Theory and Practice                 |  |   |  |   |  |   |  |
| Knowledge and Understanding                 | Knowledge and understanding of theory relating to its application in classroom practice is exceptionally detailed and sophisticated. | Demonstrates a detailed, accurate, systematic understanding of theory and its application to classroom practice | Shows an accurate and systematic understanding of key theories and its relation to classroom practice            | Shows a sound understanding of key theories with some appropriate application to classroom practice | Selection of theory is satisfactory but its application to classroom practice may be limited                   | Knowledge of theory is incomplete or inaccurate with limited understanding of its application to the classroom        | Little or no understanding or application of relevant knowledge to a classroom context |
| Analysis                                    | Conclusions are exceptionally well developed and reflect a commanding grasp of theory/evidence/literature                            | Conclusions are well developed, analytical and grounded in theory / evidence /literature                        | Conclusions show development, critical insight and relate clearly and logically to theory / evidence /literature | Sound conclusions are drawn which are clearly derived from theory / evidence /literature            | Adequate conclusions are drawn which are derived from a limited understanding of theory / evidence /literature | Limited or ineffective attempt to draw conclusions or arguments together  | Lack of conclusions or invalid / unsubstantiated conclusions drawn                     |
| Knowledge and its Application               |  |   |  |   |  |   |  |
| Application of Knowledge                    | Demonstrates an exceptionally comprehensive, detailed and in-depth knowledge base  | Demonstrates a detailed systematic in-depth knowledge base  | Demonstrates a comprehensive, well organised knowledge base  | Demonstrates a sound, factual and/or conceptual knowledge base                                      | Has an adequate knowledge of some topics but gaps and/or misunderstandings for others                          | Has limited relevant knowledge and clear gaps and misconceptions  | Has little or no relevant knowledge  |
| Presentation, Communication and Style       |  |   |  |   |  |   |  |
| Referencing and use of Literature           | Demonstrates exceptionally broad/indepth independent reading and most relevant choice of sources.                                    | Evidence of broad/indepth independent reading and relevant choice of sources.                                   | Evidence of independent reading from a wide range of appropriate sources   | Evidence of independent reading from an appropriate range of sources                                | Limited evidence of independent or appropriate reading. Literature is presented in a descriptive way           | Very limited evidence of independent reading or choice of appropriate sources. Superficial engagement with literature | Little or no evidence of engagement with relevant literature                           |

## LEVEL I Grade Descriptors

| Mark Awarded   | LEVEL I Grade Descriptors   |
|--|---|
| <p>A++;<br/>First class honours<br/><b>92</b></p> <p><b>88</b></p> | <p><b>Outstanding</b> performance and achievement appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in well-established concepts and principles;<br/>showing understanding and evidence of critical thought;<br/><b>Subject specific/professional practice skills:</b> an exceptionally high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to ambiguities and limitations of theoretical concepts; application to areas outside that which is taught is evident.<br/><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts; outstanding level of analysis, highly persuasive, robust argument involving synthesis of concepts, views and ideas.<br/><b>Communication:</b> very high level of competence with well-structured argument throughout; exceptional clarity and coherence.<br/>Presentation: outstanding, with flair and meticulous attention to detail.<br/><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive, thoughtful and insight, relevant background reading from core and wider sources.</p>  |
| <p>A+;<br/>First class honours<br/><b>84</b></p>                   | <p><b>Excellent</b> performance and achievement at a level appropriate to <b>Intermediate</b> level <b>with outstanding features in some elements:</b></p> <p><b>Knowledge &amp; understanding:</b> excellent knowledge and comprehension of relevant theories, fundamental concepts and principles with some features that are outstanding; Demonstrating understanding and evidence of reasoned judgements appropriate to these foundation principles;<br/><b>Subject specific/professional practice skills:</b> an excellent ability in applying key process skills/professional practice skills, including the ability to apply them to limitations of theoretical concepts. There are some outstanding elements emerging.<br/><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts. Excellent ability to apply knowledge and analyse information in order to make reasoned judgements;<br/><b>Communication:</b> high level of competence with well-structured and coherent argument throughout; Presentation: highly competent, Work excellently presented and communicated with attention to detail.<br/><b>Referencing:</b> work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p> |

|  |   |
|--|---|
| <p>A;<br/>First class<br/>honours</p> <p><b>76</b></p>             | <p><b>Excellent</b> performance and achievement appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> a very high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to a range of ambiguities and limitations of theoretical concepts; application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts; sophisticated perception with some critical insight and interpretation.</p> <p><b>Communication:</b> high level of competence with well-structured argument throughout; exceptional clarity and coherence of expression.</p> <p><b>Presentation:</b> outstanding, with clarity and excellent attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of wide-ranging, thoughtful and insightful, relevant background reading from core and wider sources.</p> |
| <p>A-;<br/>2i/1st Class <b>70</b></p>                              | <p>Work shows characteristics of first class achievement but is but is more secure in some aspects than others meaning that the final mark reflects both excellent and very good standards of performance overall</p>   |
| <p>B+;<br/>upper<br/>second class<br/>honours</p> <p><b>68</b></p> | <p><b><u>Very Good standard</u></b> of performance and achievement appropriate to <b>intermediate level</b>:</p> <p><b>Knowledge &amp; understanding:</b> very good in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> a high level of ability in applying key process skills/professional practice skill, including a clearly demonstrated ability to apply them to some examples of ambiguities and limitations of theoretical concepts; some application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a very good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; perceptive and thoughtful interpretation.</p> <p><b>Communication:</b> very good level of competence with coherent argument throughout;</p> <p><b>Presentation:</b> very clear and appropriate with attention to detail evident;</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive background reading in a range of wider sources.</p>   |
| <p>B;<br/>upper<br/>second class<br/>honours</p> <p><b>64</b></p>  | <p><b><u>Good</u></b> standard of performance and achievement appropriate to <b>intermediate level</b>:</p> <p><b>Knowledge &amp; understanding:</b> good in in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> good in applying key process kills/professional</p>  |

