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## Introduction to Early Education Education (3-7 years)

### BA Early Education QTS (Hons) Year 1

Year 1 2023-2024 (Full Time)

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



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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 an understanding of the relationship between educational theory and practice.
2. Demonstrate knowledge of underlying concepts and principles within subject areas and interpret these within the context of the curriculum.
3. Draw conclusions about children's learning as a result of observing and working with children during their placement.
4. Identify and act upon areas for development in their own academic and professional practice.
5. Demonstrate the ability to reflect critically upon current educational policy and practice.
6. Demonstrate knowledge and understanding of children's development, how children learn and the barriers to learning.

# Faculty of Education

## An Introduction to Primary Education PRQCORE1C001

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## Level C 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 first year (Level C) of study. Each 120 Credit unit represents 1200 hours of study across the academic year.

# Welcome to Year 1 BA Early Education QTS (Hons)

It is a great pleasure to welcome you all to Liverpool Hope University School of Teacher Education. You are joining Year 1 of the course after a very successful year where we have achieved so much.

We are 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.

## Your own Philosophy of Teaching

The BA Primary Teaching programme is a demanding but extremely rewarding course of professional education and training. In this letter, I want to share with you the nature of the programme, especially, in respect of its focus and underlying philosophy. Having an understanding of this will help you to appreciate our expectations of you as learners, and, most importantly, your expectations of us as tutors!

The overarching aim of BA Primary Teaching is to support you in your identification and development of an informed (through experience and reading etc.) **Philosophy of Teaching**. A clearly articulated philosophy will empower you to make good choices, skilfully solve problems and to learn powerfully, in the multiple and ever-changing contexts in which you will be teaching. As such, the QTS programme aspires to develop you into a 'critical being' with the confidence to question the political/educational ideologies underpinning a given curriculum, including that which you will be engaging with as a student teacher.

## Positive Learning Dispositions

In preparation for a lifetime of change, the programme will help you to understand yourself as a learner and so how to learn better. More specifically, you will be supported in developing a range of positive learning dispositions towards becoming a successful lifelong learner – as shared with you during the selection process. The table below expands on these positive learning dispositions, giving insight into the type of student teacher we are striving to promote on our programme.

Positive Learning Dispositions			
Resilient	Resourceful	Reflective	Reciprocal
Curious (proactive)	Questioning (How come?)	Clear thinking (logical)	Collaborative (team member)
Adventurous (up for a challenge)	Open-minded	Thoughtful ("Where else could I use this?")	Independent (can work alone)
Determined (persistent)	Playful ("Let's try")	Self-knowing (awareness of own habits, strengths and weaknesses)	Open to feedback
Flexible (trying other ways)	Imaginative (could be...)	Methodical (strategic)	Attentive (to others)

Observant (of details and patterns)	Integrating (making links)	Opportunistic (serendipity)	Empathetic (other people's shoes)
Focused	Intuitive	Self-evaluative	Imitative (contagious)

Throughout your learning, you will be actively encouraged to take responsibility for maintaining an Eprofile of professional development, and to use this document as a tool for identifying and addressing personalised targets. Indeed, the BA Primary Teaching (QTS) degree, has been designed specifically to address the notion of personalised learning for you as student teachers. Throughout the degree programme, you are required to regularly reflect upon your pedagogical, curriculum, and subject knowledge, alongside your development in professional practice, and, personal and academic skills. Hit the ground running!

I am conscious that what I have shared with you might seem daunting but, as the term unfolds, I am confident that you will feel more at ease with the model of learning being presented. The development of your thinking and level of understanding will be fully supported by our excellent team of tutors. I very much look forward to meeting you during induction week at which point you can question me (and other tutors) further on any of the above.



## The course Team

**Emma Liddy**

**Head of Year 1 BAQTS**

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**Tutor, Professional Placement Lead**

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**(BA QTS Librarian)**

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## Your Student Representatives

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

## Your External Examiners

**Christopher Warnock**

**Assistant Professor in Education**

**University of Northumbria, Newcastle**



# 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 be uploaded to your Eprofile.

	University based training	School based training
Year 1	<div>Introduction to safeguarding</div> <ul style="list-style-type: none"><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:

[Mikaela Nugent-Jones](#)

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

### **Whistleblowing**

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# 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 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.

[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)

	Standard 1- "A teacher must set high expectations which inspire, motivate and challenge pupils."	Standard 2- "A teacher must promote good progress and outcomes by pupils"	Standard 3- "A teacher must promote good subject and curriculum knowledge."	Standard 4- "A teacher must plan and teach well-structured lessons"	Standard 5- "A teacher must adapt teaching to respond to the strengths and needs of all pupils"	Standard 6- "A teacher must make accurate and productive use of assessment."	Standard 7- "A teacher must manage behaviour effectively to ensure a good and safe learning environment."	Standard 8- "A teacher must fulfil wider professional responsibilities."	PART TWO OF THE STANDARDS - "A teacher is expected to demonstrate consistently high standards of personal and professional conduct."
<b>Pre course tasks</b>	L		L						L
<b>University training</b>									
<b>Week 1</b>	L		L				L	L	L
<b>Week 2</b>	L	L						L	L
<b>Week 3</b>		L	L	L	L		L	L	
<b>Week 4</b>		L	L		L	L		L	
<b>Week 5</b>	L	L		L	L				

<b><u>Week 6</u></b>		L		L	L	L			
<b><u>Week 7</u></b>	L				L	L			L
<b><u>Week 8</u></b>						L	L	L	L
<b><u>Week 9</u></b>	L							L	L
<b><u>Week 10</u></b>		L	L		L	L			L
<b><u>Week 11</u></b>	L	L		L	L		L		L
<b><u>Week 12</u></b>		L					L		
<b><u>Week 13</u></b>	L		L				L		L
<b><u>Week 14</u></b>	L	L		L	L				
<b><u>Week 15</u></b>	L	L			L	L			L
<b><u>Week 16</u></b>	L			L				L	L
<b><u>Academic assignments</u></b>	L	L	L	L	L	L	L	L	L
<b><u>Subject knowledge audits</u></b>	L		L	L	L				
<b><u>Engagement with focus week activities</u></b>			L	L	L	L	L		
<b><u>Mentor Progress Meetings</u></b>	L	L	L	L	L	L	L	L	L



<u>University Progress Meetings</u>	L		L	L				L	L
<u>Library &amp; Online Resources</u>	L	L		L	L		L	L	L
<u>Personal Reading &amp; Reflection</u>	L	L	L	L	L	L	L	L	L
<u>Placement based training</u>	L	L	L	L	L		L	L	L

## 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.

## 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.

# Course Structure

The course is divided into 5 strands:

- **Initial Professional Development**
- **The Hope Teacher**
- **Subject Knowledge , Curriculum and Pedagogy**
- **Enhanced Specialist Area (Years 2 and 3)**
- **Professional Placement Learning**

## Course Outline

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

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 supports the formation of students' personal and professional dispositions including the values that underpin that philosophy and inform their practice. The content will reflect contemporary and emerging theories of learning and child development, classroom management and assessment. It will also include issues such as changes to the national curriculum.

### **The Hope Teacher:**

"The 'Hope Teacher', who takes a full part in professional school life and teaches 'with moral purpose, the whole child'" (Ofsted Inspection Nov 2012) The Hope Teacher strand will facilitate a clear articulation of values and professional knowledge, skills and understanding required to become a good teacher with a sense of moral purpose and a holistic view of the learner. Given the constantly changing landscape of education, it is essential that the beginning teachers are equipped with a current knowledge of latest developments in education. However, it is equally important that they have critical skills to evaluate and make sense of these developments and policy initiatives in order to become critical, resilient practitioners. The Hope Teacher element will allow opportunities to discuss and reflect on aspects of policies, and theories with their peers and to contextualise in terms of the different professional settings in which they are teaching and more widely.

### **Subject Knowledge, curriculum and pedagogy:**

Students will be introduced to the requirements of the Primary Curriculum from the Foundation Stage through to the beginning of Key Stage 2 and appropriate teaching skills and strategies. Students will begin to develop subject knowledge and understanding for the primary curriculum and be introduced to the cycle of planning, teaching and assessment. Students will be expected to apply this knowledge and understanding to their Professional Placement Learning (PPL). From the outset, students will be expected to audit their own subject knowledge and, with tutor support, set themselves appropriate targets for enhancing their subject content knowledge.

### **English for Primary Teaching**

In Year 1, students will be introduced to the terminology and skills associated with synthetic phonics, as well as an introduction to Simple View of Reading. They will be introduced to the key pedagogical principles of teaching phonics to prepare them for teaching validated phonics programmes in school, as well as observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics. There will be opportunities for planning and

teaching phonics lessons as rehearsals. Students will develop knowledge of the variety of strategies used to develop reading skills and to teach reading. Students will become familiar with the 'Teaching Sequence for Writing' and begin to understand when to teach elements of writing explicitly; they will also become familiar with the Oracy Framework. Research-rich pedagogies are at the heart of the primary English workshops; a wide and diverse range of quality texts will be used to contextualise the learning in order to develop a knowledge of children's literature and Reading for Pleasure.

