




**PROFESSIONAL STUDIES PROGRAMME – 2025**  
**University of Worcester – Phase 1 – Autumn Term**

Phase 1 - Sessions and training activities			
Date	During first induction weeks	Links to University	Staff delivering
	<p><b><u>Induction</u></b></p> <p><i>In accordance with the Initial teacher training and early career framework's (ITTECF) 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)</i></li> <li>- <i>Know who to contact with any safeguarding, or any pupil mental health concerns (8l)</i></li> </ul>  <ul style="list-style-type: none"> <li>• Please share the school's operational processes and procedures, for example: <ul style="list-style-type: none"> <li>- The school profile (e.g. aims, ethos, demography)</li> <li>- The school day</li> <li>- Emergency procedures (first aid, fire, lock-down)</li> <li>- Contact details (e.g. for staff absence)</li> <li>- Key staff (inc. the <u>designated safeguarding lead</u>)</li> </ul> </li> <li>• Go through safeguarding procedures.</li> <li>• Ask trainees to read the Child protection policy, Esafety policy &amp; the school's General Data Protection Regulations.</li> <li>• Provide trainees with key messages from school policies on: <ul style="list-style-type: none"> <li>- Teaching &amp; Learning</li> <li>- Behaviour management</li> <li>- Assessment</li> <li>- Equality, Diversity &amp; Inclusion</li> </ul> </li> <li>• Organise pupil trails/lesson observations across the school. This allows trainees to see the above policies in practice and complete various tasks within their university induction booklet.</li> <li>• Allocate trainees to a form group and explore opportunities for trainees to carry out their enhancement activities during this term (e.g. second subject contacts, PSHE and Citizenship opportunities, links with EAL and SEND leads, sustainability group etc.)</li> <li>• Give trainees adequate time in departments to meet with their mentor, get to know the department, familiarise themselves with the curriculum and carry out lesson observations.</li> </ul>	<p>Trainees are:</p> <ul style="list-style-type: none"> <li>- Asked to read the DfE's statutory guidance on 'Keeping children in education', 2024.</li> <li>- Given compulsory safeguarding training.</li> </ul> <p>Introduced to legislation pertinent to the teaching profession, including the Equality Act 2010.</p>	

Date	During the rest of placement 1/autumn term	Links to University	Staff delivering
	<p><b>1. <u>How pupils learn</u></b></p> <p><i>In accordance with the ITTECF, trainees must discuss and analyse the planning and teaching of 'well-structured lessons' (see part 2 and 4 of the ITTECFs 'Learn how to' statements.</i></p> <p>• Please provide a session on the school's current focus around teaching and learning, for example:</p> <ul style="list-style-type: none"> <li>- Hooks/starters</li> <li>- Retrieval practice</li> <li>- Explaining and modelling</li> <li>- Literacy/numeracy across the curriculum</li> <li>- Formative assessment</li> <li>- Questioning</li> <li>- Effective use of homework</li> <li>- Metacognition</li> </ul> <p>This session would benefit from reference to the evidence and research underpinning the school's teaching and learning policy (e.g. Walkthrus, Education Endowment Foundation toolkits) and the strategies from university below.</p>	<p>Trainees are introduced to some aspects of cognitive science (Willingham's simple memory model, cognitive load theory) and as part of our first 'Intensive training and practise' (ITAP) week, have been given a framework for introducing new content (hook, schema, structure, check-in) and some explaining and modelling strategies for these processes:</p> <ul style="list-style-type: none"> <li>• 'Why' first</li> <li>• Scaffolded modelling</li> <li>• Zoom out, zoom in</li> <li>• Worked examples</li> <li>• Embedding new vocabulary</li> <li>• Live modelling</li> <li>• Concrete to abstract</li> <li>• I do, we do, you do</li> </ul>	

