University of Worcester

TIPE PRIMARY SUBJECT BOOKLET

Providing an overview of areas covered within each core and foundation subject at university led training

For trainees, tutors, mentors, class teachers and lead mentors

Updated September 2025

Introduction

The integration of training experiences is crucial to success for trainee teachers. The curriculum is at the heart of education and ensuring trainees appreciate the significance of subject specific pedagogy is a key part of their training.

At the University of Worcester, trainees are taught by subject specialists and their curriculum understanding is enhanced throughout the building, enriching and thriving stages through a carefully sequenced programme that is mapped to the ITT Core Content Framework. The mapping shared here is simplistic in nature to support the accessibility for school colleagues. If you would like to see more detailed mapping, please contact the Partnership Team.

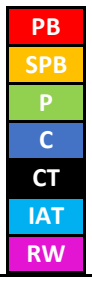
To support mentors in school, we have created this subject booklet to promote a shared understanding of what aspects of each subject trainees will have discussed at each stage and how this supports their progress within our ITTE curriculum.

Each subject page will show the progression of knowledge, understanding and skill throughout the training journey. It will highlight how this links to the 8 areas of the UW ITTE curriculum that you will be formatively assessing trainees against during their school experience placements. The key literature underpinning the content is outlined and we hope this will support school colleagues with their own professional development and learning alongside promoting the integration of training.

Key:

PB	Professional Behaviours
SPB	Supporting Pupil Behaviour
P	Pedagogy
C	Curriculum
A	Assessment
CT	Critical Thinking
IAT	Inclusion and Adaptive Teaching
RW	Resilience and Well being for All

Furthermore, this booklet also includes specific lesson observation guidance and a knowledge organiser for each subject. The lesson observation guidance provides prompts for each subject to focus on when a mentor is observing the trainee. The knowledge organiser highlights the key knowledge a trainee is expected to know within that subject by the end of the course.

Priority area:	Wellbeing and Resilience for all
Completed by:	Kate Howen
Statement of Intent:	Trainees are encouraged to develop a pro-active and autonomous approach to prioritizing their own wellbeing; in addition, they learn the skills and knowledge about how best to appropriately support the wellbeing of pupils. They create a personal toolkit of ideas and are supported with care packages throughout their training.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** Trainees are introduced to the wellbeing support on offer during the first few weeks of the course. They are signposted to the supportive measures at the university, as well as the key members of staff in the primary team, including their PAT and SE Tutor. There is a clear focus on their Professional Mentor in school being a key person in their wellbeing too. At key times, trainees receive a care package via email with supportive guidance on aspects such as exercise & rest, resilience, and tips to manage stress. The course leader's weekly updates are a key element of supporting them with the complexities of the course, signposting and guiding them through the requirements of each work of the course. **Key Research/Reading:** ⇒ Allies, S. (2021) *Supporting Teacher Wellbeing: a practical guide for primary teachers and school leaders*, Abingdon: Routledge. ❖ **Links to the ITTECF:** Standard 8 Care packages continue throughout the enriching phase, with practical ideas are shared of how to support pupils and draw from specialist support, especially related to anxiety. Whilst in school, trainees work with expert colleagues to learn effective time management skills to maintain a life-work balance etc. **Key Research/Reading:** ⇒ Glazzard, J. & Bligh, C. (2018) *Meeting the mental health needs of children 4-11 years,* Critical Publishing. ⇒ Eyre, C. (2016) *The elephant in the classroom: how to reduce stress and improve teacher wellbeing*, Abingdon: Routledge. ❖ **Links to the ITTECF:** Standard 8 Finally, trainees receive their final care packages and the TIPE 3111 module will take them through the ECT and wellbeing final sessions with a focus on how to protect: 'time for rest and recovery and being aware of the sources of support available to support good mental wellbeing' (Standard 8 ITTECF).
UW Curriculum Links  	**Key Research/Reading:** ⇒ Bethune, A. & Kell, E. (2020) Little Guide for Teachers: Teacher Wellbeing & self-care, London: Sage Publications. ⇒ Boogren, T.H. (2018) *Take Time for You: Self-Care Action Plans for Educators (Using Maslow's Hierarchy of Needs and Positive Psychology*), Solution Tree. Available at: https://ebookcentral.proquest.com/lib/worcester/detail.action?docID=5377979

Wellbeing & Resilience for all Knowledge Organiser

ITTECF

Learn that…	**1.1**	'Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils'.
	7.4	'Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.'
	7.8	'Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and sustain positive relationships) can support pupils' social and emotional development.'
Learn how to…	**8m-p**	**Manage workload and wellbeing by:** m) Using and personalising systems and routines to support efficient time and task management. n) Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND). o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). p) Protecting time for rest and recovery and being aware of support available to support good mental wellbeing.

Signposting and support

firstpoint — Welcome to the Counselling & Mental Health Service

Education Support

mind for better mental health

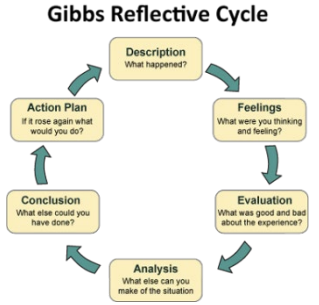
Key Vocabulary

• resilience	• continuum
• wellbeing	• self-care
• mental health	• Para-sympathetic nervous system
• stigma	• stress
• strategies	• vagus nerve
• talk	• mindfulness

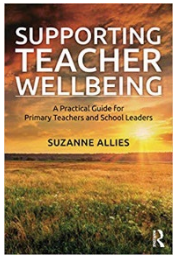
Key Pedagogies, theories and training

nuco training

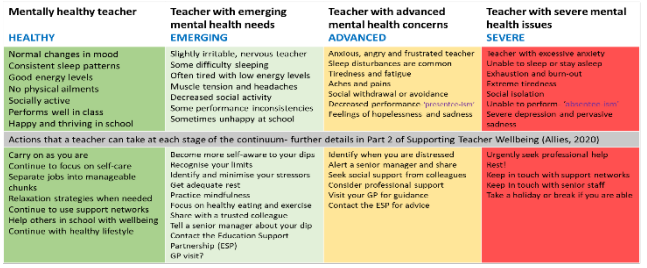
Mental Health First Aider — MHFA England



Gibbs (1988)



Allies (2020) Supporting Teacher Wellbeing, Routledge



Permeating Theme	**Special Educational Needs/Disability & Inclusion (SENDI)**
Completed by:	Alison Tugwell
Statement of Intent:	We aim to develop teachers who are equipped to meet the diverse needs of ***all learners,*** (**SEN/D**[1], **protected characteristics**[2], **under-served**[3]). We acknowledge the intersectionality of co-occurring needs and the importance of inclusive, responsive practice. We believe that ***all learners*** are entitled to: • have a sense of belonging • achieve their personal potential • be enabled to take their place well in society This requires teachers who: • are aware of unconscious bias • value and respect individual differences • are aspirational for ***all learners*** • create an enabling learning environment that allows ***all learners*** to flourish holistically. • deliver high quality teaching rooted in inclusive pedagogy and adaptive practice that is useful for **all learners,** and essential for **some**. • work effectively with parents/carers, support staff and expert colleagues. • apply the assess–plan–do–review cycle within the graduated response to remove learning barriers and deliver high-quality provision for ***learners*** with **SEN/D.** • contribute to promoting **equality, diversity and inclusion** ensuring ***all learners*** are equipped to take their place well in a national and international context.
Building **Links to the ITTECF:** Standard **5, 1.8, 7.2, 7.10**	**Core knowledge and understanding:** • Understand the **policy context** for inclusion. • Acknowledge the potential for your own personal biases and assumptions. • **Use strengths-based language;** be mindful of the impact words might have. • Build a **holistic understanding** of **all learners** recognising **co-occurrence of needs.** • Acknowledge that **demographics and learning differences should not limit access, participation,** or **achievement.** • Recognise that **success looks different for every learner; value personal progress** and **celebrate individual achievements.** • Through professional discussion and observation of practice, identify some ways the needs of **all learners** are met through **ordinarily available inclusive provision, reasonable adjustments, adaptive practice** and **the graduated response**. • Begin to see how **formative assessment informs responsive adaptations so** that **all learners make progress** and **achieve their potential.** • Begin to **use adaptive strategies** [4] **(**breaking down concepts and flexible grouping -as a minimum). • Ensure **diversity is promoted** by **all**, including diverse beliefs, cultures and viewpoints, disabilities and differing health needs. **Key Research/Reading:** • Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 • *Equality Act 2010, c15, Part 2, ch1, s4 and ch2, s20.* Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents • *Convention on the rights of the child* (1989) Treaty no. 27531. *United Nations Treaty Series*, 1577, articles 28 and 29, pp. 3-178. Available at: https://treaties.un.org/doc/Treaties/1990/09/19900902%2003-14%20AM/Ch_IV_11p.pdf

[1] **SEN/D** refers to the four broad areas of need as set out in: Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 See sections 6.27-6.34 – Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health; Sensory and/or Physical Needs.

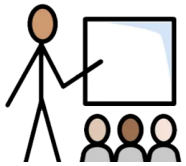
[2] **Protected characteristics** as set out in: Equality Act 2010, c. 15. Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents

[3] **Under-served** as set out in: Ofsted (2025) *School Inspection Toolkit*, p.10. Available at: https://assets.publishing.service.gov.uk/media/68b9a6b8b0a373a01819fe4b/Schools_inspection_toolkit.pdf

[4] ***Adaptive strategies*** as set out in: EEF (2020) *Special Educational Needs in Mainstream Schools; Guidance Report*. Available at : https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf -namely, explicit instruction; metacognitive strategies; scaffolding; flexible grouping; assistive technology

Enriching **Links to the ITTECF:** Standard **5, 1.3, 1.4, 1.6, 2.6, 8.5, 8.8**  **Thriving** **Links to the ITTECF:** Standards **4 and 5, 8.6** **UW Curriculum Links** IAT	• United Nations (2023) *The Sustainable Goals Report 2023: Special Edition,* Goal 4. Available at: https://unstats.un.org/sdgs/report/2023/The-Sustainable-Development-Goals-Report-2023.pdf **Core knowledge and understanding:** • Have **high expectations** for **all learners**. • Demonstrate an understanding of how **assistive technology** can be used **to** enable access to learning. • ***Work effectively with teaching assistants***[5] to meet the needs of **all learners**. • **Work alongside expert colleagues, parents/carers** to support **all learners.** • Draw on formative assessment to **build an ongoing, holistic understanding** of the needs of **all learners**. • **Implement adaptive *strategies*** (breaking down concepts; flexible grouping; scaffolding; explicit instruction – as a minimum). • Foster an **enabling, inclusive and equitable environment** where diversity is promoted by **all**, including diverse beliefs, cultures and viewpoints, disabilities and differing health needs. **Key Research/Reading:** • Florian, L. and Black-Hawkins, K. (2011), Exploring inclusive pedagogy. British Educational Research Journal, 37, pp. 813-828. • Florian, L. and Beaton, M. (2018) 'Inclusive pedagogy in action: getting it right for every child', *International Journal of Inclusive Education*, 22(8), pp. 870–884. • Westwood, P.S. (2024) *Inclusive and adaptive teaching: meeting the challenge of diversity in the classroom*. Third. David Fulton Publishers. • Silby, A. and Callander, A. (2025) *Good Teaching for Children with SEND: A guide for primary teacher trainees and early career teachers.* Learning Matters. • EEF (2020) *Meeting Special Educational Needs in Mainstream Schools*. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send **Core knowledge and understanding:** • **Identify and attempt to remove potential social, emotional and academic barriers** to learning and/or well-being so that **all learners** thrive and make progress. • **Effectively use assistive technology** to enable access to learning. • **M**ake **effective use of additional adult support** and **deploy teaching assistants** to best meet the needs of **all learners.** • **Support all learners, including more complex needs**, by proactively working with parents/carers and expert colleagues, and centralising pupil voice. • Effectively **use formative assessment to adjust and inform responsive teaching** to meet the needs of **all learners those who may face other barriers to their learning and/or well-being** • Take **responsibility for adaptive practice** and **justify decisions.** • Foster positive and effective ways of **teaching all learners tolerance, understanding and appreciation of the needs of others.** **Key Research/Reading:** • NASEN (2024) *Teacher Handbook: SEND.* Available at: https://asset.nasen.org.uk/Teacher%20SEND%20handbook%2030th%20January%202024.pdf