### **Mathematics for Primary Teaching**

During year 1, you will develop a broad and balanced knowledge and understanding of the principal features of mathematics education and an understanding of different ways of structuring a mathematics lesson in school. The mathematics curriculum provision is designed to promote confidence in mathematics as a subject whilst supporting you in developing a critical attitude towards the teaching and learning of mathematics. You will also develop your own mathematics subject knowledge alongside tutors and via the online learning platform (Moodle). We will explore the mathematics curriculum for primary schools including statutory and non-statutory guidance from early years to key stage 2.

### **Science for Primary Teaching**

An introduction to the nature of science enquiry through pattern seeking and observing and measuring investigations, using the themes of Rocket Mice, and Minibeasts! The students will then engage in a unit of work based around the theme of living things. In this unit, the students will develop their knowledge of science investigations, be introduced to the pedagogy for primary science and constructivist theories for learning and teaching, and develop science subject knowledge of plants and animals, including humans.

### **Early Years Prime and Specific Areas for Early Education Teaching**

You will be introduced to the Early Years Foundation Stage Statutory Guidance and areas of learning in the Prime (Communication and Language, PSED, Physical Development) and Specific areas of learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

The course has been designed to encourage you to develop a secure foundation in your knowledge of the factors which affect learning, in order to build and develop your professional skills and knowledge throughout the rest of the BA Early Education programme.

### **Placement (6 weeks + Intensive Training and Practice weeks)**

Training will focus on the core subjects of Literacy & Numeracy, including phonics and Primae and Specific Areas of Learning. ITaPs focus on pivotal concepts of Early Reading and Phonics, Early Mathematics, Curriculum Design- Planning and Adaptive Teaching- Science/ Understanding the World.

## Generic Indicative Teaching Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
English or Maths or Science Seminar 9-11am	You are expected to <b>complete academic tasks, reading and self-study</b>	<b>Compulsory School Attachment Days</b> <b>29.11, 06.12, 13.12</b>  <b>Self-directed study and enrichment opportunities, Hope Challenge, volunteering in school</b>	Initial Professional Development (IPD) Lecture 11-12pm	Prime Areas 10am-11am
Expressive Arts and Design/ Understanding the World 11am- 1pm			IPD Tutorial 12-2pm	Core Lecture 11 - 12pm
Hope Teacher Lecture 2- 3pm			Hope Teacher Seminar 3-5pm	English or Maths or Science Seminar 1-3pm
English or Maths or Science Seminar 3-5pm				

### Please note:

- Teaching times for **Intensive Teaching Practice Weeks** are different and organised by subject leaders or your Year Head
- **Core** Lectures rotate between the core subjects: Science - Maths – English
- You are expected to attend ALL taught sessions; your attendance will be monitored.
- Your attendance at sessions reflects your professional commitment to becoming a teacher.
- Poor attendance puts your school placement and recommendation for QTS at risk

## Indicative Year 1 Initial Professional Development (IPD) and Hope Teacher Curriculum Overview 2023-24

**Indicative Initial Professional Development (IPD) and Hope Teacher (HT) Timetable**

<b>Week Beginning</b>	<b>Monday 25.09</b>	<b>Tuesday 26.09</b>	<b>Wednesday 27.09</b>	<b>Thursday 28.09</b>	<b>Friday 29.09</b>
25/09 Induction + teaching	IPD Tutorial- Group Welcome (10-11am)  Welcome Lecture (11-12pm)  IPD Tutorial- Group Welcome (1-2pm)  Wellbeing and University Transition (3-4pm)  1:1 Personal Tutorials	The Hope Teacher Lecture- Local Area and our Partnership (10-11am)  Subject Introductions (11-1pm)  Library Induction- in IPD groups (2-4pm)  1:1 Personal Tutorials	Freshers Fair       1:1 Personal Tutorials	Assessment and Engagement at University Assignment 1 (10-11am)  IPD Groups with Y2 Mentors- Landmark Tour (11-3pm)	EYFS Framework and National Curriculum (10-11am)  Foundation Subjects (11-12pm)  Teaching Unions (12-1230pm)  IPD Tutorial and QA with Y2 Mentors (1-3pm)
<b>Week Beginning</b>	<b>Additional Information</b>	<b>HT Lecture Monday 2-3pm</b>	<b>HT Seminar Thursday 3-5pm</b>	<b>IPD Lecture Thursday 11-12pm</b>	<b>IPD Tutorial Thursday 12-2pm</b>
1 02/10	Subject Knowledge Audits close (for assignment 1)	Becoming an Effective Teacher	What is an Early Effective Teacher?	Investigating how children learn- Theoretical Perspectives- Part 1	Investigating how children learn- Theoretical Perspectives
2 09/10		PPL Briefing- Roles and Responsibilities	Effective use of TAs- Q&A	EYFS- Fabulous Foundation Stage	Learning in EYFS- Key Documents
3 16/10	Library Sessions	Sustained Shared Thinking and the role of the adult	Effective Questioning in the Primary Classroom	Introduction to Researching for Assignments	Assignment 2- Learning in EYFS. Group Poster Presentation

4 23/10	Assignment 1 - 24.10	Motivating Children to learn	Motivating Children to Learn and Behaviour for Learning	Metacognition and Memory	Memory and Retrieval- theory to practice
30.10- 03.11 HALF TERM					
5 06/11	Harvard Referencing Workshops	PPL- Professionalism	School Based Training Curriculum	Professional Placement Learning- Safeguarding yourselves as teachers	Team Building
13/11	ITaP- Early Reading				
6 20/11	Harvard Referencing Workshops	Behaviour- Theory to Practice	An Introduction to Philosophy for Children (P4C)	Behaviour- A Whole School Approach	Behaviour for learning Strategies- routines, responsibilities and relationships
7 27/11	Harvard Referencing Workshops	SEND- Introduction to SEND	SEND- Strategies to meet the needs of all learners	Understanding Classroom Behaviour and Bullying	Eprofile- Recording Progress on PPL
	School Attachment Day				
8 04/12	Harvard Referencing Workshops	ITaP- Curriculum Design: Planning		Assignment 3- Child Development	Academic Reading and writing- using sources effectively
	ITaP				
9 11/12	School Attachment Day	PPL- Eprofile, Assessment on placement, evidence against targets	ITaP- Curriculum Design: Planning Seminars		
	Assignment 2- Poster Submission 11.12 Presentations 12.12				
18/12	REFLECTIVE WEEK/ ASSIGNMENT 3 Preparation + PPL Preparation				
22/12- 05/01	Christmas Holidays (2 weeks)				



08/01	Assignment 3 submission 08.01	ITaP- Mathematics			
15/01	PPL Week 1				
22/01	PPL Week 2 (Monday to Thursday)		Friday 26th January- University Based PPL Focus Day- Initial Progress Review, Eprofile and Classroom Presence		
29/01	PPL Week 3				
05/02	PPL Week 4				
12.02- 16.02. HALF TERM					
19/02	PPL Week 5				
26/02	PPL Week 6				
04/03	Placement Profiling Review + Assignment 4 + Harvard Referencing Workshops				
10 11/03	Academic Writing Workshops	ACES Training	Preparation for PPL 2- Behaviour for Learning: compare/ contrast age phases	Behaviour Management- whole school approach	PPL reflection: Effective Behaviour Management Strategies
11 18/03	Harvard Referencing Workshops	Plas Caerdeon Residential			
	Academic Writing Workshops				
12 25/03	Harvard Referencing Workshops	Enhanced Specialist Area- RQT Leading in a Subject	Hope Liturgical Day + Good Friday		
	Academic Writing Workshops				
01/04-12/04	Easter Holidays (2 weeks)				

13 15/04	Harvard Referencing Workshops	Learning Theories part 2- subject specific foci	High Expectations- Assessment for Learning and Feedback	Information Sources and Researching for Assignment 5	Assignment 5- Subject Specific Pedagogical Approaches across age phases
	Assignment 4 Submission- 17.04				
22/04		ITaP- Adaptive Teaching: Science			
14 29/04		Supporting Diversity in Primary Schools- Anti Racism	Anti- Racism in Primary Schools	‘No Outsiders’- preparing children for life in modern Britain (Andrew Moffat)	Supporting Diversity- through children’s literature (sequence planning)
15 06/05		BANK HOLIDAY	The EAL Friendly Classroom	EAL Learners and Inclusion	EAL Learner Profiles
16 13/05		An Introduction to Year 2 BAQTS	Profiling Preparation and Eprofile	SENCO Presentation Preparation- Adaptive Teaching and SEND	SENCO Presentation
17 20/05		Working with Pupils Living in Disadvantaged Areas- A Whole School Approach	Hope Teacher Reflection- Values, Attitudes, Beliefs	Values, Attitudes and Beliefs of a Hope Teacher	IPD Review + Subject Knowledge Targets
27/05	Assignment Preparation Week				
03/06	Assignment 5- Solo Presentation (03.06- 05.06) + Case Study (03.06)				
10/06	Final Profiling and Review- Subject Knowledge Focus				



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# **Year 1 BA QTS IPD and Hope Teacher Curriculum Map**

## **Key Components**

## 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 Early 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.

In Year 1, the intention is that trainees will develop their understanding of theory and practice, in particular in effective teaching, motivating learners, classroom presence, behaviour for learning and understanding child development.