|   |  |
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|   | <p>practice skills, including ability to apply them to some examples of ambiguities and limitations of theoretical concepts; limited application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a range of contexts;</p> <p><b>Communication:</b> good level of competence with structured argument throughout;</p> <p><b>Presentation:</b> clear, accurate and appropriate;</p> <p><b>Referencing:</b> work accurately and appropriately referenced from a range of materials including core and some wider reading, a few errors in using the referencing system.</p>   |
| <p>B-;<br/>upper second<br/>class honours<br/><b>60</b></p> | <p>Work shows characteristics of upper second class achievement but is more secure in some aspects than others meaning that the final mark reflects both good and very competent standards of performance overall.</p>   |
| <p>C+;<br/>lower second<br/>class honours<br/><b>58</b></p> | <p>A <b>very competent</b> performance and achievement at a level appropriate to <b>intermediate level</b>:</p> <p><b>Knowledge &amp; understanding:</b> very competent in well-established concepts and principles;<br/>showing understanding and some evidence of critical thought</p> <p><b>Subject specific/professional practice skills:</b> sound application of key process skills/professional practice skills , including some ability to apply them to examples of ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a very competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts;</p> <p><b>Communication:</b> very competent communication with evidence of an argument apparent;</p> <p><b>Presentation:</b> accurate and appropriate;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced from sources that are<br/>mainly from directed core reading, largely indicative of lower level background reading.</p>  |
| <p>C;<br/>low second<br/>class honours<br/><b>54</b></p>    | <p>A <b>competent</b> performance and achievement appropriate to <b>intermediate level</b>:</p> <p><b>Knowledge &amp; understanding:</b> competent in the majority of well-established concepts and principles; showing understanding and some evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> sound application of some of the key process skills/professional practice skills, but with limited ability to apply to examples of ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> in the main, a competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; evidence of description rather than analysis emerging as a key feature;</p> <p><b>Communication:</b> competent communication with some evidence of an argument apparent;</p> <p><b>Presentation:</b> accurate and appropriate;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced, but may have limitations in some aspects and largely indicative of lower level background reading.</p> |

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| <p>C-;<br/>lower second<br/>class honours<br/><b>50</b></p> | <p>Work shows characteristics of lower second class achievement but is more secure in some aspects than others meaning that the final mark reflects both competent and adequate standards of performance overall.</p>  |
| <p>D;<br/>third class<br/>honours<br/><b>48</b></p>         | <p>An <b>adequate</b> level of achievement overall. The work of the candidate has clearly exceeded the threshold standard for <b>intermediate level</b>:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of well-established concepts and principles but with some flaws apparent; showing understanding and some limited evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> adequate application of some of the key process skills/professional practice skills, but with evidence of flaws and errors in some aspects;</p> <p><b>Argument, analysis &amp; reflection:</b> some ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence of description rather than analysis emerging as a key feature;</p> <p><b>Communication:</b> satisfactory communication but evidence of a structured argument is problematic and may be disjointed and/or weak.</p> <p><b>Presentation:</b> adequate presentation, with some attention to detail lacking.</p> <p><b>Referencing:</b> some use of referencing, where appropriate, but limited consistency in style and largely indicative of lower level background reading.</p> |
| <p>E;<br/>third class<br/>honours<br/><b>42</b></p>         | <p>A <b>threshold</b> level of achievement overall. The work of the candidate has marginally exceeded the threshold standard for <b>intermediate level</b>:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of well-established concepts and principles but with some flaws apparent; evidence of criticality is limited throughout;</p> <p><b>Subject specific/professional practice skills:</b> limited application of some of the key process skills/professional practice skills in a limited range of contexts; flaws and errors are significant</p> <p><b>Argument, analysis &amp; reflection:</b> limited ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence is descriptive;</p> <p><b>Communication:</b> satisfactory communication but with limited evidence of an argument apparent.</p> <p><b>Presentation:</b> adequate presentation.</p> <p>Referencing: limited referencing, where appropriate, but range of sources generally only just acceptable and errors present; limitations and largely indicative of lower level background reading.</p>  |
| <p>F+;<br/>Marginal Fail<br/><b>38</b></p>                  | <p>The student has <b>marginally failed</b> to reach the standard required to pass at <b>intermediate level</b></p> <p><b>Knowledge &amp; understanding</b> unsatisfactory in the majority of well-established concepts and principles, flaws apparent; criticality is absent;</p> <p><b>Subject specific/professional practice skills:</b> inadequate application of some of the key process skills/professional practice skills, with clear weaknesses.</p> <p><b>Argument, analysis &amp; reflection:</b> minimal evidence of the use of higher cognitive skills (analysis, synthesis, evaluation and problem solving); argument, analysis and reflection are limited or inaccurate;</p>  |



|   |  |
|---|--|
|   | <p><b>Communicating Accurately and reliably arguments:</b> satisfactory communication but with limited evidence of an argument apparent.</p> <p><b>Presentation:</b> presentation may be inadequate;</p> <p><b>Referencing:</b> some evidence of referencing but with errors in style, consistency and adhering mainly to lower level background material.</p> <p>However, in the judgement of the marker, it would have been feasible for the student, without a lot more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the subject overall.</p>  |
| <p>F;<br/>Clear Fail<br/><b>32</b></p>          | <p>The work is <b>below</b> the standard required to pass at <b>intermediate level</b> and the failure cannot be compensated.</p> <p>The work is clearly unsatisfactory in all key features:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge &amp; understanding;</b></li> <li>• <b>Subject specific and professional practice</b></li> <li>• <b>Argument, analysis &amp; reflection</b></li> <li>• <b>Communication;</b></li> <li>• <b>Presentation</b></li> <li>• <b>Referencing</b></li> </ul> <p>However, the work has sufficient strengths to suggest that, if this standard was maintained throughout the subject, the student would be able to pass on reassessment without the need to retake the subject with attendance.</p> |
| <p>F-;<br/>Comprehensive Fail<br/><b>22</b></p> | <p>The work is <b>substantially below</b> the standard required to pass at <b>intermediate level</b>.</p> <p>The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b></p> <p><b>Subject specific/professional practice skills.</b></p> <p><b>Argument, analysis &amp; reflection</b></p> <p><b>Communicating Accurately and reliably arguments;</b></p> <p><b>Presentation</b></p> <p><b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>  |
| <p>WF;<br/>Weak Fail<br/><b>12</b></p>          |  |
| <p>U;<br/>unclassified<br/><b>2</b></p>         | <p>The work presented by the student is <b>rudimentary</b>, inappropriate or dysfunctional at <b>intermediate level</b>. The work is clearly unsatisfactory in all key features</p> <p><b>Knowledge &amp; understanding;</b></p> <p><b>Subject specific/professional practice skills.</b></p> <p><b>Argument, analysis &amp; reflection</b></p> <p><b>Communicating Accurately and reliably arguments;</b></p> <p><b>Presentation</b></p> <p><b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>   |

## Essential Assessment-related Dates for Level I 2023-24

| Week beginning              |                               |
|-----------------------------|-------------------------------|
| w/c 3rd of June 2024        | Examinations                  |
| 12th July 2024              | End of Year Results Published |
| w/c 26th - 30th August 2024 | Resit examinations            |

### Procedures for Submitting Assignments:

- Your assignments (unless specified) must be submitted electronically via Turnitin on the Explorations in Primary Education Moodle at 12 noon on the submission date.
- Assignments which are submitted late, (without an extension), will receive a mark of ZERO until they are resubmitted for a capped mark – you will be contacted with resubmission date.
- A preliminary indicative grade will normally be available four working weeks after submission. This indicative grade is subject to adjustment by the external examiners.