[5] *Work effectively with teaching assistants* as set out in: EEF (2025) *Deployment of Teaching Assistants.* Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants



UNCRC Article 28

I have the right to an education

Convention on the rights of the child (1989) Treaty no. 27531. *United Nations Treaty Series.*

Inclusion and Adaptive Teaching Knowledge Organiser

Meeting the needs of all learners (SEN/D, protected characteristics, under-served)

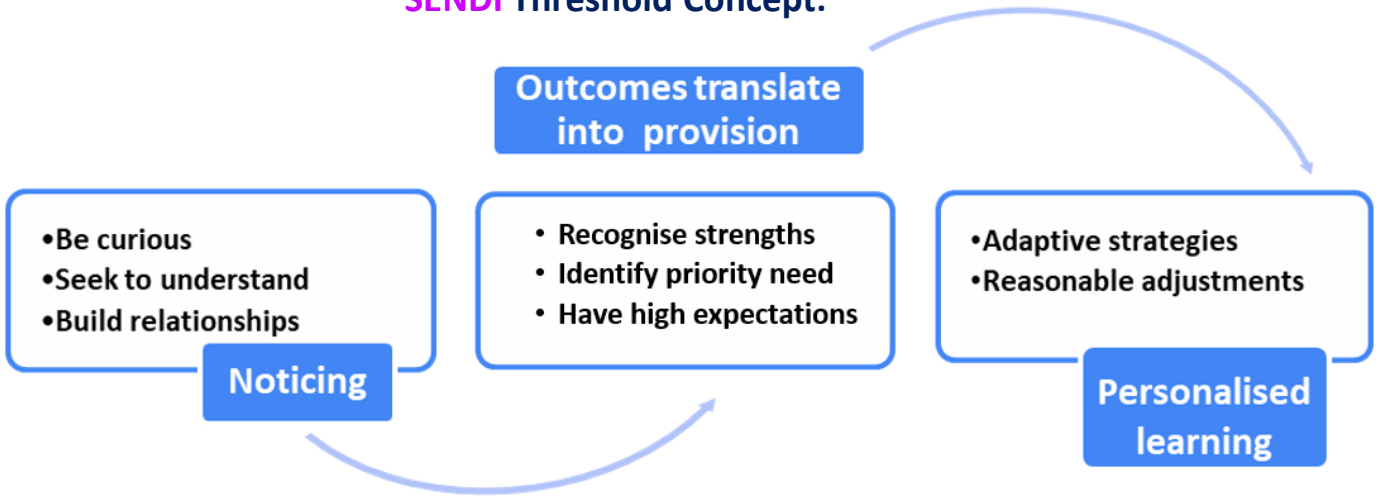
SEN and/or disabilities (**SEN/D**) + Equality and Diversity (**Inclusion**) = SEND and Inclusion (**SENDI**)

The United Nations (2015) *Transforming our world: the 2030 Agenda for Sustainable Development.*

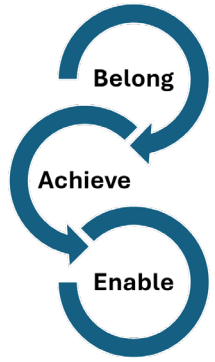
Conceptual Principles:

- be aware of unconscious bias.
- value and respect individual differences.
- be aspirational for all learners.
- create an enabling learning environment that allows all learners to flourish holistically.
- deliver high quality teaching rooted in adaptive practice.
- remove barriers to learning and/or well-being for all learners.
- work effectively with support staff, expert colleagues and parents/carers.

SENDI Threshold Concept:



All learners' entitlements:



- Have a sense of belonging
- Achieve personal potential
- Enabled to take their place well in society

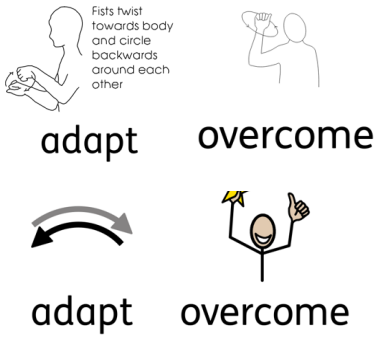
Graduated Response:

Some learners will require targeted support (SEN Support) or specialist support (EHCP) through the *graduated response* using the *assess, plan, do, review cycle:*

High Quality Teaching:

- 'is positioned as the foundation of all SEND provision and additional intervention and support cannot compensate for a lack of good quality teaching' (DfE and DoH, 2015, SEND CoP, Section 6.37).
- uses adaptive strategies flexibly in response to the needs of all learners , including those with **SEN/D**.
- incorporates five specific approaches that are well-evidenced as having a positive impact on outcomes for learners with **SEN/D**:

EEF (2020) *Meeting Special Educational Needs in Mainstream Schools.*



All learners have the same opportunities by *adapting teaching*; *adaptive teaching* is useful for all and essential for some.

Priority area:	English as an Additional Language
Completed by:	Gerard Doyle
Statement of Intent:	Focus on the knowledge and skills that teachers require for planning, teaching and assessing children learning EAL in primary schools and early years settings. Research informed pedagogy for local and national contexts. The curriculum is divided into two parts: • Core knowledge and understanding: Discrete sessions on theories and pedagogies of language acquisition, the national context, inclusion and diversity for children learning EAL and, progression, planning and assessment for EAL (including the complexities of EAL and SEND). • Subject integration: Teaching children learning EAL in mainstream classrooms: curriculum and language acquisition – subject considerations
Building  **Enriching**  **Thriving** **UW Curriculum Links** PB P C A IAT CT RW	**How the content is sequenced:** **Core knowledge and understanding:** – Developing an empathetic and ethical relation to children learning EAL – Understanding the cultural and linguistic diversity of mainstream classrooms – Planning for and teaching children learning EAL ❖ **Links to the ITTECF:** 1.3, 1.8, 3.10, 5.3, 3s, 4a, 5g, 5p **Key Research/Reading:** ⇒ The Bell Foundation (2022) Diversity of Learners who use English as an Additional language. Available at: https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/ **Core knowledge and understanding:** – Developing knowledge and understanding of assessment for EAL • **Subject integration:** – Planning for, and teaching children learning EAL in science lessons – Securing progress for children learning EAL in DT lessons ❖ **Links to the ITTECF:** 1.3, 1.8, 6.1, 6.3, 6d, 8i **Key Research/Reading:** ⇒ EAL MESH Guide https://www.meshguides.org/guides/node/112 ⇒ Somani, N. and Mobbs, M. (2011) *Using Pauline Gibbons Planning Framework: Examples Of Practice*. Available at: https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Documents/Using_Gibbons_Framework.pdf **Core knowledge and understanding:** – Reflection on knowledge and skills for practice for inclusion and diversity: the complexities of teaching children learning EAL who may have a Special Educational Need – Critical engagement with best practice for EAL learners in primary schools – Examination of EAL pedagogy, teaching curriculum and teaching language in context of enriching phase ❖ **Links to the ITTECF:** 1.8, 5.1, 5.7, 5.8, 5c, 5g, 6d, 8i **Key Research/Reading:** The Bell Foundation: EAL And SEND https://www.bell-foundation.org.uk/resources/guidance/schools-and-leaders/learners-with-special-educational-needs-or-disabilities/

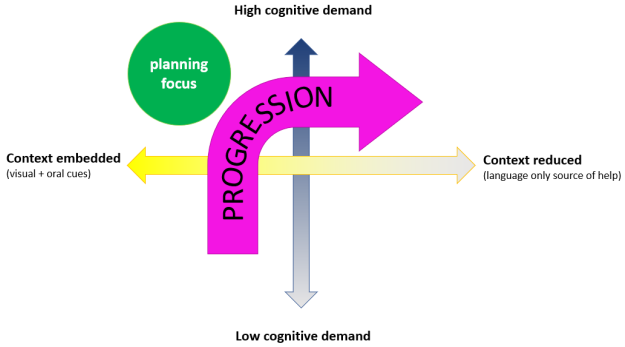
English as an Additional Language Knowledge Organiser

National Curriculum

Inclusion

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.



Cummins' Planning Framework

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience, and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Assessment in EAL

Build up a profile of the child learning EAL to gain a broader picture

- First language proficiency and literacy practices
- Previous education and attainment
- Child's background in and exposure to English
- Family, cultural, and religious background

Adopt and embed an EAL assessment framework

English language proficiency + Curriculum understanding

Identify needs to plan for individualisation of learning and promote potential development. Plan for English language use and development across the curriculum and learning contexts.

EAL and SEND

Speaking English as an Additional Language is NOT a Special Educational Need or Disability

Sometimes specific learning needs are difficult to identify if the child is not fluent in English

Slow progress may be related to the child's age and their time of arrival in the school year, gaps in previous education, proficiency, and literacy in the child's first language.

Persistently low scores in non-verbal tests might suggest an additional need.

Assessments using a child's first language can provide an indication of potential learning needs.

Proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018)

Key Pedagogies and Theories

Safe and welcoming environments

Authentic engagement with and response to children's experiential knowledge and individual identity

Promote social support and peer relationships

Assess English language proficiency and adapt curriculum input accordingly

Use of the child's first language (L1): preview texts with elements of L1; use of translation to support understanding; use of L1 to ease cognitive load and allow learners to focus on lesson objectives

Reduce cognitive load through use of visuals and artefacts

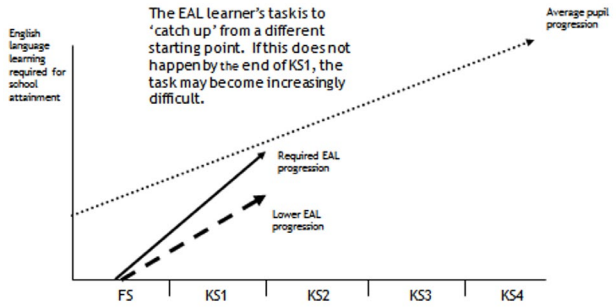
Plan for academic language development – planning for talk, vocabulary, and language structures

Use of good models of English language and small group work

Check for children's understanding to promote comprehension

Sensitive recasting of grammatical errors

Develop critical awareness of own use of language – idioms and metaphors



Priority area:	Behaviour
Completed by:	Andrew Taylor
Statement of Intent:	At the University of Worcester (UW) we aim to create teachers who are confident at supporting pupil behaviour and are equipped with a range of strategies and the skills to reflect on the effectiveness and impact of these strategies on the behaviour of the pupils they work with throughout their training and beyond. Supporting pupil behaviour is not seen in isolation and is integrated into other subject areas. Trainees are clear that supporting pupil behaviour is not only an integral part of their classroom practice but enables pupils to be a productive member of the wider school, local and global community. This creates learning environments that are safe and secure for pupils, allowing them to thrive and perform to the best of their ability.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Trainees understand the impact of their own behaviour on their teacher presence and pupil behaviour. • Trainees will develop the understanding of the importance of building positive relationships with the students that they teach. • Trainees know the importance of having clear expectations for pupils' behaviour that they communicate clearly. • Trainees understand the importance of being a role model for pupils and that behaviour expectations should be taught to pupils. ❖ **Links to the ITTECF:** Standard 7 **Key Research/Reading:** ⇒ Paige, R., Lambert, S. and Geeson, R. (2020) *Building skills for effective primary teaching: a guide to your school-based training*. 2nd edn. London: Learning Matters. ⇒ Roffey, S. (2010) *Changing behaviour in schools: promoting positive relationships and wellbeing*. London: Sage. ⇒ Bennett, T. (2020) *Running the Room: The Teacher's Guide to Behaviour*. John Catt Educational. • Trainees develop an understanding that behaviour management strategies may need to be adapted to meet individual pupils' needs • Trainees further develop a range of strategies through placement experience and the importance of clear expectations and how these are communicated to pupils ❖ **Links to the ITTECF:** Standard 7 **Key Research/Reading:** ⇒ Ellis, S. and Tod, J. (2018) *Behaviour for learning: promoting positive relationships in the classroom*. 2nd edn. London: Routledge.
UW Curriculum Links PB SPB CT	• Trainees identify how their values and beliefs shape the way they support the behaviour of pupils • Trainees continue to develop and refine their use of behaviour management strategies including moving from intrinsic to extrinsic motivation • Trainees reflect on the strategies they have seen and used and the underpinning research/theory and can make informed choices about the strategies they choose to use. ❖ **Links to the ITTECF:** Standard 7 **Key Research/Reading:** ⇒ Rogers, B. (2015) *Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support*. 4th edn. Los Angeles: SAGE. ⇒ Dix, P. (2017) *When the adults change, everything changes: seismic shifts in school behaviour*. Carmarthen: Independent Thinking Press.

Supporting Pupil Behaviour Knowledge Organiser

ITTECF

1.Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

2. A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.

3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.

5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

8. Teaching and modelling a range of social and emotional skills (e.g. how to recognise and understand feelings, manage emotions, and sustain positive relationships) can support pupils' social and emotional development.

9. Teaching typically expected behaviours will reduce the need to manage misbehaviour.

10. Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.

11. A key influence on a pupil's behaviour in school is being the victim of bullying.

Assessment in Behaviour

Observations can be used to identify Antecedents, Behaviours and consequences.

ABC

This can then be used to support pupils and minimise behaviour incidents

Inclusive Practice in Behaviour

Behaviour is viewed through the lens of pupil needs.

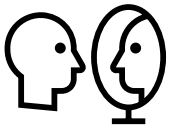
A consistent approach to behaviour is needed to support all pupils

Key Vocabulary

- Behaviour support
- Rewards
- consequences

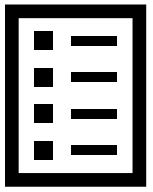
- Distressed behaviour
- Intrinsic motivation
- Extrinsic motivation

Key Pedagogies and Theories



Teachers need to manage their own behaviour and emotions to manage pupil behaviour effectively

Relationships are key to managing pupil behaviour.



Clear and consistent routines support pupils with behaviour expectations.

Consistent and appropriate responses support positive relationships and should be used to reinforce consistent routines

Pupils are motivated by both extrinsic and intrinsic factors. Intrinsic motivation has a longer lasting effect on motivation

Early Years Foundation Stage (EYFS) Knowledge Organiser

The 7 Areas of Learning and Development and the Early Learning Goals (ELG)

(EYFS Statutory Framework, DfE, 2025)

Prime Areas:

Communication and Language (CL)
- ELG: Listening, Attention and Understanding
- ELG: Speaking

Personal, Social and Emotional Development (PSED)
- ELG: Self-Regulation
- ELG: Managing Self
- ELG: Building Relationships

Physical Development (PD)
- ELG: Gross Motor Skills
- ELG: Fine Motor Skills

Specific Areas:

Literacy (L)
- ELG: Comprehension
- ELG: Word Reading
- ELG: Writing

Mathematics (M)
- ELG: Number
- ELG: Numerical Patterns

Understanding the World (UW)
- ELG: Past and Present
- ELG: People, Culture and Communities
- ELG: The Natural World

Expressive Arts and Design (EAD)
- ELG: Creating with Materials
- ELG: Being Imaginative and Expressive

Key Principles in EYFS

A Unique Child: Every child is a competent learner from birth who can be resilient, capable, confident & self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships with adults & peers.

Enabling Environments: The environment plays a key role in supporting & extending children's development and learning.

Learning and Development: Children develop & learn in different ways & at different rates. All areas of learning & development are equally important & inter-connected.

Assessment in EYFS

Observation: The process of watching children to assess their progress and development.

Assessment for Learning (AfL): The ongoing process of gathering evidence about children's learning to guide their development.

Intervention: Specific support put in place for children who need additional help to meet developmental milestones (Development Matters, DfE, 2023; Birth to 5 Matters, EYC, 2021).

Key EYFS (0-5) Assessment Points

Progress check at two years

Reception Baseline Assessment (RBA)

Early Years Foundation Stage Profile (EYFSP)

Key Theories and Approaches

- **Piaget's Cognitive Development, Schema**
- **Vygotsky's Sociocultural Theory**
- **Bowlby's Attachment Theory**
- **Play Based Learning**
- **Forest School & Outdoor Learning**
- **Sustained Shared Thinking**
- **Dewey's Progressive Education Philosophy**
- **Montessori's Child-Centred Approach**
- **Malaguzzi's Reggio Emilia Approach**

Characteristics of Effective Learning

Playing and Exploring: Children investigate and experience things firsthand.

Active Learning: Children focus on a task and persist, leading to deeper engagement.

Creating and Thinking Critically: Children use their imagination and thinking skills to solve problems and make decisions.

Subject:	English
Completed by:	Sharon Lannie
Statement of Intent:	Trainees are entitled to develop their knowledge, skills and understanding in English, whilst exploring subject specific pedagogies, policies, and research. This is the foundation for trainees to plan and teach a carefully sequenced, purposeful, and coherent primary English curriculum.
Building 	**How the content is sequenced:** • Spoken language, talk, oracy and vocabulary. • How to teach Early Reading through systematic, synthetic phonics (SSP) including: the rationale, theory and key policy documents; key terminology of SSP; the importance of fidelity to a scheme; the importance of decodable reading books. ❖ **Links to the ITTECF:** Standard 3 **Key Research/Reading:** ➢ DfE (2023) The Reading Framework. ➢ Gough and Tumner (1986) The Simple View of Reading.
Enriching 	• Pedagogical approaches to reading comprehension, fluency and Reading for pleasure approaches. ❖ **Links to the ITTECF:** Standard 3 and 4 **Key Research/Reading:** ➢ DfE (2023) The Reading Framework.
Thriving	• How to teach spelling and handwriting • A focus on writing composition • And modelling ❖ **Links to the ITTECCF:** Standard 3, 4 and 6 **Key Research/Reading:** ➢ **DfE (2025) The Writing Framework**
UW Curriculum Links P C A IAT	• Whilst on placement, trainees work with expert colleagues to apply and embed pedagogical approaches and curriculum knowledge. Through deconstruction of lessons and reflections trainees refine and enhance their practice in English. • **Links to the ITTECF:** Standards 3, 4 and 6

ENGLISH LESSON OBSERVATION GUIDANCE

Please use this guidance alongside the generic guidance for lesson observations.

Does the student:

- Model good spoken and written Standard English?
- Have good English subject knowledge to inform a well-planned and well-taught lesson (e.g., good grammatical knowledge, knowledge of children's literature etc.)?
- Demonstrate interest in, and enthusiasm for English?
- Model the learning effectively throughout the lesson?
- Explore vocabulary within context and encourage interest in, and discussion of, key/new words?
- Use high quality texts on occasions as a stimulus and promote reading for enjoyment?

Does the lesson:

- Have a clear focus on developing aspects of English taken from the NC or EYFS (i.e., Spoken English, Reading, Wri ting or Communication and Language)?
- Ensure that children have planned opportunities to use spoken language (both speaking and listening) in a meaningful context?
- Provide opportunities for the children to encounter and use new vocabulary in their talk and, where appropriate, in written work?
- Provide pupils with the opportunity to respond to key questions, elaborate upon their answers and explain their understanding?
- Contain planned opportunities for the student to model and share effective learning?
- Provide opportunities for children to improve/proofread/redraft/edit their work (where appropriate)?
- Have high expectations for accurate spelling and grammar use (both verbal and written constructions)?

Supporting All Learners (Including children with SEND)

- **What scaffolds are in place to help learners with SEND access and engage with the lesson content?** Eg: Pre-teaching of key vocabulary, concepts, or instructions; use of visuals (pictures, diagrams, story maps) to support meaning; manipulatives or concrete resources (e.g., word cards, magnetic letters); assistive technology (text-to-speech, audiobooks, iPads); chunked tasks with clear, manageable steps; careful modelling.
- **How does the lesson plan incorporate opportunities for talk and interaction, and are these accessible to all learners? E.g** Structured talk partners or group roles to ensure participation; sentence stems or speaking frames to support responses; opportunities for exploratory talk before writing; teacher circulates to prompt quieter or less confident pupils; use of drama, role play, or oral storytelling to engage EAL and SEND learners.
- **In what ways is pupil independence encouraged alongside adult support? EG:** Clear routines for accessing resources without teacher intervention; visual reminders/checklists for task completion; "I do – We do – You do" scaffolding gradually withdrawn; peer support structures (e.g., mixed-ability pairs); opportunities for self-checking or editing against success criteria.
- **How is the teacher contributing to the progress of ALL children? Eg:** Teacher strategically targets questioning across ability groups; TA deployed purposefully (not just with one group consistently); rotations of teacher/TA support to avoid dependency; evidence of challenge as well as support for vulnerable learners; high-quality modelling from both teacher and TA.
- **How is reading and writing fluency actively supported for learners at different levels of proficiency, including those with SEND and EAL? Eg:** *Reading*: modelled fluent reading, choral/paired reading, decodable texts, visuals/glossaries, repeated reading; *Writing*: sentence starters, word banks, shared writing, oral rehearsal, assistive tech; *General*: guided groups, peer rehearsal, story maps/organisers, targeted questioning.
- **How are high expectations for all learners made visible, while recognising and valuing diverse starting points and approaches to learning? EG:** Same learning objective for all, with scaffolded routes to success; stretch/challenge questions for higher attainers; celebration of effort and progress as well as attainment; inclusive curriculum materials reflecting diversity; teacher explicitly communicates belief in every child's ability to succeed.