As beginning teachers, the focus will be on strategies for setting high expectations, demonstrating good subject knowledge, planning and teaching well-structured lessons and managing behaviour effectively. During the year, trainees will explore, investigate and research learning in many of its different forms, in collaboration with their peers and experts (tutors and mentors). The course will support trainees in discovering how school, home, families and childhood in general, impact on children's learning and will consider the ways in which trainees can form positive relationships in the classroom, thus impacting on both behaviour and potential learning.

## 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.

Our 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. Our 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.

Your 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.




Our 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 evident that they 'know more' and can remember more of their ITE curriculum and that you can apply this knowledge into practice instead of working to a set of competencies like the Teaching Standards. You should make yourself aware of the principles underpinning the CCF and be familiar with the expectations of this framework.


## 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.



Weeks	Key Themes	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>Induction Week</b>  <b>CCF</b>  Professional Behaviours  Curriculum  Assessment How Pupils Learn, classroom practice and adaptive teaching	The National Curriculum breadth and scope, The Hope Teacher Developing your own teacher Identity Assessment at University Wellbeing and Support Services	<b>Learn that</b> <ul style="list-style-type: none"> <li>Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (1.2)</li> <li>A culture of mutual trust and respect supports effective relationships. (1.5)</li> <li>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. (8.3)</li> <li>High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. (1.6)</li> <li>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. (3.1)</li> </ul>	<b>Learn how to</b> <ul style="list-style-type: none"> <li>Deliver a carefully sequenced and coherent curriculum, by receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. (1a)</li> </ul>	Assignment 1- Subject Knowledge Placement and school-based practice Quizzes in lectures and seminars <b>SBL</b> Discuss with your mentor, how the curriculum is sequenced across age phases - With expert input, draw explicit links between new content and the core concepts and principles in the subject.	Effective Primary School Teaching Practice (2016) <a href="https://www.tscouncil.org.uk/wp-content/uploads/2016/12/Effective-primary-teaching-practice-2016-report-web.pdf">https://www.tscouncil.org.uk/wp-content/uploads/2016/12/Effective-primary-teaching-practice-2016-report-web.pdf</a> How schools can develop a strong curriculum (2017) <a href="https://schoolsweek.co.uk/how-schools-can-develop-a-strong-curriculum/">https://schoolsweek.co.uk/how-schools-can-develop-a-strong-curriculum/</a> Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage.
<b>1</b>	Becoming an Effective Teacher	<b>Learn that</b> <ul style="list-style-type: none"> <li>Learning involves a lasting</li> </ul>	<b>Learn how to</b> <ul style="list-style-type: none"> <li>Increase likelihood of</li> </ul>	Assignment 1- Subject Knowledge	Dunlosky, J. (2013) Strengthening the Student Toolbox. American Educator





<p><b>CCF</b></p>  Professional Behaviours  Assessment  High Expectations and Managing Behaviour  How Pupils Learn, classroom practice and adaptive teaching	<p>Investigating how children learn Theoretical Perspectives</p>	<p>change in pupils' capabilities or understanding. (2.1)</p> <ul style="list-style-type: none"> <li>• Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. (2.2)</li> <li>• There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. (5.6)</li> </ul>	<p>material being retained, by observing how expert colleagues plan regular review and practice of key ideas and concepts over time (2h)</p>	<p>Assignment 3– Child development</p> <p><b>SBL</b></p> <p>Discuss and analyse with experts/mentors how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.</p>	<p>Kirschner, P. &amp; Hendrick, C. (2020) How Learning Happens: Seminal Works in Educational Psychology and What They Mean in Practice. Chapter 1 (A novice is not a little expert), chapter 12 (Why scaffolding is not as easy as it look), chapter 26 (Did you hear the one about the Kinaesthetic learner?) and chapter 29 (The Ten Deadly Sins in Education)</p> <p>Pritchard, A., 2013. Ways of learning: Learning theories and learning styles in the classroom. Routledge.</p> <p>What makes great Teaching? Coe, R. et al. (2014) "What makes great teaching?" Review of the underpinning research (summary). Project Report, Sutton Trust. London.  <a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p> <p>The Great Teaching Toolkit- Coe, R (2020)  <a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a></p>
<p><b>2 and 3</b></p> <p><b>CCF</b></p>  Professional Behaviours  Curriculum  High Expectations and Managing Behaviour 	<p>Deploying Additional Adults EYFS Fabulous Foundation Stage</p> <p>Effective Questioning</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>• Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. (8.5)</li> <li>• Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. (4.6)</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>• Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. (2e)</li> <li>• share the intended lesson outcomes and plan with teaching assistants ahead of lessons through discussion with mentors and additional adults. (8k)</li> </ul>	<p>Assignment 2- EYFS Poster Presentation Assignment 3- Child Development</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Receive clear, consistent, and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a</li> </ul>	<p>TA Guidance Report- Sharples, J., Webster, R. and Blatchford, P. (2014) Making best use of teaching assistants: Guidance report. London: Education Endowment Foundation.  <a href="https://educationendowmentfoundation.org.uk/tools/guidance/reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance/reports/making-best-use-of-teaching-assistants/</a></p> <p>Bradbury, A. (2014) Learning, assessment and equality in Early Childhood Education (ECE) settings in England, European Early Childhood Education Research Journal, 2014 Vol. 22, No. 3, 347–354</p> <p>Stephen, C., Ellis, J., and Martlew, J. (2010) Taking active learning into the primary school: a matter of new practices?, International Journal of Early Years Education Vol. 18, No. 4, December 2010.</p> <p>Statutory Framework for the Early Years Foundation</p>




<p>How Pupils Learn, classroom practice and adaptive teaching</p>		<ul style="list-style-type: none"> <li>• The Early Years Foundation Stage is underpinned by four main themes and these derived from the work of Early Childhood pioneers.</li> <li>• Children learn through play and exploration and what this will 'look like' in an early year setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Include a range of types of questions in class discussions to extend and challenge pupils (e.g., by modelling new vocabulary or asking pupils to justify answers). (4o)</li> <li>• Providing appropriate wait time between question and response where more developed responses are required. (4p)</li> <li>• Learning and Play in EYFS- Key Documents</li> <li>• Promote children's learning and progress through planning opportunities using the characteristics of effective teaching and learning</li> </ul>	<p>replacement for, support from the teacher</p> <ul style="list-style-type: none"> <li>• Observe, practise, receive feedback and improve at including a range of questions to support, extend and challenge pupils, encouraging pupils to think more deeply</li> </ul>	<p>Stage, Gov.uk (2021)</p> <p>Development Matters in the Foundation Stage, Gov.uk (revised 2021)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf</a></p> <p>Birth to 5 Matters, Early Years Coalition (2021)</p> <p><a href="https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-download.pdf">https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-download.pdf</a></p> <p>Carroll, J. and Alexander, G.N., 2020. Understanding and Evidencing Effective Practice. SAGE Chapter- 9</p> <p>Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. &amp; Coe, R. (2015) Developing Great Teaching. Accessible from: <a href="https://tdtrust.org/about/dgt">https://tdtrust.org/about/dgt</a></p> <p>Wiliam, D. (2015) Using Assessments Thoughtfully: The Right Questions, The Right Way. (Online) Educational Leadership: ASCD.org</p>
<p><b>4</b></p> <p><b>CCF</b></p> <p> Curriculum</p> <p> Assessment</p> <p> How Pupils Learn,</p>	<p>Metacognition and Memory</p> <p>Motivating Children to Learn</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>• Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. (2.8)</li> <li>• Pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>• Break complex material into smaller steps (e.g., using partially completed examples to focus pupils on the specific steps). (2c)</li> <li>• Motivate pupils to master challenging content. (7n)</li> <li>• How to design practice,</li> </ul>	<p>Assignment 3- Child Development</p> <p>Assignment 4-The Hope Teacher Portfolio</p> <p>Hays online Safeguarding Training</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>• Observe how experts/ mentors</li> </ul>	<p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., &amp; Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58.</p> <p>EEF (2019) Metacognition and Self-regulated Learning. Guidance Report.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publication/s/Metacognition/EEF_Metacognition_and_self-regulat">https://educationendowmentfoundation.org.uk/public/files/Publication/s/Metacognition/EEF_Metacognition_and_self-regulat</a></p>