### Requesting an Extension

Please note that extensions are a possibility following negotiation and **NOT an entitlement**. Effective time-management and working to scheduled guidelines are essential skills and an expectation at this level. You have 2 days each week without scheduled teaching and you are expected to make the most of this time to complete assignments. There are also dedicated assessment and reading weeks at the end of October and February to support academic study and completion of assignments. Extensions will therefore only be granted with **evidence of mitigating circumstances**.

**Any relevant medical/mitigating evidence will be required within 2 weeks of the assignment deadline - as dictated by university regulations.**

Please follow the link to find University extension request forms:

<http://www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/>

### Feedback

Oral and written feedback given to you is very valuable. Markers spend substantial amounts of time making judgements about your work and then thinking carefully about targets to set you to help you can move on in your learning. Please read these comments. When you have finished the next piece of work go back and check that you have **worked towards the targets** set on the previous piece of work.

Feedback and profiling plays an important role in self- assessment, reflection and target setting. During the year there will be two profiling points in which you will discuss your progress with your personal tutor. These are opportunities for you to demonstrate how you have **acted on the feedback** that you have been given in order to track and improve your learning and progress.

Liverpool Hope University has a policy of returning a grade and feedback to all students within 4 working weeks (excluding holiday weeks) of submission of any assessment. **This grade is subject to approval by the Board of Examiners and may be changed in light of discussion with the External Examiners.** Please refer to your feedback booklet: 'Student Feedback in the School of Teacher Education'.



### Study Skills Support:

Information on an extensive range of support materials for spelling, grammar, notetaking, Maths, presentations, exams and CAT software is available via the Library webpages, simply select 'Study Skills and Academic Writing Mentors' <http://www.hope.ac.uk/gateway/library/>

The Academic Writing Mentors are available to all students

<http://www.hope.ac.uk/gateway/library/mentoringservices/writingmentors/>

### Plagiarism or Collusion:

You are strongly advised to bear in mind that over reliance upon or excessive use of previously published materials is likely to be judged as plagiarism and could lead to failure. **All sources must be acknowledged.** Close collaboration with a fellow trainee resulting in almost identical text will be viewed as collusion. Both offences are liable to a maximum penalty of removal from the University course – **please refer to University student regulations.**

All assignments written for the Education Faculty should adopt the standard form of referencing known as the Harvard Method.

### Academic misconduct.

The University uses assessment to determine whether a student has met the essential outcomes of their academic program. Assessments are designed to be equitable for all our students, and likewise we expect our students to behave with integrity.

Academic misconduct is defined as:

*“any action or omission which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research”.*

Academic misconduct includes unintentional acts, where students have not familiarised themselves with good academic practice.

Academic Misconduct can take a number of forms. **Some** examples are below:

- Plagiarism: using someone else's work as your own -this includes not citing your sources correctly
- Self-Plagiarism: Using work for a new assignment that was previously submitted for a previous assignment. This does not include resubmissions following a fail.
- Use of third parties: Buying/obtaining work or using Artificial Intelligence. This is fraud so carries the most severe penalty of termination of studies.
- Collusion: working with another student (except for when the assessment requires collaboration)
- Deception: Faking mitigating circumstances in relation to an assessment.

For further details please follow the link. [Guide to Academic Misconduct 2022\\_23 JUNE.pptx \(live.com\)](#)

If you are in doubt, always ask for advice. Your Year Head, IPD Tutor or the Library services will help you.

### Plagiarism or Collusion:

You are strongly advised to bear in mind that over reliance upon or excessive use of previously published materials is likely to be judged as plagiarism and could lead to failure. **All sources must be acknowledged.** Close collaboration with a fellow trainee resulting in almost identical text will be viewed as collusion. Both offences are liable to a maximum penalty of removal from the University course – **please refer to University student regulations.**

All assignments written for the Education Faculty should adopt the standard form of referencing known as the Harvard Method.

## Commonly used Harvard Conventions

Examples are fully explained in the University Guidance document - *Harvard Referencing at Liverpool Hope: basic guide*

| Paraphrase  | Direct Quotation   | In reference list   |
|---|--|---|
| <b>1,2,or 3 authors:</b> Bruce (2011)   | Bruce (2011, p.25)   | Bruce, T. (2011) <i>Early childhood education</i> . 4th ed. London: Hodder Arnold.  |
| Monk and Silman (2011)  | Monk and Silman (2011, p.52)                               | Monk, J. and Silman, C. (2011) <i>Active learning in primary classrooms: a case study approach</i> . Harlow: Longman.   |
| Tisdall, Davis and Gallagher (2009)   | Tisdall, Davis and Gallagher (2009, p.169)                 | Tisdall, E.K.M., Davis, J.M. and Gallagher, M. (2009) <i>Researching with children and young people: research design, methods and analysis</i> . London: Sage.  |
| <b>4 or more authors:</b><br>McLaughlin et al (2006)  | McLaughlin et al (2006, p.79)                              | McLaughlin, C., Black-Hawkins, K., Brindley, S., McIntyre, D. and Taber, K. (2006) <i>Researching schools: stories from a schools- university partnership for educational research</i> . London. Routledge.                       |
| <b>Two or more works by the same author published in the same year</b><br><br>Flick (2007a)<br>Flick(2007b) | Flick (2007a, p.35) Flick (2007b, p.42)                    | <i>First reference</i><br><br>Flick, U. (2007a) <i>Doing ethnographic and observational research</i> . London: Sage.<br><i>Second reference</i><br><br>Flick, U. (2007b) <i>Doing focus groups</i> . London: Sage.                |
| <b>Corporate author</b><br>Department for Children, Schools and Families (2007)                             | Department for Children, Schools and Families (2007, p.10) | Department for Children, Schools and Families (2007) <i>Contribution of schools to Every Child Matters outcomes: evidence to support education productivity measures</i> . London: Department for Children, Schools and Families. |
| <b>E-book (accessed from library online resources)</b>  | Palmer, Bresler and Cooper (2001, p.173)                   | Palmer, J., Bresley, L. and Cooper, D. (2001) <i>Fifty major thinkers on education: from Confucius to Dewey</i> [online]. London: Taylor &  |