SYSTEMATIC SYNTHETIC PHONICS (SSP) LESSON OBSERVATION GUIDANCE

Before teaching, has the trainee:

- annotated the plan before teaching to support their subject knowledge and delivery?
- considered questioning and how they will identify and manage any misconceptions?
- identified the needs of individuals within their class and considered how they will support all learners to make progress (including learners with SEND or pupils learning EAL).
- identified how the TA will be deployed (if relevant)?

During the lesson, does the trainee:

- demonstrate understanding of the nature of the English alphabetic code?
- understand the principles underpinning the programme of synthetic phonics?
- demonstrate fidelity to the school scheme?
- have a clear objective for the session and ensure the children understand (e.g. 'By the end of this week you will all be able to read these sounds; today we are learning the first one.')?
- make sure that children review the GPC knowledge they have been taught in previous lessons?
- demonstrate new learning in bite-sized chunks, including correct letter formation and articulation of new GPCs?
- ensure tasks allow children to practise and apply new learning?
- ensure all children are expected to participate throughout interactive sessions, for example by using 'call and response'?
- make the most of the time for teaching and use activities that maximise the number of words children read and spell? E.g. dictation?
- praise the children for working hard and paying attention, being specific about what they have done well?
- use resources and props linked to the scheme?
- use assessment to determine next steps clearly, including identifying children who might need immediate extra support?

During the lesson do the children have opportunity to:

- practise saying the phoneme?
- practise letter formation?
- read and write (blend and segment) the new GPC using 'decodable' words, phrases, sentences and books that match the GPCs and common exception words they already know?
- **After teaching, has the trainee:**
- annotated the plans, noting down formative assessment observations in order to respond to the needs of learners (plan interventions/support/scaffolding/challenge)?
- reflected on the lesson in a way that will support them to develop their practice?

Supporting All Learners (Including children with SEND)

- **What scaffolds are in place to help learners with SEND access and engage with the lesson content?** Eg: Pre-teaching of key vocabulary, concepts, or instructions; use of visuals (pictures, diagrams, story maps) to support meaning; manipulatives or concrete resources (e.g., word cards, magnetic letters); assistive technology (text-to-speech, audiobooks, iPads); chunked tasks with clear, manageable steps; careful modelling.
- **How does the lesson plan incorporate opportunities for talk and interaction, and are these accessible to all learners? E.g** Structured talk partners or group roles to ensure participation; sentence stems or speaking frames to support responses; opportunities for exploratory talk before writing; teacher circulates to prompt quieter or less confident pupils; use of drama, role play, or oral storytelling to engage EAL and SEND learners.
- **In what ways is pupil independence encouraged alongside adult support? EG:** Clear routines for accessing resources without teacher intervention; visual reminders/checklists for task completion; "I do – We do – You do" scaffolding gradually withdrawn; peer support structures (e.g., mixed-ability pairs); opportunities for self-checking or editing against success criteria.
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visuals/glossaries, repeated reading; *Writing*: sentence starters, word banks, shared writing, oral rehearsal, assistive tech; *General*: guided groups, peer rehearsal, story maps/organisers, targeted questioning.

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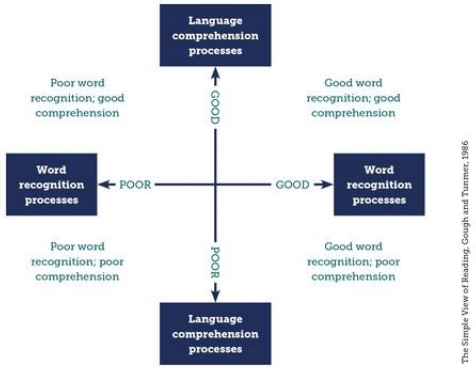
English Knowledge Organiser

National Curriculum

Statement of intent: Trainees are entitled to develop their knowledge, skills and understanding in English, whilst exploring subject specific pedagogies, policies, and research. This is the foundation for trainees to plan and teach a carefully sequenced, purposeful, and coherent primary English curriculum.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.



Assessment in English

English is assessed through statutory assessments at the end of KS2, including the Teacher Assessment of writing. Writing moderation and exemplification materials support this process.

Practice in English is underpinned by the OFSTED English review: The curriculum breaks learning down into component parts, which are assessed formatively.

Teachers use information from this formative assessment to adapt the curriculum.

Feedback to pupils is specific and provides them with a 'recipe for future action'.

Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions.

Inclusive Practice in English

Teaching English is viewed through the lens of adaptive teaching according to pupil need to support inclusive practice.

Teachers should be mindful of:

- Cognitive difficulties such as weak memory, speed of processing and organisational skills
- Speech, Language, and Communication difficulties
- Specific additional learning needs, such as dyslexia and dyspraxia, auditory or visual impairments.

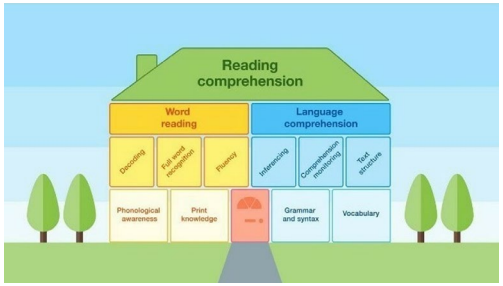
Key Vocabulary

- Systematic Synthetic Phonics (SSP)
- Decode/Encode
- Phoneme/grapheme
- Reading for pleasure
- Composition and transcription
- Word reading
- Reading comprehension
- Vocabulary, grammar, and punctuation
- Vocabulary associated with spelling appendix 1
- Terminology within GPS Appendix 2

Key Pedagogies and Theories

- Our English curriculum provides a systematic, rigorous, and critical introduction to pedagogies relevant to the teaching of English, theories, and subject knowledge.
- A range of learning theory is explored in relation to English pedagogical approaches, including Bruner, Vygotsky, Skinner, as well as Gough and Tunmer, and Cremin.
- Students explore pedagogical approaches to teaching all areas of English including oracy, reading for pleasure, reading comprehension, all aspects of writing, and drama.
- Students learn to teach early reading using SSP, and develop an understanding of the research and policy, as well as the pedagogical approaches associated with high quality phonics provision.

- The Rose Review, (2006)
- Johnson and Watson, (2005) The Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment
- DfE (2023) The Reading Framework.
- OFSTED: Research Review Series English
- Education Endowment Foundation



Education Endowment Foundation, The Reading House

Subject:	Mathematics
Completed by:	Niki Summers
Statement of Intent:	• To ensure that all trainees have a deep conceptual understanding of all areas of mathematics that they will need to teach. • To have a deep understanding of the National Curriculum programmes of study for mathematics and the Early Years framework and its aims in developing teaching for mathematics mastery. • To make explicit links between theory and practice. • To ensure that trainees can develop their values in relation to mathematics teaching and learning and develop positive attitudes towards mathematics, for themselves and the children they teach. • To develop the knowledge and skills needed to enable effective teaching of all learners including different key groups – inclusion of learners with SEND, early years, EAL and other diverse communities of learners. • To ensure that trainees understand the connections that can be made between mathematics and other areas of the curriculum. • To be ambitious and creative in teaching approaches for mathematics.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Mastery and the Perfect 6 (CPA; Language and Talk; Problem Solving and Reasoning; Making Connections; Misconceptions; Questioning) • Pedagogical content knowledge: The National Curriculum, mastery and the big ideas of teaching and learning in mathematics; fluency; variation; • Subject Knowledge: Mental multiplication and tables facts; mental subtraction; geometry ❖ **Links to the ITTECF:** Standard2, 3 and 4 **Key Research/Reading:** ⇒ Bowler, J. (2015) *Fluency Without Fear: Research Evidence on the Best Ways to Learn Math Facts.* Available at: https://www.youcubed.org/evidence/fluency-without-fear/ (Accessed 27 February 2022). • Mastery and the Perfect 6 (CPA; Language and Talk; Problem Solving and Reasoning; Making Connections; Misconceptions; Questioning) • Pedagogical Content Knowledge: Representation and structure; mathematical thinking ❖ Subject knowledge: multiplication; subtisation; addition ❖ **Links to the ITTECF:** Standard 3 and 4 **Key research/reading:** ⇒ Rowland, T., Huckstep, P. & Thwaites, A. (2005) 'Elementary Teachers' Mathematics Subject Knowledge: The Knowledge Quartet and the Case of Naomi', Journal of Mathematics Teacher Education, 8, pp. 255-281. ⇒ Guskey, T. (2007) 'Closing Achievement Gaps: Revisiting Benjamin Bloom's "Learning for Mastery", Journal of Advanced Academics, 19 (1), pp. 8-31.
UW Curriculum Links P C A CT IAT	

University of Worcester - Perfect 6 Prompts for Planning from a Scheme

- What is the key concept or big idea of this lesson? How is the content drawing attention to and supporting the children's understanding of the big idea?
- What are the small steps of learning in the lesson and how do they build progression? What is the same and what is different between each task/question? Identify how and why the representations are sequenced in the lesson.

- What opportunities are there to provide a meaningful context to the mathematics? E.g. links with real-world experiences.
- Where are there opportunities for children to communicate their mathematical thinking in their own way? E.g. drawing a picture, jottings, talking, showing.

- Are the representations in the scheme materials the most appropriate for teaching the concept for this lesson's key idea? E.g. when teaching subtraction, Numicon does not model subtraction as reduction (take away) well, but is good for showing subtraction as comparison (finding the difference)
- Are there images on the scheme resources (e.g. PP slides and worksheets) which you could complement with you and the children using an appropriate physical resource? E.g. using an actual ruler alongside an image of a ruler or children having their own number line alongside a number line shown on the IWB.

- What probing questions will you use to promote mathematical thinking? E.g. How do you know? Can you convince me? What could it be? What could it not be?

- What key mathematical language will you introduce or practise with the pupils?
- How and when can you promote the use of purposeful mathematical talk, including between children? E.g. when delivering content from the slides, identify moments where you will stop and provide time for children to think and then talk or interact with each other.
- Consider how you will scaffold for children who may have barriers in relation to language and talk. E.g. sentence starters, word banks, assistive technology etc

- What mathematical misconceptions do you anticipate in the lesson? Do the scheme materials highlight these? How can you effectively address them? E.g. discussing deliberate mistakes, use of concept cartoons etc.
- Identify the complex or tricky parts of the lesson. How might you adapt these aspects to ensure that all children can engage and be suitably challenged?

MATHEMATICS OBSERVATION GUIDANCE

When undertaking observations of mathematics lessons, class teachers, mentors and SE tutors must consider evidence of the 'Perfect 6' (University of Worcester, 2025) seen in planning, teaching and learning.
Please consider the following prompt questions to help you highlight strengths/areas of development related to the practice observed:

CPA (Concrete-Pictorial-Abstract) Representations

- How is the conceptual understanding of mathematics being developed with children (as opposed to only procedural understanding)?
- In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by the teacher to support the children's understanding and reasoning?
- In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by children to support/ demonstrate their own understanding and reasoning?

Misconceptions

- How are potential errors and misconceptions planned for, explored and discussed?
- How are mistakes valued as a learning tool?
- How are language/resources/ explanation used accurately?