classroom practice and adaptive teaching		<p>models (or “schemata”); sequencing teaching to facilitate this process is important. (3.7)</p> <ul style="list-style-type: none"> <li>• Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. (2.9)</li> <li>• Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. (2.7)</li> <li>• An important factor in learning is memory- capacity is limited and can be overloaded. LTM changes as pupils learn. (2.3)</li> </ul>	<p>generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. (2i)</p>	<p>plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.</p> <p>Discussing and analyse with experts/mentors:</p> <ul style="list-style-type: none"> <li>• The importance of the right to support (e.g. to deal with misbehaviour).</li> </ul>	<p><a href="#">ed_learning.pdf</a></p> <p>Taylor, T.&amp; Dibner, N. (2019) Connect the Dots: The Collective Power of Relationships, Memory and Mindset in the Classroom. John Catt. Chapters 2A and 2B</p> <p>Sweller, J. (2016) Working Memory, Long-Term Memory and Instructional Design. Journal of Applied research in Memory and Cognition p.360-367</p> <p>Sherrington, T. (2018) Rosenshine’s Principles of Instruction: A Thematic Approach</p> <p><a href="https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+re d.pdf">https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+re d.pdf</a></p>
<p>5</p> <p>CCF</p>  <p>Professional Behaviours</p>  <p>High Expectations and Managing Behaviour</p>	<p>Professional Placement Learning</p> <p>Safeguarding your Professional Reputation</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>• You develop as a professional by receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards. (8b)</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>• Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. (8n)</li> <li>• Manage workload and protect your wellbeing by personalising systems and routines to support efficient time and task management and deconstructing this approach. (8p)</li> </ul>	<p>Assignment 2- EYFS Group Presentation</p> <p>Assignment 4- Hope Teacher Portfolio</p> <p><b>SBL</b></p> <p>Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.</p>	<p>DfE Workload Documents (2017)</p> <p><a href="https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload">https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload</a></p> <p>EEF (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence summaries/teaching-learning-toolkit/</a></p> <p>Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20.</p> <p><a href="https://doi.org/10.1080/02671522.2018.1452962">https://doi.org/10.1080/02671522.2018.1452962</a></p>




<p><b>6</b></p> <p><b>CCF</b></p>  Professional Behaviours	<p>Behaviour for Learning - routines, responsibilities and Relationships</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. (1.1)</li> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (7.6)</li> <li>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. (7.7)</li> <li>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (7.1)</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>Give manageable, specific and sequential instructions. Check pupils' understanding of instructions before a task begins. (7d)</li> </ul>	<p>Assignment 3 – Child development</p> <p>Assignment 4- Hope Teacher Portfolio</p> <p><b>SBL</b></p> <p>Observe, practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> <li>Maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</li> <li>Acknowledging and praising pupil effort and emphasising progress being made.</li> <li>Discuss how experts/mentors support pupils from needing extrinsic motivation to being motivated to work intrinsically.</li> </ul>	<p>Sibieta, L., Greaves, E. &amp; Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/</a></p> <p>Theodotou, E. (2014) Early years Education: are young students intrinsically or extrinsically motivated towards school activities? A discussion about the effects of rewards on young children's learning. Research in Teacher Education, 4(1) p.17-21.</p> <p>Cook, C.R.et al.(2018)'Positive Greetings at the Door: Evaluation of a Low-Cost, High-Yield Proactive Classroom Management Strategy', Journal of Positive Behavior Interventions, 20(3) pp149-159.</p> <p>EEF (2019). Improving the Behaviour in Schools: Summary</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publication/s/Behaviour/EEF_improving_behaviour_in_schools_Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publication/s/Behaviour/EEF_improving_behaviour_in_schools_Summary.pdf</a></p>
<p><b>7</b></p> <p><b>CCF</b></p>  Professional Behaviours	<p>An Introduction to SEND</p> <p>SEND- strategies to meet the needs of all learners</p> <p>Understanding Classroom</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. (5.2)</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of different pupil needs, by receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs,</li> </ul>	<p>ITaP Reflections Reflection</p> <p>Assignment 5- Subject Specific Pedagogy and Learning Theory</p> <p>Assignment 3 – Child development</p>	<p>The SEND Code of Practice: 0-25yrs</p> <p><a href="http://www.nasen.org.uk/miniguides/">http://www.nasen.org.uk/miniguides/</a></p> <p>SEND Resource section on moodle</p> <p>Bennett, T. (2020) Running the Room. Section 1, section 2- part 2</p>





Learn, classroom practice and adaptive teaching	Behaviour and Bullying	<ul style="list-style-type: none"> <li>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. (5.7)</li> <li>The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. (7.3)</li> <li>A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. (7.2)</li> </ul>	<p>including how to use the SEND Code of Practice. (5a)</p> <ul style="list-style-type: none"> <li>Using early and least-intrusive interventions as an initial response to low level disruption. (7g)</li> <li>Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety. (7a)</li> </ul>	<b>SBL</b> <ul style="list-style-type: none"> <li>Discuss and deconstruct teaching routines in line with the school SEND policy that maximise learning for all pupils</li> </ul>	<p>Maunder, R. and Monks, C. (2015) Bullying within friendships among primary school pupils. Paper presented to: 17th European Conference on Developmental Psychology, University of Minho, Braga, Portugal, 08- 12 September 2015.</p> <p>Tucker, E. and Maunder, R., (2015). Helping children to get along: teachers' strategies for dealing with bullying in primary schools. <i>Educational Studies</i>,41(4), pp.466-470.</p>
8	ITaP- Curriculum Design: Planning				
9	Assessment Week- Presentations				
10 <b>CCF</b>  Professional Behaviours  High Expectations and Managing Behaviour	Behaviour for Learning: compare and contrast age phases  PPL Reflection- Effective Classroom Management	<u>Learn that</u> <ul style="list-style-type: none"> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (7.6)</li> <li>Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (8.2)</li> </ul>	<u>Learn how to:</u> Take opportunities to practise, receive feedback and improve at: <ul style="list-style-type: none"> <li>Using early and least-intrusive interventions as an initial response to low-level disruption. (7g)</li> </ul>	Assignment 4- Hope Teacher Portfolio  <b>SBL</b> <ul style="list-style-type: none"> <li>Identify key positive behaviour strategies</li> <li>Plan and implement positive behaviour strategies as part of your own classroom management strategy</li> </ul>	<p>Dix, P. (2021) <i>After the Adults Change: Achievable Behaviour Nirvana</i>. London: Crown House Publishing LLC. Chapters 1 and 2</p> <p>EEF (2019) Improving Behaviour in schools: <a href="https://educationendowmentfoundation.org.uk/news/new-eeef-report-6-recommendations-for-improving-behaviour-in-schools">https://educationendowmentfoundation.org.uk/news/new-eeef-report-6-recommendations-for-improving-behaviour-in-schools</a></p> <p>Ellis, S and Todd, J, (2018) Behaviour for learning: Promoting positive relationships in the classroom - 2nd edition, chapter 9. Routledge.</p>

			<ul style="list-style-type: none"> <li>Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. (7b)</li> <li>Use consistent language and non-verbal signals for common classroom directions. (7f)</li> <li>Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. (8f)</li> <li>Apply high expectations to all groups, ensuring all pupils have access to a rich curriculum. (5o)</li> </ul>	<ul style="list-style-type: none"> <li>Identify your own personal strengths and potential areas to develop in terms of positive behaviour management</li> </ul>	
11	Plas Caerdeon Residential				
12 <b>CCF</b>  Professional Behaviours   How Pupils Learn,	Attachment and Trauma  Presentations to and inputs from SENDCos	<b>Learn that</b> <ul style="list-style-type: none"> <li>Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. (8.2)</li> <li>Seeking to understand pupils' differences, including their</li> </ul>	<b>Learn how to</b> <ul style="list-style-type: none"> <li>Develop an understanding of different pupil needs, by receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use</li> </ul>	PPL 1 Reflection  Assignment 4- Hope Teacher Portfolio  Assignment 5- Subject Specific Pedagogy and Learning Theory  <b>SBL</b>	Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. <a href="https://doi.org/10.1016/j.edurev.2018.02.002">https://doi.org/10.1016/j.edurev.2018.02.002</a>  Pollard A. (2005) Reflective teaching: evidence-informed professional practice, Continuum, London

classroom practice and adaptive teaching		<p>different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. (5.2)</p> <ul style="list-style-type: none"> <li>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. (5.7)</li> </ul>	<p>the SEND Code of Practice (5a)</p> <ul style="list-style-type: none"> <li>Apply high expectations to all groups, and ensuring all pupils have access to a rich curriculum. (5o)</li> </ul>	<p>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.</p>	<p>The SEND Code of Practice: 0-25yrs  <a href="http://www.nasen.org.uk/miniguides/">http://www.nasen.org.uk/miniguides/</a>          SEND Resource section on moodle</p>
<p>13</p> <p><b>CCF</b></p>  Curriculum  Assessment  How Pupils Learn, classroom practice and adaptive teaching	<p>Investigating How Children Learn (2)- theory links to subject specific pedagogy</p> <p>Pedagogical Approaches across Age Phases</p> <p>Assessment for Learning Preparation for PPL2- Linking progress, challenge, adapting learning and assessment</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. (2.5)</li> <li>Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. (2.6)</li> <li>Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (1.2)</li> <li>Teacher expectations can affect pupil outcomes; setting goals that challenge</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>Link what pupils already know to what is being taught, explaining how new content builds (2g)</li> <li>You can contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school. (8m)</li> </ul> <p>Provide high-quality feedback by:</p> <ul style="list-style-type: none"> <li>Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g.,</li> </ul>	<p>PPL 1 Reflection</p> <p>Assignment 5- Subject Specific Pedagogy and Learning Theory</p> <p><b>SBL</b></p> <p>With experts/ mentors, increase challenge as knowledge becomes more secure (e.g. remove scaffolding, lengthen spacing)</p> <ul style="list-style-type: none"> <li>development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</li> <li>Work with colleagues to identify efficient</li> </ul>	<p>Carroll, J. and Alexander, G.N., 2020. Understanding and Evidencing Effective Practice. SAGE chapters- 2, 5, 6, 8</p> <p>EEF (2021) Cognitive Science Approaches in the Classroom: A review of the evidence (summary tool)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence_summaries/evidence-reviews/cognitive-science-approaches-in-the-classroom/">https://educationendowmentfoundation.org.uk/evidence_summaries/evidence-reviews/cognitive-science-approaches-in-the-classroom/</a></p> <p>Green, S.K., &amp; Gredler, M.E. (2002). A Review and Analysis of Constructivism for School-Based Practice. School Psychology Review, 31, 53-70</p> <p>EEF Teaching and Learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence_summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence_summaries/teaching-learning-toolkit/</a></p> <p>EEF (2021) Teacher Feedback to Improve Pupil Learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>