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|---|--|--|
| Palmer, Bresler and Cooper (2001)   |  | Francis. Available from: MyiLibrary [accessed 10 July 2012].   |
| <b>Journal article (print)</b><br>Whitty (2012)                             | Whitty (2012, p.70)  | Whitty, G. (2012) A Life with the Sociology of Education. <i>British Journal of Educational Studies</i> , 60(1), pp.65-75.   |
| <b>Online journal article (from library online resources)</b> Morrow (2012) | Morrow (2012, p.6)   | Morrow, V. (2012) Politics and economics in global questions about childhood and youth . . . the trouble with numbers. <i>Childhood</i> [online], 19(1), pp.3-7. Available from: Swetswise [accessed 12 July 2012].  |
| <b>Online journal article (downloaded freely from website)</b> Kwon (2002)  | Kwon (2002)*<br>* It is not always possible to put a page number when using some online articles as not all of them are paginated.<br><br>Do include page number if available. | Kwon, Y.I. (2002) Changing curriculum for early childhood education in England. <i>Early Childhood Research &amp; Practice</i> [online], 4(2) Available from:<br>< <a href="http://ecrp.uiuc.edu/v4n2/kwon.html">http://ecrp.uiuc.edu/v4n2/kwon.html</a> > [accessed 12 July 2012].  |
| <b>Webpage</b> Directgov (2012)   | Directgov (2012)<br>* In most cases web pages will not be paginated  | Directgov (2012) Disabled people [online]. Directgov. Available from:<br>< <a href="http://www.direct.gov.uk/en/DisabledPeople/index.htm">http://www.direct.gov.uk/en/DisabledPeople/index.htm</a> > [accessed 12 July 2012]   |
| <b>PDF report downloaded from website</b><br>Nutbrown (2012)                | Nutbrown (2012, p.10)  | Nutbrown, C. (2012) <i>Foundations for quality: the independent review of early education and childcare qualifications: Final Report</i> [online]. Runcorn: Department for Education. Available from: < <a href="https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00068-2012">https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00068-2012</a> > [accessed 12 July 2012]. |
| <b>Citing a single chapter from an edited work</b><br>Lingard (2010)        | Lingard (2010, p.380)  | Lingard, B. (2010) The impact of research on educational policy. In: Thomson, P. and Walker, M. eds. <i>The Routledge doctoral student's companion</i> . London: Routledge, pp.377-389.  |
| <b>Secondary reference</b><br>Froebel (1887, cited in Bruce, 2011)          | Froebel (1887, cited in Bruce, 2011 p.26)<br>NB. p.26 is the page number of the Bruce book on which the quotation from Froebel appears   | Bruce, T. (2011) <i>Early childhood education</i> . London: Hodder Education.  |

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|--|---|---|
| <b>Newspaper article (print)</b><br>Vasagar (2012)                               | Vasagar (2012, p.2)   | Vasagar, J. (2012) Headteachers signed up by civil servants to praise Gove's policies. <i>The Guardian</i> , 12 July, p.2   |
| <b>Newspaper article (downloaded from library online resources)</b> Paton (2012) | Paton (2012)*<br>* It is not possible to put a page number when using an online newspaper article as these are not paginated                                    | Paton, G. (2012) The Daily Telegraph: Back-to-basics grammar test at 11 <i>The Daily Telegraph</i> [online], 6 July. Available from Newsbank [accessed 12 July 2012].   |
| <b>Newspaper article (downloaded from newspaper's own website)</b> Ramesh (2012) | Ramesh (2012)*<br>* It is not always possible to put a page number as online newspaper articles are often not paginated   | Ramesh, R. (2012) Children's charities warn number of troubled families will soar. <i>The Guardian</i> [online], 6 July. Available from: < <a href="http://www.guardian.co.uk/society/2012/jul/06/childrens-charities-troubledfamilies">http://www.guardian.co.uk/society/2012/jul/06/childrens-charities-troubledfamilies</a> > [accessed 12 July 2012]. |
| <b>News website (no identified author)</b> Anon. (2012)                          | Anon. (2012)*<br>* In most cases web pages will not be paginated  | Anon. (2012) Reading and writing catch-up classes for poorer pupils <i>BBC News Education &amp; Family</i> [online], 10 July. Available from: < <a href="http://www.bbc.co.uk/news/education18780527">http://www.bbc.co.uk/news/education18780527</a> > [accessed 12 July 2012].  |
| ibid   | This can be used in your main text if you If two or more references to the same work follow one another without a reference to a different source between them. |   |

## Library Support

Your reading list can be accessed online via Moodle. This allows you a quick and easy link to the Library Catalogue where you can instantly see if an item is available. If the item is an online resource or web page you will be able to link directly to the item.

If you need any help or support with any library issue including accessing library resources or subject specific information, please contact your Faculty Librarian:



Philippa Williams

Sheppard Warlock Library

Phone number: 0151 291 2079

Email address: [williap@hope.ac.uk](mailto:williap@hope.ac.uk)



Support is also available from the Subject Support Points in the library; pop along to get some advice and help from a librarian.

Alternatively you can email [askalibrarian@hope.ac.uk](mailto:askalibrarian@hope.ac.uk) From within this email address you can also invite us to chat.

There are full details of all library services, facilities and support available from the Library Services web pages [www.hope.ac.uk/gateway/library/](http://www.hope.ac.uk/gateway/library/)

Interactive Library guides can be found at <http://www.hope.ac.uk/gateway/library/interactiveguides/>

## Referencing

Information on 'Referencing Your Work' is available via the Library webpages, simply select 'Student How to Guides' and look for 'Referencing Your Work' at

[www.hope.ac.uk/gateway/library/interactiveguides/referencing/](http://www.hope.ac.uk/gateway/library/interactiveguides/referencing/)

You should remember that individual subjects can use differing referencing styles. This is particularly important if you are registered on a combined honours or BA(QTS) award and you should be careful to check with each of your subjects separately.

## Course Reading Materials:

Reading Lists and links to the University Library catalogue are given on the Year 2 Moodle.