Questioning

- How effective are questions in promoting mathematical thinking, reasoning and understanding?
- How is questioning used to help to assess the depth of children's understanding and reasoning?
- To what extent are children encouraged to ask their own questions and promote mathematical curiosity?
- How effectively are the chosen examples used to support children's understanding? (e.g., 23x6 is good for demonstrating a written method, whereas 19x6 better worked out mentally)

Language and Talk

- Is correct and accurate mathematical vocabulary modelled by the teacher and then used by children? How and when?
- How is focused mathematical talk planned for and used as an effective pedagogy?

Problem solving and reasoning

- To what extent are children encouraged to reason, explain and justify their thinking?
- How effectively are planned opportunities for reasoning and problem solving integrated into lessons?
- Do children try out ideas, take risks and learn from mistakes?

Making connections

- To what extent does the teacher make connections with relevant areas of mathematics?
- To what extent are children given the opportunity to link and articulate their learning with relevant areas of mathematics?
- To what extent does the teacher make connections with previous learning in mathematics?

How clearly does the teacher break the concept down into steps that can be understood by the children (i.e., in a progressive order)? Is the teacher aware of different levels of difficulty within a concept?

MEETING THE NEEDS OF ALL LEARNERS, INCLUDING THOSE WITH SEND:

- How does the lesson ensure all learners, regardless of prior attainment, are working towards a shared objective?
- What scaffolds (e.g., pre-teaching, concrete resources, visual aids, assistive technology) are in place to help learners with SEND access and engage with the lesson content?
- How does the lesson plan incorporate opportunities for talk and interaction, and are these accessible to all learners?
- How is the teacher contributing to the progress of ALL children? For example, is there a balance of support by the teacher and TA for vulnerable groups?
- How does the teacher use assessment to respond to the ongoing needs of children in the lesson?
- How does the lesson promote resilience through a positive and psychologically safe learning environment for ALL?

Mathematics Knowledge Organiser

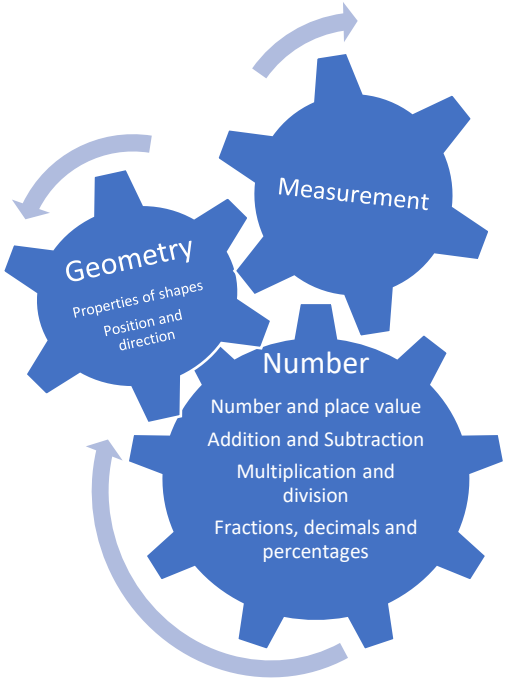
National Curriculum

National Curriculum Aims

All pupils become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

All pupils **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

All pupils can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



Knowledge developed within the curriculum can be considered to be: Declarative, Procedural and Conditional
See *Ofsted mathematics research review*

Assessment in Mathematics

The purpose of assessment is to effectively inform learning and teaching. It is important to recognise that pupils should take an active role in in this process.
Effective strategies for AfL in mathematics:

- Challenging activities
- Meta cognitive questioning
- Anticipating and diagnosing errors and misconceptions
- Marking and feedback

See *Hodgen, J. and Wiliam, D. (2014) Mathematics Inside the Black Box: Assessment for Learning in the Mathematics Classroom*

Inclusive and Adaptive Teaching in Mathematics

Be mindful of:

- Mathematical Learning Difficulties and Dyscalculia which will impact on learning and applying mathematical facts and procedures
- Cognitive difficulties such as weak memory, speed of processing and organisational skills
- Speech, Language, and Communication difficulties
- Attitude, anxiety, and motivation

Make **suitable adjustments** such as use scaffolds, 'chunk' information, provide worked examples, pre-teach, develop reasoning from known facts to derive unknown facts, do retrieval practice, supply memory aids, display key vocabulary, and give additional learning time. Finally, always teach concepts using both **visual and verbal information.**
See https://www.stevechinn.co.uk/maths-explained for overview of dyscalculia and maths anxiety.

Key Vocabulary

Glossary of mathematical terms
national-curriculum-glossary

Key Pedagogies and Theories

Primary Mathematics Perfect 6 Supporting Mastery University of Worcester

The Perfect 6 is designed to inform teaching which enables all children to be successful, develop conceptual understanding with a focus on mathematical structures and through a range of representations.

Concrete – Pictorial – Abstract (CPA)

The three representations are used so that all children of all ages develop conceptual understanding.
Concrete – manipulatives/ objects to handle: **Pictorial** – drawings, diagrams, images: **Abstract** – mathematical notation and language.

Language and Talk

Mathematical vocabulary is used accurately by both the teacher and the children. Mathematics lessons have a focus on talk and discussion.

Questioning

Open questions are asked that stimulate mathematical thinking and discussion e.g. Can you explain your thinking? Is there another way? Why did you…? Children are encouraged to ask their own questions to clarify understanding or to develop a line of enquiry.

Problem Solving and Reasoning

In line with the aims of the national curriculum, problem solving, and reasoning are integral to every lesson.

Making Connections

Making mathematical connections, rather than seeing mathematics as a series of unrelated facts to be learnt, supports learners' schema development and embedded understanding. This may involve
– Coherence (breaking learning down into small sequential steps)
– Conceptual and procedural variation

Misconceptions

Misconceptions are planned for, exposed, and openly discussed.

<table>
<tr><td>Subject:</td><td>Science</td></tr>
<tr><td>Completed by:</td><td>Gerard Doyle</td></tr>
<tr><td>Statement of Intent:</td><td>The UW Primary Curriculum focuses on student teachers' practical engagement with an emphasis on hands-on experiences and opportunities for students to engage actively in practical exploration of scientific concepts. Curriculum alignment is a key aspect of primary science sessions where integration of curriculum content with Early Years Foundation Stage (EYFS) and National Curriculum (NC) guidelines support student teachers' in learning to teach primary science concepts.
Primary science at UW recognises the importance of subject knowledge enhancement. There is a focus on improving students' subject knowledge, including addressing misconceptions and providing breadth of coverage in science topics. This is supported by modelling the utilization of inquiry-based learning pedagogy and constructivist approaches to teaching and learning. There is recognition of the importance of balancing practical engagement with evidence-based practice and literature study, as well as the need for adaptability in teaching approaches to meet diverse student needs.</td></tr>
<tr><td>Building
 
Enriching
 
Thriving

UW Curriculum Links
  </td><td>How the content is sequenced:
Core knowledge and understanding:
– Aims and purposes of primary science and statutory documents
– Reflect on Science Capital and develop subject and pedagogical knowledge for primary science
– Planning and Assessment in Primary science
– Children's talk and misconceptions
❖ Links to the ITTECF: 3.1, 3.2, 3.3, 3.6, 3a, 3b, 3d, 3h, 3i

Key Research/Reading:
❖ Loxley, P. (2017) Teaching primary science: promoting enjoyment and developing understanding. 3rd edn. Abingdon: Routledge.

Core knowledge and understanding:
– Diverse and inclusive science and Adaptive Teaching
– Continue to develop subject and pedagogical knowledge for primary science
– Connect science across the curriculum
❖ Links to the ITTECF: 1.2, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.1, 5.8, 8.8, 1a, 2a, 3a, 3b, 3d, 3h, 3i, 3p, 4d, 5l
Key Research/Reading:
❖ Allen, M. (2020) Misconceptions in primary science. 3rd edn. London: Open University Press.

Students undertake practicum experience.</td></tr>
</table>

Observation Guidance for Primary Science Teaching

🔬 1. Key Elements of Effective Science Teaching

- Substantive & Disciplinary Knowledge: Are children learning both science facts (substantive) and how to do science (disciplinary)?
- Practical Work: Hands-on investigations are purposeful, linked to key concepts, and not 'stand-alone' novelty activities.
- Sequencing & Prior Knowledge: New learning builds on what children already know; misconceptions are addressed.
- Assessment for Learning: Ongoing checks for understanding using varied methods (oral, visual, practical).

🤝 2. Inclusive & Adaptive Teaching Approaches

- Communication & Interaction: Visuals, dual coding, modelling, and varied response formats (oral, diagrams, actions).
- Cognition & Learning: Break tasks into small steps; provide organisers, scaffolds and retrieval practice.
- Social, Emotional & Mental Health: Predictable routines, positive feedback, reducing anxiety in investigations.
- Sensory & Physical: Adapt equipment/ environment; offer multiple formats (large print, tactile diagrams).
- Equality & Diversity: Avoid stereotypes, use inclusive contexts and culturally relevant examples.

🗣️ 3. Supporting Children Learning EAL

- Pre-teach and display key vocabulary (inc. concepts, processes, equipment).
- Use visuals, real objects, gestures and translations where possible.
- Provide sentence stems for speaking/ writing (e.g. I think … because …).
- Allow alternative methods of expression and recording (e.g. oral, diagrams, video).

🔑 4. What to Look for in Investigations

- Children design/plan investigations (e.g. fair tests, pattern seeking) with explicit teaching of investigative steps.
- Collaboration is purposeful, with structured roles for all children.
- Vocabulary of scientific enquiry is taught and revisited.

❓ 5. Questions to Prompt Reflection

- Is the lesson enabling all learners to access and progress in science?
- How are barriers (linguistic, cognitive, sensory, emotional) being addressed?
- Are children actively making links and developing independence in scientific thinking?

References: Adapted from DfE SEND Code of Practice (2015); Ofsted Finding the Optimum (2023); Bell Foundation (2025); UDL Guidelines (CAST, 2024); Equality Act (2010).

Science knowledge organiser

National Curriculum

Working Scientifically – approach used to teach material across all three science disciplines.

Key Scientific concepts taught in an inter/intradisciplinary manner in order to forge explicit links.

Scientific knowledge is socially constructed and evolving rather than fixed. It is based on key scientific "Big Ideas"

For primary science this is informed by Harlen et al (2010)

https://www.ase.org.uk/bigideas

Key Pedagogies

Emphasis on Enquiry Based Science Education (EBSE) which builds on children's natural *curiosity* as advocated by Ofsted 2013 & 2021.

https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science

Pedagogies focus on child centred learning and children identifying themselves as scientists.

The key to success whilst adopting the pedagogies above is the timely teacher identification of key scientific misconceptions and deployment appropriate remediation strategies.

Assessment in Science

Underpinned by seminal Teacher Assessment in Primary Science (TAPS) research at Bath Spa University.