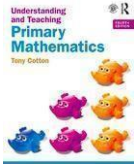
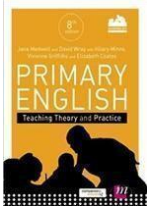
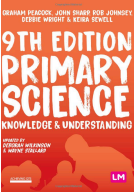
		<p>and stretch pupils is essential. (1.3)</p> <ul style="list-style-type: none"> <li>● Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. (8.4)</li> <li>● Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. (6.1)</li> <li>● High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. (6.5)</li> </ul>	<p>the message the feedback contains or the age of the child). (6h)</p> <ul style="list-style-type: none"> <li>● Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment. (6j)</li> <li>● Focusing on specific actions for pupils and providing time for pupils to respond to feedback. (6k)</li> </ul>	<p>approaches to assessment is important</p>	<p>Christodoulou, D.(2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP.</p> <p>Hattie, J., &amp; Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112.</p> <p><a href="https://doi.org/10.3102/003465430298487">https://doi.org/10.3102/003465430298487</a></p> <p>Sherrington, T. (2019) Revisiting Dylan Wiliam's 5 Brilliant Formative Assessment Strategies- blog</p> <p><a href="https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/">https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</a></p>
<p>14- 16</p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> How Pupils Learn, classroom practice and adaptive teaching</p>	<p>Inclusion and Diversity.</p> <p>No outsiders Preparing children for life in Modern Britain</p> <p>Supporting Diversity in Primary Schools</p> <p>(Homophobia, Biphobia and Transphobia Focus)</p> <p>School Spotlights on Anti- Racism</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>● Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (1.2)</li> <li>● Setting clear expectations can help communicate shared values that improve classroom and school culture. (1.4)</li> <li>● Seeking to understand pupils' differences, dimensions of diversity including their different levels of social, cultural, linguistic and academic or prior knowledge,</li> </ul>	<p><b>Learn how</b></p> <ul style="list-style-type: none"> <li>● You can contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school. (8m)</li> <li>● Your understanding of the needs of pupils informs your ability to use an inclusive pedagogy for multilingual Classroom. (5a)</li> </ul>	<p>PPL 1 Reflection</p> <p>Assignment 4- Hope Teacher Portfolio</p> <p>Assignment 5- Subject Specific Pedagogy and Learning Theory</p> <p><b>SBL</b></p> <p>Develop as a professional receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards</p>	<p>Tackling HBT Language in the Primary School</p> <p><a href="https://www.stonewall.org.uk/sites/default/files/tackling_homophobic_language_-_teachers_guide.pdf">https://www.stonewall.org.uk/sites/default/files/tackling_homophobic_language_-_teachers_guide.pdf</a></p> <p>Moffat, A. (2020) <u>No Outsiders: Everyone Different, Everyone Welcome: Preparing Children for Life in Modern Britain</u>- chapters 1-2</p> <p>Blogs:</p> <p>Tom Sherrington <a href="https://teacherhead.com/2020/06/09/anti-racism-and-allyship-privilege-and-paralysis/">https://teacherhead.com/2020/06/09/anti-racism-and-allyship-privilege-and-paralysis/</a></p> <p>Ed Finch <a href="https://mrefinch.wordpress.com/2020/06/03/a-curriculum-for-anti-racism">https://mrefinch.wordpress.com/2020/06/03/a-curriculum-for-anti-racism</a></p> <p>Claire Stewart- Hall <a href="https://equitablecoaching.com/why-white-teachers">https://equitablecoaching.com/why-white-teachers</a></p>

	EAL Learners and the Global Classroom including pupil profiles	<p>experience and potential barriers to learning, is an essential part of teaching. (5.2)</p> <ul style="list-style-type: none"> <li>There are features of inclusive practice that build and support all learners within multicultural classrooms.</li> <li>Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. (5.1)</li> <li>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (5.3)</li> </ul>	<ul style="list-style-type: none"> <li>Your current and future pupils of EAL will be appropriately engaged and supported to access the curriculum, demonstrate learning, and become active participants in the school and wider communities (8c)</li> <li>To begin to incorporate features of inclusive teaching: whole school, Classroom routines, curriculum design and Lesson planning. (4n, 7i)</li> </ul>	including Equality and Diversity.	<p><a href="#">must-learn-to-talk-about-race-in-schools-the-problem-unpacked/</a></p> <p>Tackling Racism in Schools Factsheets</p> <p><a href="https://www.theredcard.org/resources-and-activities">https://www.theredcard.org/resources-and-activities</a></p> <p>Chartered College (2020) Anti racism- suggested reading list</p> <p><a href="https://my.chartered.college/2020/06/anti-racist-education-selected-reading/">https://my.chartered.college/2020/06/anti-racist-education-selected-reading/</a></p> <p>Bell Foundation (2018) Educational Outcomes of Children with English as an Additional Language</p> <p><a href="https://www.bellfoundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/">https://www.bellfoundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/</a></p> <p>NALDIC EAL Journal (2018)</p> <p><a href="https://ealjournal.org/2018/10/15/language-diversity-and-educational-attainment-of-eastern-european-pupils-in-primary-schools-in-england/">https://ealjournal.org/2018/10/15/language-diversity-and-educational-attainment-of-eastern-european-pupils-in-primary-schools-in-england/</a></p>
<p>17</p> <p><b>CCF</b></p> <p> Professional Behaviours</p> <p> Curriculum</p> <p> Assessment</p> <p>High Expectations and Managing Behaviour</p> <p> How Pupils Learn,</p>	<p>Working with pupils in a disadvantaged area</p> <p>Hope Teacher Reflection- Values, Attitudes, Beliefs</p>	<p><b>Learn that</b></p> <ul style="list-style-type: none"> <li>High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. (1.6)</li> </ul>	<p><b>Learn how to</b></p> <ul style="list-style-type: none"> <li>Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (8m)</li> </ul>	<p>PPL 1 Reflection</p> <p><b>SBL</b></p> <ul style="list-style-type: none"> <li>Develop as a professional by receiving clear, consistent and effective mentoring in how to engage in professional</li> </ul>	<p>EEF Guide to Pupil Premium (2019)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a></p> <p>Bernstein, B. (1971) Education cannot compensate for society. In: Cosin, B.R. et al (Eds) School and society: a sociological reader, 2nd ed. London: Routledge and Kegan Paul in association with the Open University Press, pp. 64-69.</p> <p>Gorard, S. (2010) Education can compensate for society – a bit. In British Journal of Educational Studies, 58 (1) pp.47-65.</p> <p>Chitty, C. and Armstrong, M. (2010) Education can compensate for society. Forum for promoting 3-19 comprehensive education, 52(1), 3-7.</p>

classroom practice and adaptive teaching					
18	Introduction to Y2- Explorations in Primary Education, Target Setting and Final Profiling				

## Suggested Reading List 2023-2024

Reading Lists and links to the University Library catalogue are given on the Year 1 Moodle. Additional weekly readings are earlier on in this handbook and tasks will be given via moodle and email.

	<p>Cotton, T. (2020) <i>Understanding and Teaching Primary Mathematics</i>, Harlow: Pearson Education Ltd</p>
	<p>Medwell, J., Wray, D., Minns, H., Coates, E., and Griffiths, V. (2021) <i>Primary English: teaching theory and practice</i>, London: Sage / Learning Matters</p>
	<p>Peacock, G., Sharp, J. et al (2021) <i>Primary Science: Knowledge and Understanding (achieving QTS)</i> London: Learning Matters</p>

## 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 focused pedagogical discussions
- Professional Placement Tutor (PPT) quality assurance visits
- Additional support for trainees causing concern (targeted support plans) procedures as appropriate

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.

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



### 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.

### 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.

### **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.

### **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.

### **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.

### **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

### 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.

### 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 Early Education Degree:

For the Primary Teaching component part of your course, **you are required to attend all lectures, tutorials, seminars, workshops, and visits to schools.** You will be registered for each taught session at the University. 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 5 assignments. 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.

You can see an overview of your assignments for this course, below.

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/).