## Generic recommended texts:

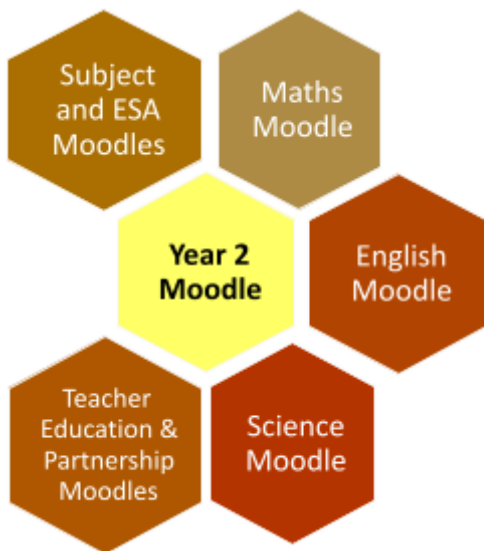
1. Cremin, T and Arthur, J (2010) *Learning to Teach in the Primary School*. Routledge
2. Ewens, T (2014) *Reflective Primary Teaching*. Critical Publishing Ltd
3. Griffith, A. and Burns, M. (2012) *Outstanding Teaching, Engaging Learners*. CHP



Additional weekly readings and tasks will be given via moodle and email. Your full reading list for the course can be found through Moodle. Your tutor may give you additional reading each week.

### Moodle:

Moodle is Liverpool Hope's virtual learning platform. Each module has its own Moodle which is maintained by your course leader. Year 2 3-7 uses one Moodle for IPD and ESA.



Moodle is intended to support you through your programme of study and enhance your learning. Moodle provides a space in which all care and some additional resources can be stored and/or signposted. This will include previous year's evaluation outcomes and External Examiners reports.

Some tutors may create activities for you to carry out online to help you measure your own progress. For some groups tutors may want to use the collaborative forums in which you can communicate with each other and work on joint projects.

### To access Moodle:

From the University website home page select 'Staff/Student Gateway', 'My Hope' and then 'Moodle'. Use your network username and password to login. If you have any difficulties accessing the Moodle for your course please contact [itshelp@hope.ac.uk](mailto:itshelp@hope.ac.uk)

## You must check Moodle updates regularly.

### Attendance, Punctuality and Professionalism

The University requires **ALL students to attend ALL teaching sessions** unless there are significant mitigating circumstances. Your timetable this year requires your **full attendance for all scheduled sessions**. You are expected to arrive on time to your scheduled sessions (and any other pre-arranged meetings you may arranged with tutors).

If you miss any sessions you should expect to be contacted by your tutor to find out why you have been absent.

If you miss a scheduled session it is your responsibility to catch up on what you have missed.

If you are late arriving to a session please enter the teaching room, please make your apology to the tutor, and quietly take a seat without disturbing any other students.

If you arrive any later than 15 minutes after the start of a session your tutor may refuse to allow you to join the class. If your tutor refuses entry on the grounds of being late you must follow their decision. They may allow you to come in after the break. If they refuse entry due to lateness, you are advised to ask if you can join after the break. If they will allow this, ensure you find out what time the session is due to start back after the break (and be on time!). All students are expected to be punctual, professional and courteous with staff and fellow students at all times.

During taught sessions you must turn off your mobile phone (unless there is a very good reason why you cannot e.g. childcare issues or sick family member). If you do need to leave your phone on please be courteous and inform your tutor before the start of the session. If you do not comply with these courteous requests your tutor may ask you to leave the class as taking calls or texting in class is very disruptive.

During online taught sessions you must turn on screens and participate fully in break out sessions, with screen on and engage in the professional dialogue tasks.

If you email your tutors please do so in a courteous fashion which reflects the professional nature of your relationship and your expectations of a graduate career.

- **In the case of unavoidable absence from University based training:** Email all the tutors whose sessions you are missing.
- **In the case of unavoidable absence from PPL:** School should be notified **in advance** by telephone (**NOT text message or e-mail**) as early as possible before the start of the school day. In the case of an absence of more than a day, school should be kept informed of your likely return through regular contact. School should not have to telephone you to find out when you will be back. At the same time, you must also inform your Professional Placement Tutor (PPT) and the Partnership Team at the University via [partnershipoffice@hope.ac.uk](mailto:partnershipoffice@hope.ac.uk)

**Please ensure that you do not book any holidays for during term time.**

#### **University Policies:**

You can access University Policies on:

- The academic responsibility of students;
- The progression and award regulations associated with your degree
- Plagiarism
- The provision of assessment arrangements for students with a disability, illness, injury or adverse personal circumstances
- Academic appeals

....by looking at the University website:

<http://www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/policiesandprocedures/>

You can access information on support services at

<http://www.hope.ac.uk/gateway/supportandwellbeing/>

#### **Departmental Facilities:**

##### **Who do I contact if I have any issues/concerns?**

For most concerns, please contact your Personal Tutor (who leads your Initial Professional Development IPD seminar) in the first instance. They may suggest that you contact a Faculty Senior Academic Advisor (FSAA) if your concern is related to your academic study. If it is a pastoral issue, they may seek further support from the Student Support and Wellbeing team (further details below).



If your concern relates directly to your particular school placement, please contact your Professional Placement Tutor (PPT). If it is a more general query regarding PPL please contact the PPL Lead for your Year, Lucy Dunne, [dunnel@hope.ac.uk](mailto:dunnel@hope.ac.uk)

If you are not satisfied with the support available and offered, you should also contact your Head of Year, Nichola Preston via [preston@hope.ac.uk](mailto:preston@hope.ac.uk). If you have followed these instructions and still feel that your concern has not been fully addressed please contact the BA Primary Teaching (QTS) Programme Lead Mikaela Nugent-Jones [nugentm1@hope.ac.uk](mailto:nugentm1@hope.ac.uk)

The designated **Safeguarding Officers** is The designated Safeguarding Officer is Mikaela Nugent-Jones - [Mikaela Nugent-Jones](#)

**Support and Wellbeing:** <http://www.hope.ac.uk/gateway/supportandwellbeing/>

At Liverpool Hope, the Student Support and Wellbeing team is responsible for everything that directly influences student learning and the personal care of students. From your very first contact with us, we aim to make your experience of Hope both friendly and enjoyable, and we will provide support every step of the way. We are a relatively small institution and you will be known by name and respected as an individual right from the start.

**Phone:** 0151 291 3427

**Email:** [sdw@hope.ac.uk](mailto:sdw@hope.ac.uk)

**In person:** come along to Student Development and Wellbeing (Gateway Building, First Floor) between 8.00am - 6.00pm Monday - Friday.

### **Resilience Mentor**

Liverpool Hope University Teacher Education department offers a professional and confidential student resilient mentor dedicated to supporting students with any personal or professional placement issue(s) that may be affecting their ability to engage fully with their studies. This service is organised on an appointment basis through year head referral. To access this service trainees should make an appointment with their year head in the first instance who will then be able to refer trainees.