Inclusion in Science

Follows the principles of Inclusion by Design (IBD) across the pedagogy including AfL.

https://xd.adobe.com/ideas/principles/design-systems/what-is-inclusive-design-principles-and-examples/

Key Vocabulary

Scientific inquiry and topic technical terminology e.g. *scientific equipment* and *sound waves.*

Key vocabulary identified by by STEM Learning

https://www.stem.org.uk/elibrary/resource/34637?_ga=2.134531570.22804761.1660222609-1891029473.1660222609

Subject:	PE
Completed by:	Fran Dockerty
Statement of Intent:	The design and intent of the PE curriculum at the University of Worcester is to combine subject and pedagogical knowledge to create a student body that possesses strong pedagogical content knowledge within PE. The curriculum introduces many theoretical ideas and notions that can inform pedagogical practice (e.g physical literacy, game centred approaches, motivational climate, aims and values of PE, assessment, inclusion and adaptive teaching). Using a theory to practice approach, a focus on transferring classroom pedagogy to PE is explored to ensure the content is purposeful for the trainee's future practice. Throughout the design of the curriculum expertise is drawn on from staff with extensive EYFS experience, Secondary colleagues and research active staff to help inform the forward-thinking approach to pedagogy and that the entire primary curriculum is considered.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** ⇒ Although exploring theory, there is a greater focus on the trainees' practical application explicit teaching of fundamental movement skills (FMS) and game-centred approaches during the building phase. ⇒ Trainees develop a knowledge of the STEP principles to support adaptive teaching, and assessment strategies in PE, whilst being introduced to underpinning pedagogical approaches in PE such as physical literacy and game-centred pedagogy. ⇒ Trainees are encouraged to apply their classroom practice into the PE environment. ⇒ **Links to the ITTECF:** Standards 3, 4 and 6 **Key Research/Reading:** Pritchard, R., & Dockerty, F. (2024). Game on! Enhancing primary physical education through a Rosenshine-inspired approach. *Curriculum Studies in Health and Physical Education*, 1–15. ⇒ Trainees explore the aims and values of PE through the lens of gymnastics and dance, exploring approaches to teaching that encourage pupil creativity and expression. ⇒ Underlying principles built on in the building phase such as assessment and adaptive teaching will be embedded throughout. ⇒ **Links to the ITTECF:** Standards 3, 4, 5 and 6 **Key Research/Reading:** ⇒ Morgan, K., Bryant, A., Edwards, L. and Mitchell-Williams, E. (2018) 'Transferring primary generalists' positive classroom pedagogy to the physical education setting: a collaborative PE-CPD process', *Physical Education and Sport Pedagogy*, 24(1), pp. 43-58.
UW Curriculum Links PB SPB P C A CT IAT RW	

PHYSICAL EDUCATION OBSERVATION GUIDANCE

1. Curriculum Alignment

- **Does the lesson clearly identify and align with one or more of the aims of the National Curriculum for PE?**
- **Are the learning objectives and success criteria clearly displayed and communicated to the pupils?**
- **Is there a clear link between the planning, activities, and intended learning outcomes?**
- **Is the focus on developing physical competence and confidence, rather than teaching a specific sport?**

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2. Physical Activity and Engagement

- **Are children physically active for the majority of the lesson?**
- **Is queueing or waiting time minimised?**
- **Do the activities encourage mass participation and maximise movement for all learners?**
- **Are tasks meaningful and engaging, helping children to improve through active learning?**

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3. Supporting All Learners (Including SEND)

- **Are all learners, including those with SEND, actively engaged and successful?**
- **Is the STEP model (Space, Task, Equipment, People) used to adapt tasks for different needs?**
- **Are instructions clear, concise, and followed by checks for understanding?**
- **Is questioning used to guide, include and support individual learners effectively?**

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4. Developing Physical Literacy

- **Do activities support the development of confidence, competence, motivation, and understanding in physical activity?**
- **Are children given opportunities to explore and make decisions rather than being told what to do?**
- **Are pupils developing a positive attitude towards physical activity and movement?**
- **Do the activities support the physical, cognitive, social, and emotional domains of learning?**

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5. Pedagogical Approach

- **Is there evidence of a non-linear approach to learning (e.g. not just warm-up > skill > game)?**
- **Are children encouraged to explore movement possibilities rather than follow prescriptive techniques?**
- **Are open-ended questions used?**
- **Is there a transfer of effective classroom pedagogy into the PE context (e.g. scaffolding, modelling, use of success criteria)?**

PE Knowledge Organiser

National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

Subject Content- Key Stage 1

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

-Participate in team games, developing simple tactics for attacking and defending

-Perform dances using simple movement patterns.

Subject Content- Key Stage 2

Pupils should be taught to:

-Use running, jumping, throwing and catching in isolation and in combination

-Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

-Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

-Perform dances using a range of movement patterns

-Take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Assessment in PE

Focus on a supportive and formative approach to assessment

Trainees explore and embed Assessment for Learning practices within their teaching with a focus on pupil personal improvement as opposed to outcome. Use of video and photos are explored to encourage children to take responsibility for their learning.

Key Pedagogies and Theories

Our Physical Education curriculum explores a variety of PE concepts which are theoretically informed and underpinned. Taking a theory to practice approach, these pedagogical approaches and theories are drawn on:

- Athletic Skills Model
- Fundamental Movement Skills
- Physical Literacy
- Motivational Climate
- Game Centred Approaches (Game Sense, Tactical Games Model etc)
- Rosenshine's Principles of Instruction
- Vygotsky, Bruner and Bandura

Key Vocabulary

- Fundamental Movement Skills
- Balance, co-ordination, speed, agility, strength, endurance, jump, hop, leap, 2 handed strike, catch and throw
- Tactical Understanding
- Contextualising practice
- How, what, where, when and who (when questioning).

Inclusion and Adaptive Teaching in PE

Inclusive Practice is embedded across the curriculum; however, trainees use the STEP Principles to support their practice.

Space: Where the activity is happening

Modify the space by increasing or decreasing the area In which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening?

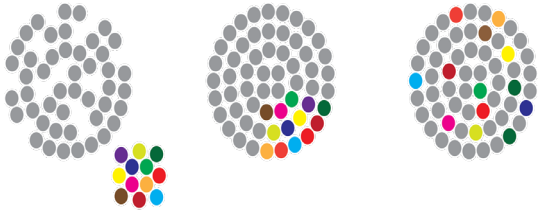
Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used?

Modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved?

Modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.



Subject:	History
Completed by:	Rosemarie Hill
Statement of Intent:	At University of Worcester, the vision of history is two-fold. • Children are history detectives. To do this, trainees will be encouraged to develop the skills of investigation, challenge and debate amongst the children: the 'bones of being a historian' (Doull et al, 2020, p.7). • History is every story. (Beale, 2021). Our curriculum should "be designed so that pupils 'see themselves'" (OFSTED, 2021, p.30). Teaching history in this way not only develops a stronger sense of identity and belonging but also "learning about the richness of the past" can help "to overcome sweeping generalisations or misconceptions" (Ford and Kennett, cited in OFTSED, 2021 p.29).
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Unpicking the Curriculum and understanding disciplinary concepts. • Diversity and planning for Enquiry. ❖ **Links to the ITTECF:** Standards 1, 2, 3 and 4 **Key Research/Reading:** ⇒ Doull, K., Russell, C. and Hales, A. (2020) *Mastering Primary History*. London: Bloomsbury Academic. ⇒ Lomas, T. (2019) 'Getting to grips with concepts in Primary History', *Primary History*, 82. ⇒ OFSTED (2021) *Research Review Series: History*. Available at: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history (Accessed 19 February 2022). ⇒ Percival, J. (2020) *Understanding and Teaching Primary History*. London: Sage Publications. ⇒ Traille, K. (2007) 'You should be proud about your history. They make me feel ashamed: teaching history hurts', *Teaching History*, Issue 127, pp. 31-37.
UW Curriculum Links P C A CT IAT	

HISTORY OBSERVATION GUIDANCE

Questions to consider for history lessons:

Enquiry Questions

- Does the lesson begin with an enquiry question which is linked to the National Curriculum?
- Is the enquiry question used to develop a specific disciplinary concept?
- Is enquiry embedded throughout the lesson?

Retrieval Practice

- What strategies are being used to support pupils to recall and remember key information?
- How do these strategies build progressively on previous learning and provide links to new learning in history?

Knowledge and Understanding

- Is the substantive knowledge clear and accurate? (*This includes content about people, places, events and chronological understanding.*)
- Are substantive concepts being developed within the lesson? Are these aligned to the school's long-term plan for history? (*Substantive concepts include but are not limited to: empire, invasion, resistance, democracy etc.*)
- How is a specific disciplinary concept (second order concept) being developed within the lesson? (*These include: causation, consequence, significance, interpretation, similarity and difference, historical evidence, change and continuity.*)
- How is chronological understanding being developed within the lesson? (*For example: timelines, 'meanwhile elsewhere . . .' activities, developing a sense of historical period.*)
- How are historical sources being used within the lesson? (*For example: artefacts, replicas, written documents, pictures, photographs etc.*)

Inclusion

- Can all children see themselves being represented within the historical time period?
- Does the teaching open a window into diverse ways of knowing and being through exploring a variety of diverse perspectives?

Adaptive Teaching

- Which strategies are being used to support the historical understanding of all pupils to access the lesson?
- Which strategies are being used to challenge and stretch the historical understanding of pupils?

Assessment

- How is the progress of pupils being assessed during and at the end of the lesson? (*Questioning, debate, discussion, response to enquiry question*)

Cross-Curricular Links

- Are there meaningful links to other foundation or core subjects?
- How are creative approaches being explored?

National Curriculum

Disciplinary Concepts: Understanding how to develop disciplinary concepts such as causation, consequence, significance, similarity and difference, interpretation, historical evidence and change continuity.

Substantive Concepts: Teaching history through revisiting and progressively building on children's understanding of substantive concepts such as invasion and resistance; society and democracy. As well as embedding enquiry and chronology into history teaching and learning.

Substantive knowledge:

ELG: Past and Present:

Children at the expected level of development will:

1) Talk about the lives of the people around them and their roles in society;

2) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

3) Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

- Significant individuals
- Events within living memory
- Events beyond living memory
- Significant events and people in own locality

Key Stage 2

- Changes from Stone Age to Iron Age
- Romans and their impact on Britain
- Anglo-Saxons and Scots
- Anglo-Saxon and Viking struggle for power
- Local History Struggle
- Study beyond 1066
- Ancient Civilisations
- Ancient Greece
- Non-European Society

History Knowledge Organiser

Assessment in history

"...bring together learning that has taken place rather than bolted on at the end of a 'topic'" (Brown, Burnham. 2014, pp10)

End of Enquiry Tasks:

- Answer the Big Question .
- Make links between Substantive (historical knowledge) and Disciplinary Knowledge (how to think historically).
- Enable the children to shape historical arguments.
- Independent. (i.e. minimal teacher input!)
- Fun/Exciting/Creative!

Examples of End of Enquiry Tasks

Inclusive Practice in history

How can we help children to overcome barriers to learning in history?

https://scale.wp.worc.ac.uk/

SCALE

Key Vocabulary

- Substantive knowledge
- Substantive Concepts
- Disciplinary concepts (second order concepts)
- Enquiry
- Chronological Understanding
- Fingertip/sticky knowledge
- Diversity and Representation
- Decolonisation

Key Pedagogies and Theories

What is Enquiry-Based Learning (EBL) in history?