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	<p><b>2. Behaviour management</b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- Apply rules, sanctions &amp; rewards in line with school policy (1g)</li> <li>- Reinforce established school and classroom routines (7j)</li> <li>- Consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach (7m)</li> </ul> <p>• Please provide a session on the development of school-specific behaviour management. This might include:</p> <ul style="list-style-type: none"> <li>- A reminder of the behaviour management policy</li> <li>- Explaining and modelling of behaviour management strategies</li> <li>- Deliberate practice of behaviour management strategies</li> <li>- Information from HoY, SLT or pastoral leads about communication with parents, exclusions and reintegration</li> </ul> <p>This session would benefit from reference to the importance of relationships, routines and effective responses (see 'The beginning teacher's behaviour toolkit: A summary' by Tom Bennett, 2016).</p>	<p>Trainees are introduced to the importance of relationships, routines and effective responses (praise and sanctions) and take part in some deliberate practice and script writing.</p> <p>Trainees are told that schools may take different approaches to establishing routines and teachers may respond differently to certain behaviours (e.g. zero-tolerance, restorative justice), and that this will have an impact on a school's culture.</p>	
3.	<p><b>4. Data and planning</b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- Identify pupils who need new content further broken down (5a)</li> <li>- Apply high expectations to all groups, &amp; ensuring all pupils have access to a rich curriculum (5p)</li> </ul> <p>• Please provide a session on how to access and use relevant school, class and individual pupil data (PP, SEND, EAL, grades etc.). This might include:</p> <ul style="list-style-type: none"> <li>- A tour of the school's systems and software</li> <li>- Discussions around who might need additional support in lessons and what strategies have been shared/observed</li> <li>- Advice on how to transfer this data onto lesson plans</li> <li>- How to set challenging learning objectives and demonstrate high expectations for all</li> <li>- How to gather and report information to, and seek information from, the appropriate staff and parents.</li> </ul>	<p>Trainees have an introduction to data which includes national measures such as progress 8, examples of school data used to predict grades (e.g. FFT) and the types of class data that will be shared with them such as PP, EAL and SEND information. We discuss how this information can be used to plan and adapt our teaching accordingly, but should not lower our expectations of certain pupils. We also introduce formative assessment and its importance for planning, adaptive teaching and sharing accurate data.</p>	

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	<p><b>5. SEND</b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Support pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND (5e)</i></li> <li>- <i>Work closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues (5c)</i></li> <li>- <i>Work closely with the SENCO &amp; other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching (8i)</i></li> </ul> <ul style="list-style-type: none"> <li>• Please provide a session with the school's SENCO or other SEND specialist for trainees to gain an understanding of the school's context in this area and its policies and procedures. The following information and guidance could be shared: <ul style="list-style-type: none"> <li>- How the SENCO works with EHCP's</li> <li>- How they work with pupils (individuals, groups, alternative provision etc.)</li> <li>- How they communicate with teachers and parents</li> <li>- How teaches can make the most effective use of the data and teaching assistants</li> </ul> </li> </ul> <p>The session would benefit from reference to legislation and policy (SEND: Code of Practice, 2014, 'The Graduated Approach', EHCP's) as well as follow-up activities such as time in the SEND department or observing group/intervention work.</p>	 <p>Trainees are introduced to some of the more common adaptations that pupils with SEND such as autism, dyslexia and SEMH benefit from. They are signposted to key legislation, policy and school data which will help inform their planning. Our key message is the importance of quality first teaching for all pupils.</p>	

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	<p><b>6. <u>Wider roles and responsibilities</u></b></p> <p><i>In accordance with the ITTECF's 'Learn how to' statements, trainees must:</i></p> <ul style="list-style-type: none"> <li>- <i>Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)</i></li> <li>• Please provide a session on being an effective form tutor and the wider curriculum in school (PSHE, Citizenship, careers education etc.). This will prepare trainees for Phase 2 and 3 of the course, when they will be encouraged to take on more responsibility within the wider life of school.</li> </ul> <p>The session would benefit from the input of a pastoral lead (e.g. careers advisor, PSHE coordinator, Education Visit Lead) as we will be considering wider curriculum opportunities and leadership during Phase 2 of the course.</p>	 <p>During Phase 2 trainees will explore continued professional development, employability and leadership opportunities.</p>	