## Year 1 Overview of Assignments 2023-24

	Title of Assessment	% of 120 credits	Submission date	Details/Method of Submission	Feedback date
<b>Assignment 1</b>	Subject knowledge audit, analysis and improvement plan	5%	24.10.23	Electronic copy to be submitted via Turnitin on the Foundations in Primary Teaching Moodle.	14.12.23
<b>Assignment 2</b>	<u>Group poster presentation</u> Developing understanding in English and mathematics through children's literature' in EYFS.	20%	11.12.23- Poster  12.12- Presentation	Group presentation given to tutor	01.02.24
<b>Assignment 3</b>	<u>Child Development Essay</u>	20%	08.01.24	Electronic copy to be submitted via Turnitin on the Foundations in Primary Teaching Moodle.	12.02.24
<b>Assignment 4</b>	<u>Hope teacher portfolio</u>	25%	17.04.24	Electronic copy to be submitted via Turnitin on the Foundations in Primary Teaching Moodle.	17.05.24
<b>Assignment 5</b>	<u>Case Study + solo presentation</u> Subject Specific Pedagogy and related theory	30%	Case Study- 03.06.24  Presentations- 03-05.06.24	Case Study submitted via Turnitin and Solo Presentation via Zoom	02.07.24

Unless told otherwise by your tutor, you should submit your coursework electronically through the Turnitin facility on the Moodle for this unit. Student guidance for using Turnitin can be found at: <https://www.hope.ac.uk/gateway/staff/learningandteaching/learningandteachingresources/turnitin/>

## Year 1 Assignment Details 2023-24 (Order of submission)



**Other supporting material will be published via Moodle.** Assignments are related to aspects of the course 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.

Title of Assignment	Submission date	Course Learning Outcomes)
<b>Assignment 1</b> Subject knowledge audit, analysis and improvement plan <b>Word Equivalence: 750 words</b>	24.10.23	LO4
<b>Assignment 2</b> (poster + presentation) <u>Group poster presentation- EYFS focus</u> 'Opening the door – developing understanding in English and mathematics through children's literature'. <b>Word Equivalence: notional 3000 words</b>	11.12.23- Poster 12.12- Presentation	LO1, 2, 6
<b>Assignment 3</b> <u>Essay</u> Outline some of the theories, which seek to explain an area of development in the child. Drawing upon observations that you have made in schools, discuss the significance of these theories for the teacher in planning effective learning situations. <b>Word Equivalence: 3000 words</b>	08.01.24	LO1, 2, 3, 6
<b>Assignment 4</b> <u>Hope teacher portfolio-</u> The Hope Teacher Portfolio aims to ensure University assessment on the BA Primary Teaching (QTS) supports improvement of Professional Placement Learning. <b>Word Equivalence: 3500 words</b>	17.04.24	LO2, 3, 4, 5
<b>Assignment 5</b> <u>Case Study + solo presentation</u> Subject Specific Pedagogy and related theory. Discuss what it means to be an effective primary school teacher in particular relation to subject specific pedagogy and related theoretical perspectives. <b>Word Equivalence: notional 4000 words</b>	Case Study- 03.06.24 Presentations- 03-05.06.24	LO1, 2, 3, 4

### 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 Subject knowledge audit, analysis and improvement plan:

	100-85 1 <sup>st</sup> (upper)	84-70 1 <sup>st</sup> (lower)	69-60 2:1	59-50 2:2	49-40 3rd	39-20 Inadequate/Fail	19-0
Self-Awareness and Professional Development							
	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
	Develops specific, achievable targets which show focus towards improvement of own development areas/weaknesses	Develops specific targets which are achievable and address own learning needs	Develops targets that are appropriate to meet learning needs	Develops targets that are generally appropriate and make progress towards learning needs	Sets targets with limited appreciation of appropriateness and practicality to meet own needs	Struggles to set targets, or targets make poor links to own learning needs	Fails to identify learning needs and/or targets for improvement
Linking Theory and Practice							
	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
Knowledge and its Application							
	Has clear and developed understanding of the limits to own knowledge and/or evidence presented	Has clear understanding of the limits to own knowledge and/or evidence presented	Has good understanding of the limits to own knowledge and/or evidence presented	Has sound understanding of the limits to own knowledge and/or evidence presented	Has some understanding of the limits to own knowledge and/or evidence presented.	Has limited understanding of the limits to own knowledge and/or evidence presented	Has little/no understanding of the limits to own knowledge and/or evidence presented
Presentation, Communication and Style							
	Grammar and spelling accurate and maybe sophisticated	Grammar and spelling accurate	Grammar and spelling mainly accurate	Grammar and spelling contains errors	Frequent grammar and spelling errors	Grammar and spelling errors detract from meaning	Poor grammar and spelling

## Assignment 2 Group poster presentation:

	100-85 1 <sup>st</sup> (upper)	84-70 1 <sup>st</sup> (lower)	69-60 2:1	59-50 2:2	49-40 3rd	39-20 Inadequate/Fail	19-0
Self-Awareness and 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 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
Knowledge and its Application							
	Addresses the purpose of the assignment/question comprehensively with imagination/originality	Addresses the full purpose of the assignment with some creativity	Addresses the main purpose of the assignment effectively	Addresses the main purpose of the assignment	Some of the work is focussed on the aims and themes of the assignment	Mostly fails to address the task set	Fails to address the task set
Presentation, Communication and Style							
	Exceptional and creative presentation is well structured, imaginative and engaging	Message is presented clearly and imaginatively	Presentation is clear and engages most	Presentation has a sound structure but lacks creativity and engagement	Aspects of the presentation are not well organised or relevant	Presentation is largely disorganised	Presentation is incoherent
	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 3 Child Development Essay:

	100-85 1 <sup>st</sup> (upper)	84-70 1 <sup>st</sup> (lower)	69-60 2:1	59-50 2:2	49-40 3rd	39-20 Inadequate/Fail	19-0
Self-Awareness and 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 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
Knowledge and its Application							
	Integrates theoretical and substantive knowledge, relevant to the question/objective	Clearly informed knowledge and theory linked to question/objective	Good attempt to link relevant theory/knowledge to question/objective	Attempts to link relevant theory/knowledge to question/objective but may not be well organised	Limited or tenuous link between knowledge and question/objective, limited organisation or integration of ideas	Knowledge is not well organised, matched or linked to the question/objective	Little organisation of relevant ideas and knowledge
Presentation, Communication and Style							
	Referencing is systematic and accurate both within the text and reference list	Referencing is systematic and largely accurate both within the text and reference list	Referencing is largely accurate both within the text and reference list	Referencing contains errors within the text and/or reference list	Referencing contains many errors within the text and/or reference list that may not be well organised or complete	Referencing is both inaccurate and poorly organised or incomplete	Referencing is poor or absent

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
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## Assignment 4 Hope Teacher Portfolio:

	100-85 1* (upper)	84-70 1* (lower)	69-60 2:1	59-50 2:2	49-40 3rd	39-20 Inadequate/Fail	19-0
Self-Awareness and Professional Development							
	Information and relevant evidence is very effectively organised and synthesised to identify progress and prioritise gaps in own knowledge	Information and relevant evidence is well organised to identify progress and gaps in own knowledge	Information and relevant evidence is organised to identify progress and gaps in own knowledge	Information and evidence is organised to identify progress and most gaps in own knowledge	Information and evidence is organised to identify progress and some gaps in own knowledge	Limited information and evidence is available to support or identify progress or gaps in knowledge	Little or no information and evidence is available to support or identify progress or gaps in knowledge
	Develops specific, achievable targets which show focus towards improvement of own development areas/weaknesses	Develops specific targets which are achievable and address own learning needs	Develops targets that are appropriate to meet learning needs	Develops targets that are generally appropriate and make progress towards learning needs	Sets targets with limited appreciation of appropriateness and practicality to meet own needs	Struggles to set targets, or targets make poor links to own learning needs	Fails to identify learning needs and/or targets for improvement
Linking Theory and Practice							
	Critically reflects on carefully selected observations/actions and accurately assesses their impact on learning/progress and teacher effectiveness	Critically reflects on most observations/actions and assess their impact on learning/progress and teacher effectiveness	Reflects on most observations/actions and assesses their impact on learning/progress and/or teacher effectiveness	Reflects on most observations/actions and suggests possible impact on learning/progress/teacher effectiveness	Reflects on some observations/actions and suggests possible impact on learning/progress/teacher effectiveness	Reflects on a limited number of observations/actions and suggests effects on learning/progress and/or teacher effectiveness	Limited reflection or recognition of impact on learning/progress and/or teacher effectiveness
Knowledge and its Application							
	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	Demonstrates the development of most aspects of their personal subject and pedagogic knowledge	Demonstrates the development of some aspects of their personal subject and pedagogic	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

		and its impact on learning	and its impact on learning	knowledge and its impact on learning			
<b>Presentation, Communication and Style</b>							
	Excellent communication and appropriate terminology demonstrates a sophisticated and full understanding of relevant disciplines	Effective communication which demonstrates a strong understanding of the disciplines	Good communication in a format appropriate to the disciplines	Communication is generally effective and in a format appropriate to the disciplines	Generally clear but limited evidence of necessary writing style	Communication is unstructured, unfocussed or uses an inappropriate format	Communication is disorganised, incoherent and/or shows no understanding