- Exploring and evaluating the use of EBL in history.
- Embedding enquiry questions
- Structuring historical enquiry

- Asking/forming an historical question;
- Searching for evidence;
- Examining evidence;
- Recording evidence;
- Interpretation and comparison of different sources;
- Synthesis of historical argument – what can we conclude from what we have and why?

(Dixon and Hales, 2014, pp19)

Creativity in History.

"There is no history of mankind. There is only an indefinite number of histories of all kinds of aspects of human life." (Karl Popper, 1945)

- Exploring creative approaches whilst maintaining the uniqueness of history.

Key Aspects of Creativity

Asking Questions – "taking time to reflect, being curious, recognising, identifying, accepting problems."
" identifying and asking open questions to investigate problems, which may raise new questions"

Possibility Thinking – Open mindedness.

Imagination – essential for creative thinking. "It is a thought process that establishes a new idea – seeing other possibilities."

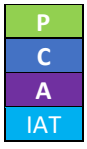
Risk Taking – "to consider surprises rather than expect what may be predictable."

Collaboration – using communication to foster creativity.

Reaching conclusions? – do we need an end goal to be creative?

Knowledge – Creativity is not knowledge-free.

Cooper, H (ed.) (2 Edition 2017) Teaching History Creatively, London: Routledge.

Subject:	Geography
Completed by:	Jacquie Hine
Statement of Intent:	Trainees are entitled to develop their knowledge, skills and understanding in geography. They explore subject specific pedagogies to be able to plan and deliver a carefully sequenced and coherent primary geography curriculum. Trainees will gain a knowledge and understanding of the principles of geography and how to teach them, the objectives for teaching geography from the National Curriculum/EYFS and additional frameworks for teaching geography e.g., the UN Sustainable Development Goals, Eco Schools and the Geography Quality Mark. Trainees will develop skills in planning and assessing geography, teaching geography through creative approaches such as enquiry are balanced with sessions including field work, map skills, the teaching of distant places and natural disasters, which enables them to motivate pupils and teach effectively. Trainees will be encouraged to think creatively and critically within a subject through discussions with expert colleagues.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • An introduction to geography in relation to the EYFS/NC; development of personal values in connection to geography and how these relate to the NC/EYFS. Developing geographical understanding and language using satellite maps. • Developing a sense of place, space and scale through the use of stories in geography. ❖ **Links to the ITTECF:** Standard 3 **Key Research/Reading:** ⇒ Gardner, D., Lambert, D. and Swift, D. (2007) 'The changes ahead', *Teaching Geography*, 32(1), pp. 9-10. • Trainees will learn how case studies can help to teach about distant places. They will learn how to recognise and challenge misconceptions and stereotypes about a distant place. This will be done through a lens of the interrelationship of human and physical geography. ❖ **Links to the ITTECF:** Standard 4 **Key Research/Reading:** ⇒ Chapter 14 entitled 'Planning Primary Geography Teaching' in Catling, S. & Willy, T (2018) *Understanding and Teaching Primary Geography*. 2nd edn. London: Sage. • The teaching natural disasters through mysteries combining enquiry and storytelling pedagogy. ❖ **Links to the ITTECF:** Standard 3 **Key Research/Reading:** ⇒ Scoffham, S. (2017) *Teaching Geography Creatively.* Abingdon: Routledge.
UW Curriculum Links  	

GEOGRAPHY OBSERVATION GUIDANCE

Please consider the following prompts to help highlight strengths and areas of development related to practice observed.

Language and Talk

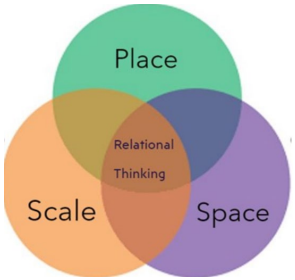
- Is key geographical vocabulary modelled by the trainee and used by the children?
- How is Language used, introduced and revisited to secure understanding and support all learners?
- Is questioning by pupils encouraged through the lines of What, Why, When, Where and How?
- Are the questions the trainee is asking developing critical/higher-order thinking?
- Are scaffolds in place to enable all to access complex and interlinking ideas required in higher order thinking?
- Are pupils able to articulate that they are in a Geography-focused lesson?

Planning and Teaching

- Resources- Has the trainee used geography-specific resources such as Digi maps, compasses, Atlases, GIS data?
- Are resources adapted to meet the needs of the learners in their class e.g. high/ low contrast images/ large/ bold print. Dual coding, spaced practice/ use of retrieval.
- Is appropriate reference made to EYFS- Knowledge and understanding of the world/ NC- geography programmes of study?
- Have misconceptions been addressed and opportunities used to deepen knowledge and understanding of geographical principles e.g. migration/ knowledge of a place?
- Is there development in the progression and depth of response to geographical questioning and enquiry? Has the trainee built on prior knowledge of pupils?
- Are trainees looking for links to CCF/ UW curriculum when delivering/ reflecting upon geography teaching including links Inclusion and adaptive teaching and resilience and wellbeing?
- Is there consideration of Place, Space, Scale and relational thinking specifically connected to geography? (Works by David Lambert can be used as a reference point if needed)
- Are trainees aware of what the children have learnt in the lesson, and have they considered the next steps for progressing geographical skills?
- Are pupils aware they are learning geographical skills and content?

National Curriculum

Key Ideas for effective geography are underpinned by: Lambert



- Developing contextual Knowledge (relational and environmental thinking)
- Understanding processes that give rise to human and physical features
- Competence in geographical skills (including fieldwork) to collect, interpret and communicate geographical information

This is enhanced by recognising Powerful Knowledge and the impact of E.D. Hirsch.

(Informed by Lambert, Young and Roberts)

1. What is 'powerful knowledge'?

Absolutist ('traditional') view of knowledge	Social constructivist view of knowledge
Fixed; to be transmitted.	Dynamic; reflects power relations of society.

Powerful knowledge (social realism)

- Michael Young (formerly a social constructivist).
- Knowledge can be ascribed a value by society due to the *processes* of knowledge-making and knowledge claims.
- Knowledge offers explanatory power or can allow new ways of thinking about the world.
- Knowledge is dynamic and open to challenge.
- Access to knowledge – social justice.

1. An argument for a subject-based curriculum | **2. Principles for designing a geography curriculum**

Geography Knowledge Organiser

Assessment in Geography

Monitoring progress at different timescales

Scale/focus	Practice, e.g.:	Progress and standards
Short term: day to day	AfL classroom practice, e.g. questioning, formative feedback/response etc	Evident in teaching and learning, in pupils' ongoing work, response to feedback etc
Frequent: basic knowledge/skills	Short test, identified piece of homework More in-depth marking	Progress check (confidence vs concern?) – can give you a number
Half/Termly: conceptual, procedural knowledge	Short research task, problem-solving exercise etc Access to work at particular standards – e.g. display Peer/self assessment	Criterion marking and feedback linked to pitch/age- related expectations
Long term: Year/Key Stage: substantial, conceptual development	A major piece of work – e.g. enquiry, DME, ext writing. End of year/key stage: perhaps synoptic, drawing learning together ©GA 2014	As above, plus opportunity to develop portfolio of geog work exemplifying & sharing standards and illustrating progress.

Inclusion and Adaptive Teaching in Geography

Follows the principles of Inclusion by Design (IBD) across the pedagogy including AfL. what-is-inclusive-design-principles-and-examples/

Includes creative pedagogies to model varied ways of teaching geography e.g. P4C, mysteries and silent debate.

Key Vocabulary

- Place
- Space
- Scale
- Relational/ critical thinking
- Environment
- Fieldwork
- Geographical information systems
- Sustainability
- Powerful knowledge

Key Pedagogies and Theories

Geographical theory:

Lambert: Lambert, D. Teaching Geography Spring 2007, pp 9-10 *Included because of its pre-eminence and significance in developing the OFSTED research review.*

Scoffham, S. 2022 Sustainability Education: A classroom guide, Routledge, London

and

2017, Teaching geography creatively, Second edn, Routledge, London.

Lambert and Young

Dolan, A. (2022) Teaching climate change in primary schools: an interdisciplinary approach. London: Routledge

Dolan, A.M. (2020) Powerful Primary Geography: a toolkit for 21st Century Learning London: London: Routledge

Educational theory:

Vygotsky- Social Constructivism/ Social realism

Dewey – Learning through play/ discovery learning

Rosenshine- Principles of instruction

Key Pedagogy:

P4C- links to Dewey, lambert and Young

Mysteries- Lambert, Young, Scoffham and Dewey

Silent Debate – Scoffham, Dolan and Vygotsky

Subject:	Languages (TIPE)
Completed by:	Genea Alexander and Katie Mayne
Statement of Intent:	Trainee teachers are inspired and supported to value, plan and deliver a purposeful, high-quality primary languages curriculum that captures both the uniqueness and connectedness of the subject and celebrates the opportunities it offers learners. Through engagement with a carefully sequenced and ambitious curriculum underpinned by relevant literature, trainee teachers develop a coherent knowledge and understanding of languages pedagogy and curriculum. Trainee teachers are encouraged to think creatively and critically to support them in making effective, confident and informed decisions about high-quality, inclusive teaching, enabling them to promote curiosity, motivate and inspire all pupils, connecting them to the wider world as they learn and make progress.
Building **Enriching** **Thriving**	**How the content is sequenced:** **Language Teaching and Learning and Phonics:** • Critically examine language teaching and learning experiences and prior knowledge • Critically reflect on contemporary issues in languages education • Critically evaluate approaches to adaptive teaching, assessment and feedback • Progress curriculum and pedagogical knowledge to support effective planning **Vocabulary and Grammar:** • Critically reflect on contemporary issues in languages education • Critically evaluate approaches to adaptive teaching, assessment and feedback • Advance curriculum and pedagogical knowledge to support effective planning ❖ **Links to the ITTECF:** Standards 2, 3, 4, 5, 6 and 8 **Key Research/Reading:** ⇒ 'Pillars of progression in the curriculum: phonics, vocabulary, grammar' in Ofsted (2021) *Research review series: languages.* Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages ⇒ Chapter 8 in Adeniji, W. and Park, J. (2022) *Tried and Tested – The ultimate guide to teaching primary languages*. Woodbridge: John Catt Educational Ltd. ⇒ Chapter 7 in Ambrossi, P. and Constant-Shepherd, D. (2018) *Mastering Primary Languages.* London: Bloomsbury Publishing Plc.
UW Curriculum Links P C A CT IAT	

LANGUAGES OBSERVATION GUIDANCE

'Since there are a variety of ways that schools can construct and teach a high-quality languages curriculum, it is important to recognise that there is no single way of achieving high-quality languages education.' (Ofsted, 2021)

Highlight evidence of effective practice from the areas below.