### **Quality Assurance/Internal Examiners**

The Internal Examiners (usually the academic team in your Department) are specifically responsible for:

the preparation of coursework assessment requirements and draft examination question papers, and ensuring that they are appropriate to the Level, syllabus content and learning outcomes; the initial assessment, and internal moderation\*, of coursework assignments and examination scripts; ensuring that the Assessment Co-ordinator is able to make available to External Examiners an agreed range of internally moderated coursework assignments and examination scripts in good time to enable the External Examiners to undertake external moderation before the meeting of the Panel of Examiners or Assessment, Progression & Award Board.

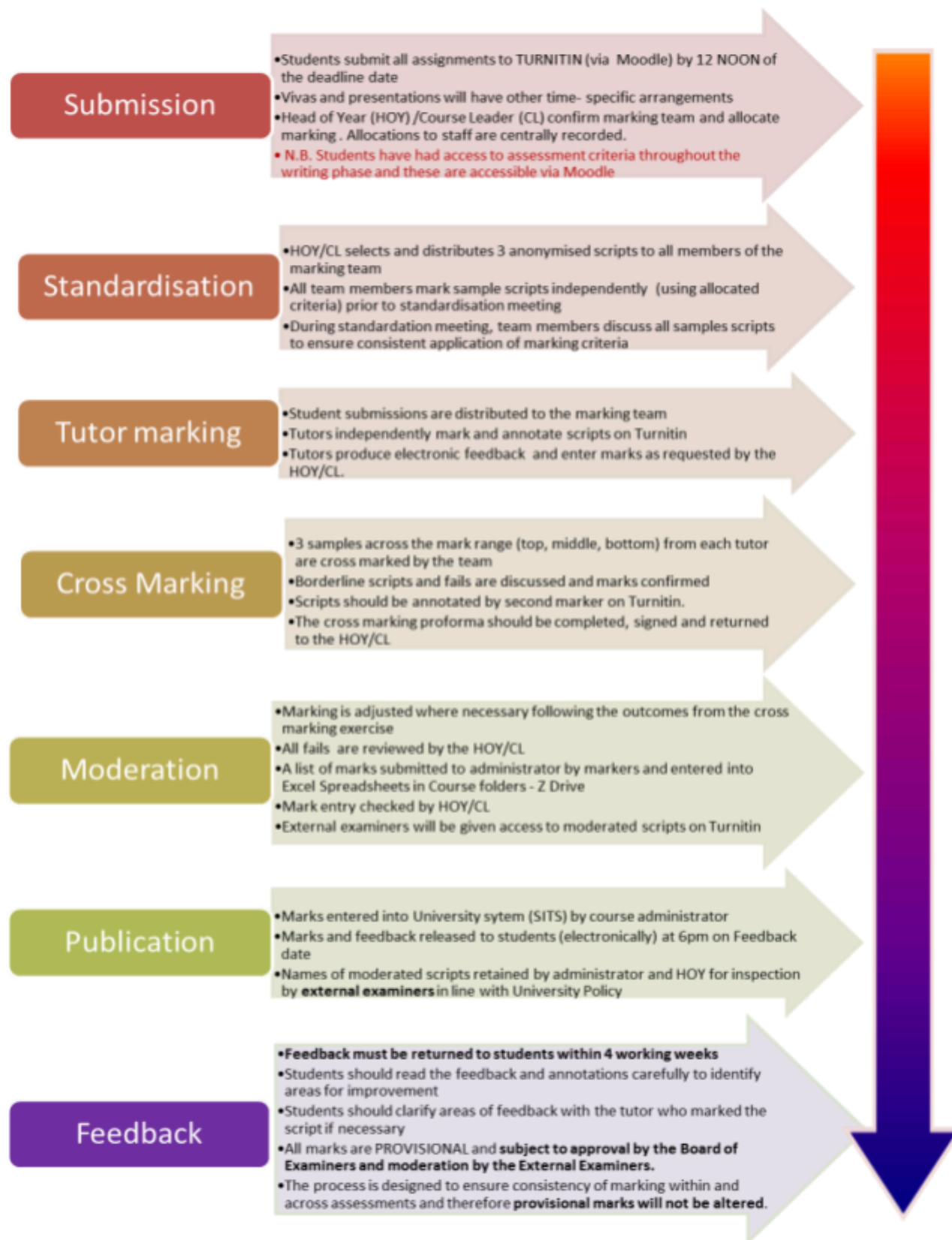
You can university guidelines for assessment at:

[www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/assessmentofstudentsguidelines/](http://www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/assessmentofstudentsguidelines/) (Document AG16).



# School of Teacher Education 7 Stage Marking Strategy

In the Department of Teacher Education, assessments are internally moderated using the strategy below. The process is designed to ensure consistency of marking within and across assessments and therefore provisional marks will not be altered.