## Assignment 5 Case Study and Solo Presentation:

	<b>100-85</b> <b>1<sup>st</sup> (upper)</b>	<b>84-70</b> <b>1<sup>st</sup> (lower)</b>	<b>69-60</b> <b>2:1</b>	<b>59-50</b> <b>2:2</b>	<b>49-40</b> <b>3rd</b>	<b>39-20</b> <b>Inadequate/Fail</b>	<b>19-0</b>
<b>Self-Awareness and Professional Development</b>							
	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
<b>Linking Theory and Practice</b>							
	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
	Critically reflects on carefully selected observations/actions and accurately assesses their impact on learning/progress and teacher effectiveness	Critically reflects on most observations/actions and assess their impact on learning/progress and teacher effectiveness	Reflects on most observations/actions and assesses their impact on learning/progress and/or teacher effectiveness	Reflects on most observations/actions and suggests possible impact on learning/progress/teacher effectiveness	Reflects on some observations/actions and suggests possible impact on learning/progress/teacher effectiveness	Reflects on a limited number of observations/actions and suggests effects on learning/progress and/or teacher effectiveness	Limited reflection or recognition of impact on learning/progress and/or teacher effectiveness
<b>Knowledge and its Application</b>							

	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							
	Excellent communication and appropriate terminology demonstrates a sophisticated and full understanding of relevant disciplines	Effective communication which demonstrates a strong understanding of the disciplines	Good communication in a format appropriate to the disciplines	Communication is generally effective and in a format appropriate to the disciplines	Generally clear but limited evidence of necessary writing style	Communication is unstructured, unfocussed or uses an inappropriate format	Communication is disorganised, incoherent and/or shows no understanding



## Standardised Marking Scales

Assignments should be marked using the university assessment criteria in line with the standard marking scales for the relevant level of study.

Grade	Mark	Grade Descriptor
A++;  first class honours	92       88	<p><b>Outstanding</b> performance and achievement overall appropriate to <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles;</p> <p><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;</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;</p> <p><b>Communication:</b> very high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> outstanding, with meticulous attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive and insightful, thoughtful background reading where appropriate.</p>
A+,  First class honours	84	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles;</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 ambiguities and limitations of theoretical concepts;</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;</p> <p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, with clear attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive and insightful, thoughtful background reading where appropriate.</p>

A;  first class honours	76	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>certificate</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;</p> <p><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. <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;</p> <p><b>Communication</b>: high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation</b>: highly competent, Work excellently presented and communicated with attention to detail.</p> <p><b>Referencing</b>: work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p>
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A-; first class honours	70	Work shows characteristics of first class achievement but is more secure in some aspects than others meaning that the final mark reflects both excellent and very good standards of performance overall.
B+;  upper second class honours	68	<p>A <b>very good</b> standard of performance and achievement at a level appropriate to <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding</b>: very good in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills</b>: a high level of ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to utilise them to examples of ambiguities and limitations of theoretical concepts; <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; <b>Communication</b>: very good level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation</b>: accurate and appropriate;</p> <p><b>Referencing</b>: work accurately and appropriately referenced, indicative of extensive and insightful, thoughtful background reading where appropriate.</p>

B; upper second class honours	64	<p>A <b>good</b> standard of performance and achievement appropriate to <b>certificate</b> level: <b>Knowledge &amp; understanding</b>: good in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles</p> <p><b>Subject specific/professional practice skills</b>: good in applying key process skills/professional practice skills, including ability to apply them to some examples of ambiguities and limitations of theoretical concepts;</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 a structured and coherent argument throughout;</p> <p><b>Presentation</b>: accurate and appropriate;</p> <p><b>Referencing</b>: work accurately and appropriately referenced, few errors and showing a range of background reading.</p>
B-, upper second class honours	60	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.
C+; lower second class honours	58	<p>A <b>very competent</b> performance and achievement appropriate to <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding</b>: very competent in fundamental concepts and principles;</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; <b>Communication</b>: very competent communication with some limited evidence of an argument apparent.</p> <p><b>Presentation</b>: accurate and appropriate in the main;</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>
C; lower second class honours	54	<p>A <b>competent</b> performance and achievement appropriate to <b>certificate</b> level : <b>Knowledge &amp; understanding</b>: competent in the majority of fundamental concepts and principles;</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 them 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; <b>Communication</b>: competent communication with some limited evidence of an argument apparent.</p> <p><b>Presentation</b>: accurate and appropriate in the main;</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>
C-; lower second class honours	50	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

D;  third class honours	48	<p>An <b>adequate</b> level of achievement overall. The work of the candidate has clearly exceeded the threshold standard for <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of fundamental concepts and principles but with some flaws apparent;</p> <p><b>Subject specific/professional practice skills:</b> application of some of the key process skills/professional practice skills, but with 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 with little evidence of an argument apparent.</p> <p><b>Presentation:</b> adequate presentation, with some attention to detail lacking. <b>Referencing:</b> some use of referencing, where appropriate, but narrow range of sources and some errors present; limitations and largely indicative of lower level background reading.</p>
E;  third class honours	42	<p>A <b>threshold</b> level of achievement overall. The work of the candidate has marginally exceeded the threshold standard for <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of fundamental concepts and principles but with significant flaws apparent;</p> <p><b>Subject specific/professional practice skills:</b> adequate application of some of the key process skills/professional practice skills, but with little if any evidence of application. <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, but with clear weaknesses.</p> <p><b>Referencing:</b> limited referencing, where appropriate, but range of sources generally only just acceptable and errors present; many limitations and indicative of lower level background reading.</p>
F+;  Marginal Fail	38	<p>The student has <b>marginally failed</b> to reach the standard required to Pass at <b>certificate</b> level.</p> <p><b>Knowledge &amp; understanding</b> unsatisfactory in the majority of fundamental concepts and principles, significant flaws apparent;</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 largely missing or inaccurate;</p> <p><b>Communication:</b> satisfactory communication but with little evidence of an argument apparent.</p> <p><b>Presentation:</b> presentation may be weak or inaccurate;</p> <p><b>Referencing:</b> little or no evidence of appropriate referencing.</p> <p>However, in the judgement of the marker, it would have been feasible for the student, without significantly 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>

F; Clear Fail	32	<p>The work is <b><u>below</u></b> the standard required to Pass and the failure cannot be compensated at <b>certificate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <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>
F-; Comprehensive Fail	22	<p>The work is <b><u>substantially below</u></b> the standard required to Pass at <b>certificate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p>
WF; Weak Fail	12	<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>
U; unclassified	2	<p>The work presented by the student is <b><u>rudimentary</u></b>, inappropriate or dysfunctional at <b>certificate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <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 C 2023-24

Week beginning	
12th July 2024	End of Year Results
19 <sup>th</sup> August 2024	Reassessments

### 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 is also a dedicated assessment and reading week in February (w/b 21.02.22) to support academic study and completion of assignments. Extension will therefore only be granted with **evidence of mitigating circumstances**.

<https://www.hope.ac.uk/gateway/students/studentadministration/understandingyourdegree/>

Extensions for **coursework** are **only** given for two reasons:

1. Medical reasons (where you **must** have medical evidence i.e. a doctor's note).
2. *Exceptional* personal circumstances.

The following examples are **NOT** exceptional circumstances:

- Having too many other assignments. All students have a lot of work to do and you are expected to organise your time efficiently from the start of the module to cope with these fluctuating demands.
- Computer problems. You are expected to work on your assignment so that it is finished at least the day before the date of submission and thereby avoid last minute problems. You are also advised to back-up your work every time you make changes, and are advised to save your work in more than one place i.e. do not just keep your work on a pen drive, because you could lose it, for example.
- Having paid work commitments. Again it is your responsibility to organise your time so that this does not become a problem.

If you need an extension for a piece of coursework you must formally apply for one; to request an extension, please refer to the following

<https://www.hope.ac.uk/gateway/students/studentadministration/understandingyourdegree/>

If there is a **medical reason** why you cannot submit your assignment you **MUST** get a signed sickness absence form from your doctor (in certain cases self-certification may be accepted). For **exceptional personal circumstances** you do need to explain these.