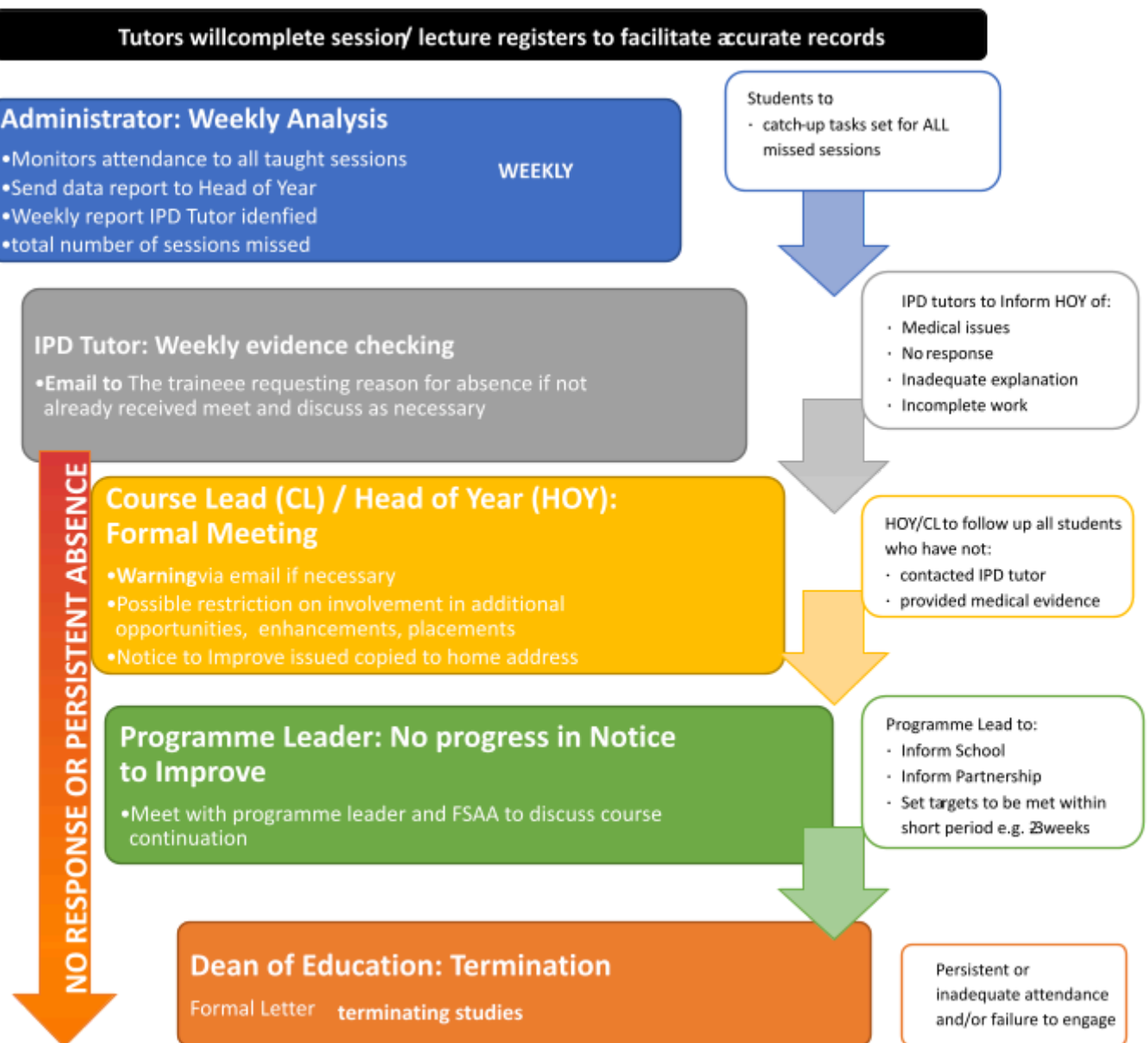


# School of Teacher Education: Attendance Monitoring

- Teaching demands **high levels of professionalism** including attendance and punctuality (See Teachers' Professional Standards and Hope's Code of Conduct).
- Hope University has **high expectations** of its trainees' attendance and participation in both university taught sessions and school-based training.
- We will monitor attendance in all taught sessions and draw your attention to the potential consequences of absence indicated below. **We expect you to:**
  - Attend ALL sessions;
  - Arrange medical appointments on non-teaching days;

## Year group absence and sessions;

- Email session tutor, IPD tutor, Head of Year, PPT during placement – staff will respond as necessary;
- Over 5 days' illness medical evidence from a health professional will be requested;
- Ensure notes and evidence of engagement for all missed sessions are available for the relevant tutors



## Targeted Support Plan Procedures

Targeted support plan is used to formally identify a trainee who is not making expected progress either academically or professionally. Targeted support plan is intended to alert the trainee, the school, and the university to the **need for additional support**. The intended outcome of the process is that the trainee either:

- Makes progress against set targets and consequently meets the standard required to progress successfully, OR
- Makes some progress against set targets but needs additional time / support via a new target cycle in order to meet the standard required. This may include a placement extension,

**However, where the trainee teacher does not meet the agreed targets in the given timescales, possible outcomes may be:**

- Failure of the placement. This will be confirmed at the appropriate examination board where a possible opportunity to re-sit may be considered.
- Withdrawal from the course;

## Implementation of Targeted Support Plan

Any partner in training can complete a Targeted Support Plan proforma; it would normally be instigated by the Professional Learning Co-ordinator (PLC) or university Professional Placement Tutor (PPT) tutor. In most cases where a Targeted Support Plan is issued as a result of failing to meet expectations, this should follow a conversation between the school and the university. However, when immediate action needs to be taken, the University trusts the professional judgement of school and partners to inform the Professional Placement Tutor (PPT) as soon as possible after the Targeted Support Plan is issued.

Other than in exceptional circumstances, there should be clear evidence that a student is failing to meet expected targets before a Targeted Support Plan is issued. This evidence would usually (but not exclusively) appear in the form of not making expected progress in lesson observations/professional standards/reviews/attendance monitoring/academic performance or failure to act upon advice etc.



# Targeted Support Plan

## SECTION A IDENTIFICATION

Reasons for a need to improve are identified either by University or School



Reasons for Targeted Support Plan are shared, and the document is issued to the trainee. Copies distributed to Course Leaders, Head of Year (Where applicable) and Partnership



Trainee is made aware of the process for the Targeted support plan and the consequences of not making progress (See Outcomes Below)



## SECTION B TARGET SETTING & MONITORING

Targets and support strategies are discussed and agreed with the trainee, including the monitoring period and date of progress meeting



Trainee is made aware of the importance of demonstrating progress against the targets in the given time period



Progress made against targets is reviewed in the agreed time frame



## SECTION C OUTCOMES

Targets are met and the trainee is on track to the next stage of the course. The targeted support plan is removed.

Progress towards targets on Targeted Support Plan is made but further targets are required to ensure the trainee can demonstrate they are on track to exit as a good teacher. Targeted support Plan remains in place. A further cycle of targets are set. The cycle/s must be completed within a placement.

If progress towards Targets is not evident in the agreed time frame Course Lead to be informed and to consider the evidence from the University and School.

## External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another university who is appointed by Liverpool Hope to offer an independent view as to whether the work of Hope students on a course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, and dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The external examiners' reports are made available to student representatives and school representatives via Moodle and are also discussed in Staff Student Committees.

The main external examiner for your course is listed at the front of this booklet. Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your programme leader."

## Quality Assurance/Internal Examiners

The Internal Examiners (usually the academic team in your Department) are specifically responsible for:

- [a] the preparation of coursework assessment requirements and draft examination question papers, and ensuring that they are appropriate to the Level, syllabus content and learning outcomes;
- [b] the initial assessment, and internal moderation\*, of coursework assignments and examination scripts;
- [c] ensuring that the Assessment Co-ordinator is able to make available to External Examiners an agreed range of internally moderated coursework assignments and examination scripts in good time to enable the External Examiners to undertake external moderation before the meeting of the Panel of Examiners or Assessment, Progression & Award Board.

You can university guidelines for assessment at:

[www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/assessmentofstudentsguidelines/](http://www.hope.ac.uk/gateway/supportandwellbeing/studentadministration/understandingyourdegree/assessmentofstudentsguidelines/) (Document AG16).

## Trainee Participation in Course Evaluation

A crucial aspect of becoming a professional teacher is the ability to work reflectively to improve the effectiveness of practice. This sits at the heart of any school self – evaluation, and Liverpool Hope University is no different.

The BA QTS Primary Course at Hope values input from all stakeholders in evaluating the relevance and effectiveness of both University and School based experiences. Trainees are encouraged to take opportunities to evaluate and make recommendations about the programme through:

- The Staff – Student Voice Committee
- Meeting with the External Adviser
- Meeting with the External Examiner
- Representation on the course Steering Committee
- Main subject course evaluations
- National ITT evaluations from UCET and the Teaching Agency (online surveys)

- Initial Professional Development (IPD) school experience evaluations
- Professional dialogue with Tutors and Mentors
- Individual meeting(s) with Course Coordinators

## **Student Voice Committee**

The Student Voice Committee group for the Primary course, comprises representatives from the student body, and is chaired by a Tutor in attendance of the Programme manager. Meetings are formally recorded and recommendations or calls for action are reported to the Programme Coordinator or to the Dean of Education as appropriate.

Minutes of the staff-student liaison are published and issues arising are tabled for the Primary BA QTS Development Committee, on delegates from the Student Voice Committee also serve.

## **Students as Leaders Development Group**

Our Students as Leaders Development Group is a small representative group that enables students to be more engaged with their learning, curriculum development and course outcomes. The group shape new ideas about how the course operates, providing practical ideas and solutions for trainee teachers and the learning community in general. The group meets termly for approximately 90 mins to discuss development ideas for the course. This is a unique opportunity to be involved in curriculum design and leadership skills shaping your teacher training course and future training enhancements.

## **The Students' Union**

The Students' Union oversees the provision of all kinds of amenities such as shops, coffee bars, a social club and lounges. It provides a wide variety of clubs and societies, both cultural and social, and offers many opportunities for those who wish to take advantage of Liverpool Hope's extensive sporting facilities. Student representatives take part in all levels of administration within Liverpool Hope, and so are able to express student views and become involved in decisions on academic and other matters. There are elected student officers who are responsible for organising activities in all the areas outlined above and the Post- Graduate body has its own representatives on the Student Council. A representative from the Students' Union will address trainees during the Induction Week.

## **Counselling Services**

Trainees are eligible to use the counselling services provided by the University. Details of these services (which include financial guidelines) are available on SDW Web page

<https://www.hope.ac.uk/gateway/students/studentdevelopmentandwell-being/>

## **Employability Hub**

Liverpool Hope Employability Hub is staffed by a Senior Careers Specialist, a Careers Adviser and a Careers Assistant. The Careers Service works in collaboration with the local LA Careers Service, keeps in touch with Advisory services in other higher education institutions and makes contact with other graduate Advisory agencies. It offers advice, counselling and information about vacancies, and help is offered, particularly, in making applications and preparing for interviews for teaching posts. There is also a follow-up service for trainees leaving Liverpool Hope until it is known that they are settled in permanent occupation. You are required to register with the Employability Hub and are advised to explore its library and facilities at the earliest opportunity.



# Data Protection Regulations (GDPR)

## How we will use information about you - I am a trainee in an initial teacher education partnership

We process a range of data because we are an initial teacher education provider. In most cases we do not record names. However, it may be possible for some people to be identified from the information we have recorded, either alone or in combination with other information. This is the data we keep about you;

- trainee recruitment records
- trainees' training needs, including transition documentation provided at the end of the initial teacher education
- reports on trainees' performance in relation to the relevant professional standards
- trainees' observations made by class teachers, professional learning co-ordinators/tutors and mentors
  - trainee feedback
- past employment (to inform your training plan)
- start/completion dates
- Destination data post graduation

This data allows enables us to legitimately track your progress and provide the necessary information for an ITE partnership inspection. We will also use this to help produce official statistics, surveys and publications, analysis research and insight.

This data will be stored securely and will be kept until the next inspection cycle is complete (usually within a six-year period) at which point it will be destroyed in accordance with our data policy.

## How do you meet GDPR requirements?

- Familiarise yourself with the information on the Information Commissioner's Office website (<https://ico.org.uk/>) and the policies and practices of your school/ setting as part of induction.
- Dispose of any information that you hold where the original purpose it was intended or used for has gone or it is no longer needed. Clear emails regularly.
- Treat confidential/ sensitive paperwork with the utmost care. If keeping documents, store them away securely. If disposing of documents use a shredder or confidential waste bin.
- Remove non-compliant software from use, only use secure (password protected) platforms or systems for storing information. Avoid using memory sticks to store high risk data. If using memory sticks, ensure that they are encrypted.
- During your professional placement you will need to collect and analyse pupil data to inform teaching and learning. Prior to your placement commencing you must ensure that you are familiar with your placement provider data protection policy and ensure you adhere to this policy for the duration of your placement.
- At the end of your placement, you should return all personal data to your placement provider for safe destruction or retention. Only anonymised data can be stored as evidence to support your Teaching Standards Evidence Base.

Further information on the university privacy policy can be found here:

<http://www.hope.ac.uk/media/aboutus/governancedocuments/Student%20Privacy%20Notice.pdf>

# Glossary of Terms and an Explanation of Key roles:

## **Initial Professional Development (IPD)**

Training which is not subject-specific such as professional studies, special needs or inclusion, though it may be delivered by subject tutors. The IPD programme consists of centre-based lectures and seminars. The IPD tutors play a significant role with school placements in that they assist in reviewing your school placements, practice and targets.

## **Partnership**

An arrangement where schools work together with the university in order to provide school-centred training.

## **Professional Learning Coordinator (PLC)**

A school-based trainer with more general responsibilities for the professional development of one or more trainees based at the school. The PLC is responsible for managing the school-led professional development programme and quality assurance of Initial Teacher Education.

## **Professional Placement Tutor (PPT)**

The PPT is a university-based tutor who is responsible for groups or clusters of schools. The PPT will support school learning coordinators in the delivery and quality assurance of ITE within the school.

## **EProfile of Professional Development**

The Profile is a record of your teaching development across the year, consisting of target and review sheets and review point documentation.

## **Provider**

Providers form a consortium of schools and institutions accredited by the National College for Teachers and Leaders to provide initial teacher education (ITE).

## **QTS – Qualified Teacher Status**

Awarded by the Department for Education providing that there is sufficient evidence that all Teachers' Standards have been met.