For further details, please see Liverpool Hope University *Universal Conventions and Procedures* on:  
<https://www.hope.ac.uk/gateway/students/studentadministration/understandingyourdegree/>

**Assignments which are submitted late, without an extension, will normally receive a mark of ZERO.**

### **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/mentoring services/writingmentors/>

## 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> 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>  Flick (2007a) Flick(2007b)	Flick (2007a, p.35) Flick (2007b, p.42)	<i>First reference</i> Flick, U. (2007a) <i>Doing ethnographic and observational research</i> . London: Sage. <i>Second reference</i> Flick, U. (2007b) <i>Doing focus groups</i> . London: Sage.
<b>Corporate author</b> Department for Children, Schools and Families (2007)	Department for Children, Schools and Families (2007, p.10)	Department for Children, Schools and Families (2007) Contribution of schools to Every Child Matters outcomes: evidence to support education productivity measures. London:  Department for Children, Schools and Families.
<b>E-book (accessed from library online resources)</b> Palmer, Bresler and Cooper (2001)	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 & Francis. Available from: MyLibrary [accessed 10 July 2012].
<b>Journal article (print)</b> 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)*  * It is not always possible to put a page number when using some online articles as not all of them are paginated.  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:  < <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)  * In most cases web pages will not be paginated	Directgov (2012) Disabled people [online]. Directgov. Available from:  < <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>  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>  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>  Froebel (1887, cited in Bruce, 2011)	Froebel (1887, cited in Bruce, 2011 p.26)  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.
<b>Newspaper article (print)</b>  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)*  * 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)*  * 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)*  * 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 (BAQTS Librarian)

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 1 Moodle.

## Generic recommended texts:

Cotton, T. (2020) *Understanding and Teaching Primary Mathematics*, Harlow: Pearson Education Ltd

Medwell, J., Wray, D., Minns, H., Coates, E., and Griffiths, V. (2021) *Primary English: teaching theory and practice*, London: Sage / Learning Matters

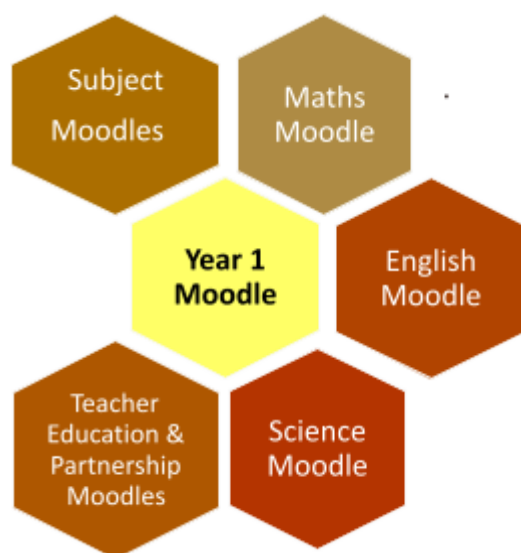
Peacock, G., Sharp, J. et al (2021) *Primary Science: Knowledge and Understanding (achieving QTS)* London: Learning Matters



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 uses one Moodle for IPD, but you will be attached to other curriculum Moodles and your ESA Moodle.



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 (see p.71). 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.**

## Remaining Eligible to be Assessed:

The University's Regulations state that, in order for you to be entitled to submit coursework or attend an examination, you must "attend classes as required, and participate appropriately in all related activities".

Therefore, if you engage with your studies, and notify the University when illness or other adverse circumstances prevent you from engaging, then you can be assured that you will remain entitled to submit coursework and attend examinations.

However, if you receive a written warning that your engagement has been so poor that you may be disqualified from assessment, then you must treat this very seriously indeed, and take such action as indicated in the warning letter. This is because disqualification would automatically mean that you would fail the course concerned, and either retake it with attendance next year or, possibly, be required to withdraw from the University.

## 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, Helen Thomas [mckune@hope.ac.uk](mailto:mckune@hope.ac.uk)

If you are not satisfied with the support available and offered, you should also contact your Head of Year, Emma Liddy, [liddy@hope.ac.uk](mailto:liddy@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 Ged Mulhaney, Mikaela Nugent-Jones [nugentm1@hope.ac.uk](mailto:nugentm1@hope.ac.uk)

**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.

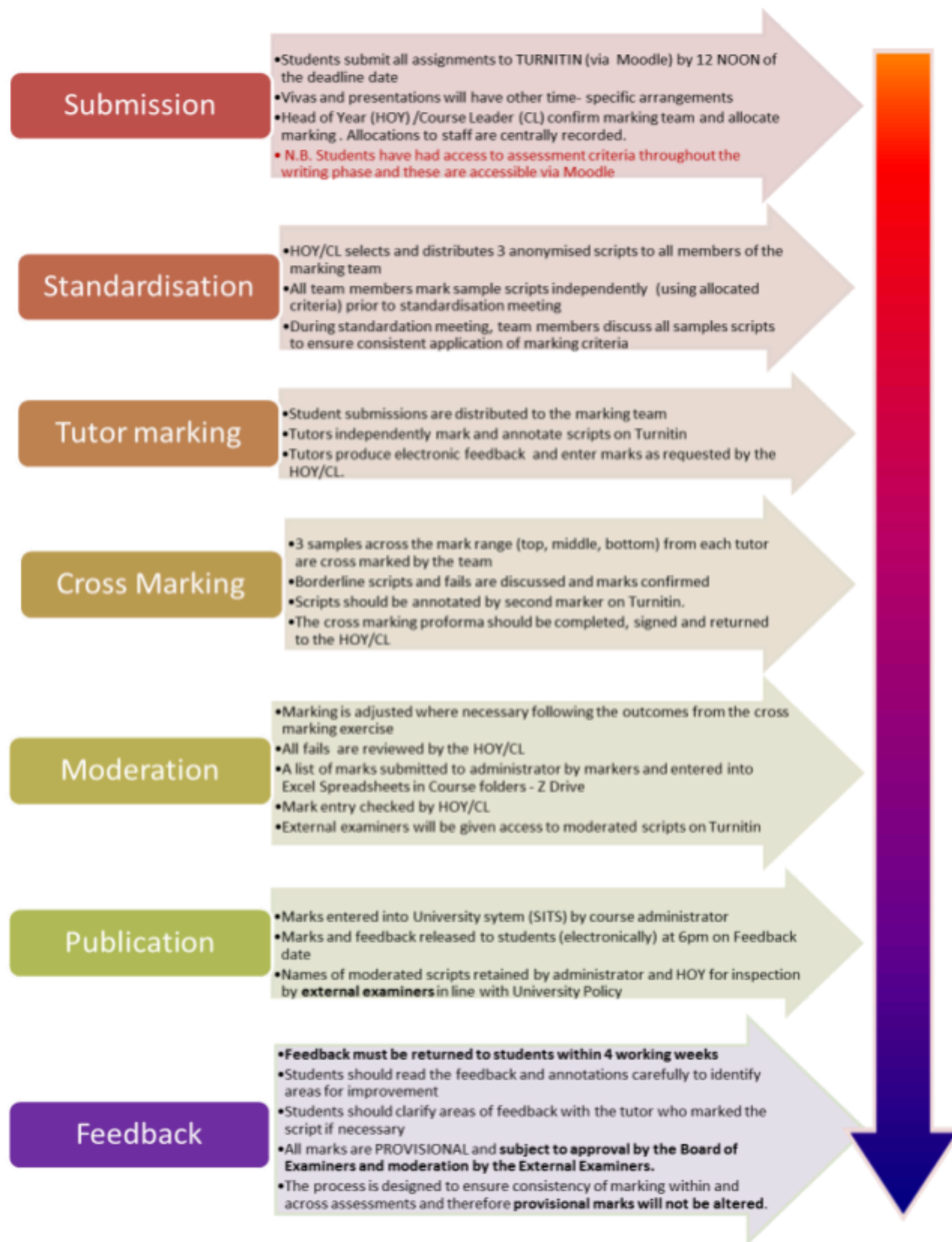
### **Being a full time student**

Your tutor will talk to you about what being a full time student means. Essentially, you are studying 120 academic credits in each academic year. Each of these credits represents 10 hours of learning time. This is a total of 1200 hours each academic year. Some of these hours will be used for contact with your tutors in lectures, seminars and tutorials. Others will be used for independent study time. Your tutor will give you direction about what you should be doing in your independent study time. The indicative timetable gives you an idea of what this might comprise.



# 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

**Tutors will complete session/ lecture registers to facilitate accurate records**

### Administrator: Weekly Analysis

- Monitors attendance to all taught sessions **WEEKLY**
- Send data report to Head of Year
- Weekly report IPD Tutor identified
- total number of sessions missed

Students to  
• catch-up tasks set for ALL missed sessions

### IPD Tutor: Weekly evidence checking

- Email to trainee requesting reason for absence if not already received meet and discuss as necessary

IPD tutors to Inform HOY of:

- Medical issues
- No response
- Inadequate explanation
- Incomplete work

### Course Lead (CL) / Head of Year (HOY): Formal Meeting

- Warning via email if necessary
- Possible restriction on involvement in additional opportunities, enhancements, placements
- Notice to Improve issued copied to home address

HOY/CL to follow up all students who have not:

- contacted IPD tutor
- provided medical evidence

### Programme Leader: No progress in Notice to Improve

- Meet with programme leader and FSAA to discuss course continuation

Programme Lead to:

- Inform School
- Inform Partnership
- Set targets to be met within short period e.g. 2 weeks

### Dean of Education: Termination

Formal Letter terminating studies

Persistent or inadequate attendance and/or failure to engage

**NO RESPONSE OR PERSISTENT ABSENCE**

## 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 Coordinator (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)



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.

## **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.

# General 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-centered 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 (more commonly known as ‘The Profile/HTP’)**

The Eprofile 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.

# STANDING OUT

Liverpool Hope University | [Teacher Education](#)