Planning and Teaching:

- ☐ are structured and sequenced to reduce cognitive demands
- ☐ are focussed on essential content with ability to extend beyond
- ☐ systematically build on prior learning through a cumulative approach
- ☐ tailor use of the target language to build systematically on prior knowledge
- ☐ provide opportunities for explicit teaching
- ☐ incorporate intentional and scaffolded learning
- ☐ encourage creativity
- ☐ embed effective assessment and feedback approaches (see below)
- ☐ include low-stakes, positive, collaborative activities and multi-sensory approaches
- ☐ maximise carefully chosen, simple and lean resources that direct attention
- ☐ inspire, motivate, support and challenge learners
- ☐ enable purposeful progression for all in phonics, vocabulary and grammar

Learning:

Pupils:

- ☐ use resources and support
- ☐ feel safe to take risks and make mistakes
- ☐ make connections between phonics, vocabulary and grammar
- ☐ develop listening and reading (comprehending language) over time
- ☐ develop speaking and writing (producing language) over time
- ☐ practise and use language in different contexts
- ☐ revisit and recycle language in different contexts
- ☐ demonstrate their knowledge and understanding
- ☐ develop cultural awareness
- ☐ value diversity
- ☐ deepen their understanding of the world
- ☐ feel successful in their learning
- ☐ know how to make progress

Assessment:

- ☐ is low stakes
- ☐ is accessible
- ☐ is valid
- ☐ is meaningful
- ☐ is aligned to a carefully structured and sequenced curriculum
- ☐ impacts on planning, teaching and learning

Feedback:

- ☐ is salient
- ☐ is focused
- ☐ is clear
- ☐ enables progression
- ☐ impacts on planning, teaching and learning

References, acknowledgements and further reading:

Ambrossi, P. and Constant-Shepherd, D. (2018) Mastering Primary Languages. London: Bloomsbury Publishing Plc.

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Department for Education (2013) National curriculum in England: languages programmes of study - key stage 2. Available at: https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study

Department for Education (2019) ITT Core Content Framework. Available at: https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework

Murphy, V. A., Arndt, H., Briggs Baffoe-Djan, J., Chalmers, H., Macaro, E., Rose, H., Vanderplank, R. and Woore, R. (2020) Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment. Available at: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/foreign-language-learning

NASEN (2024) *Teacher Handbook: SEND.* Available at: https://asset.nasen.org.uk/Teacher%20SEND%20handbook%2030th%20January%202024.pdf

Ofsted (2021) Research review series: languages. Available at: https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages

Pachler, N. and Broady, E. (eds.) (2022) 'Special Issue: The OFSTED Curriculum Research Review for languages: what the research says and implications for policy and practice', Language Learning Journal, 50(2), pp. 135-272. Available at: https://www-tandfonline-com.apollo.worc.ac.uk/toc/rllj20/50/2?nav=tocList

Languages Knowledge Organiser

'… unlocking the world and its cultures'

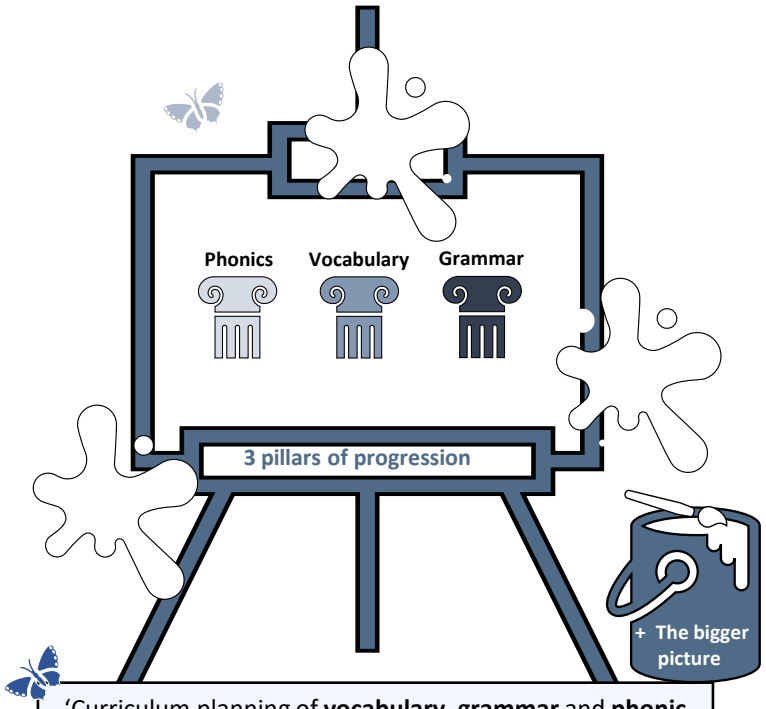
Ofsted (2021)

Curriculum

'Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.'

DfE (2013)

Modern languages: practical communication
Ancient languages: linguistic foundation for reading comprehension and an appreciation of classical civilisation



'Curriculum planning of **vocabulary**, **grammar** and **phonic** knowledge and progression should go hand in hand, as they are all related and connected.'

A World of Opportunity

The Association for Language Learning (ALL)
The UK's major subject association for those involved in the teaching of foreign languages - https://www.all-languages.org.uk/

Key Pedagogies and Theories

'Since there are a variety of ways that schools can construct and teach a high-quality languages curriculum, it is important to recognise that there is no single way of achieving high-quality languages education.'

Ofsted (2021)

Inclusive Practice in Languages

Planning and Teaching

- is structured and sequenced to reduce cognitive demands
- is focussed on essential content
- builds systematically on prior learning through a cumulative approach
- provides opportunities for explicit teaching and intentional, scaffolded learning
- includes low-stakes, positive, collaborative activities and multi-sensory approaches
- maximises carefully chosen, simple and lean resources that direct attention
- enables purposeful progression for all

Assessment and Feedback

Low stakes
Accessible
Valid
Meaningful
Aligned

Salient
Focused
Clear

Impact on planning, teaching and learning.

Key Vocabulary

Culture
Automaticity

Phonics
Vocabulary
Grammar

Listening
Reading
Speaking
Writing

Subject:	Art, Craft and Design (ACD)
Completed by:	Kaytie Holdstock
Statement of Intent:	The University of Worcester curriculum for art and design aims to give trainees the skills they need to inspire authentic creativity in primary school. They will learn how to give children starting points from which to develop their own, individual journeys, learning the practical, disciplinary and theoretical domains of art along the way. Our trainees will consider the way that artistic skills can be broken down to remove barriers for all and recognise the importance of creating a positive, supportive and encouraging environment in which children feel safe to be creative. Trainees will understand the importance of teaching a representative history of art where neglected and contested stories of art take their rightful place alongside traditionally celebrated artists.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** Trainees are taught the underpinning principles of primary art, including an introduction to the EYFS, National Curriculum and the visual elements that underpin the subject (line, shape, colour, pattern, texture, form and space.) Trainees are also taught about different pedagogical approaches that can be applied to ensure that children are developing through their practical, theoretical and disciplinary understanding within these domains of art. Trainees will also develop their knowledge of the art curriculum focusing on adaptive teaching methods to embed inclusion. They will also develop their practice to provide a diverse and representative curriculum exploring the neglected and contested stories of art. ⇒ **Links to the ITTECF:** Standard 3, 4 and 5 **Key Research/Reading:** ⇒ Eisner, E. (2006) *Ten lessons the arts teach*. Available at: https://www2.gvsu.edu/hipshean/resources/Ten%20LessonsArts.pdf (Accessed 14 June 2024). ⇒ Gibbs, J. (2021) *A webinar from the East Midlands Region – art and design curriculum*. Available at: https://www.youtube.com/watch?v=cFKzGpWcwFg (Accessed 14 June 2024). ⇒ Holdstock, K. (2024) Teaching a diverse primary art curriculum. London: Bloomsbury. ⇒ Ogier, S. (2017) *Teaching Primary Art*. London: Sage Publications. Trainees are taught to plan and assess inclusive sequences of learning in art and design, using different methods to encourage diverse outcomes for all children. Trainees are also taught how to break the artistic process into small steps so that children have opportunity to develop automaticity in the skills they need to become confident, authentic artists. ⇒ **Links to the ITTECF:** Standards 4, 5 and 6 **Key Research/Reading:** ⇒ Jump, K. (2019) *Principles and techniques that underpin art teaching*. Available at: https://my.chartered.college/impact_article/principles-and-techniques-that-underpin-art-teaching/ (Accessed 14 June 2024). ⇒ NSEAD (2021) Anti-racist Art Education. Available at: https://www.nsead.org/resources/anti-racist-art-education/ (Accessed 14 June 2024) ⇒ Ofsted (2023) Research Review Series: Art and Design. Available at: https://www.gov.uk/government/publications/research-review-series-art-and-design/research-review-series-art-and-design. (Accessed 14 June 2024)
UW Curriculum Links PB SPB P C A CT IAT RW	

ART, CRAFT AND DESIGN (ACD) OBSERVATION GUIDANCE

Art lessons should form part of a sequence where children explore, develop ideas, try new things and arrive at something new. This process should be evident in their sketchbooks.

Within the sequence:

Are children developing their **PRACTICAL** understanding of art, craft and design?

- Are the children using technical artistic language e.g) the 7 elements of art?

(colour, line, shape, form, space, pattern and texture)

- Is it clear which artistic specialism is being developed?

(Drawing, painting, sculpture, ceramics, photography, printing, collage, graphics, site-specific art, textiles, design, craft)

- Are children being given opportunities to practice and perfect their skills through structured convergent tasks before applying them to more open, creative and individual divergent tasks?

Are children developing their **THEORETICAL** understanding of art, craft and design?

- Are children being inspired by a diverse range of art and artists?
- Do children understand where these artists fit into the history of art?
- Do children have an understanding of what has come before in the discipline they are exploring?

Are children developing their **DISCIPLINARY** understanding of art, craft and design?

- Are they exploring the multiple ways that art can exist e.g) that "drawing" can mean many things.
- Are the children expressing opinions and making comparisons with the art they are engaging with?
- Is there opportunity for children to make links between the artists they are studying and others that they know?
- Are children encouraged to engage in "big questions" of art?

Are children being given the opportunity to become:

FLUENT (practice makes perfect!)

EXPERIMENTAL (by trying out new ideas)

AUTHENTIC (by expressing their own feelings and understanding of a subject or topic)

ASSESSMENT

Development of ideas should be evident in sketchbooks. Children should be encouraged to demonstrate their artistic thinking through their own annotations or verbal self-assessment. The children's outcomes should demonstrate **DIVERSITY OF RESPONSE**

MEETING THE NEEDS OF ALL LEARNERS INCLUDING THOSE WITH SEND

- **Are adaptations to meet both physical and sensory needs provided? This could include a choice of equipment, tools and materials in different sizes and scales as well as physical changes to classroom layout to allow for different preferences of artistic working.**
- **Is the lesson designed to encourage open-ended artistic journeys that allow children to pursue their own creative intentions and produce personal and authentic outcomes?**
- **Is key vocabulary identified, displayed and reinforced through adult exposition?**
- **Is adult intervention used appropriately to support with skill acquisition, without limiting or delaying the development of creativity?**
- **Are studied artists carefully considered to ensure the representation of under-resourced and under-served communities, as well as those with protected characteristics in order to foster the development of cultural capital for all learners.**

Art, Craft & Design Knowledge Organiser

National Curriculum

"A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own work"

KS1	KS2
*Draw, paint and sculpt *Understand the elements of art *Be inspired by the work of a range of artists, makers and designers	*Use sketchbooks to develop ideas *Develop mastery of techniques *Develop an understanding of art that has come before

"Have the confidence to celebrate the places where pupils diverge from the task as this is a sign that they are owning their learning"

(AccessArt, 2022)

The 7 Elements of Art	
Colour	Yayoi Kusama:Claude Monet
(tone)	Maurits Escher:Kenturah Davis
Pattern	Keith Haring:Anni Albers
Texture	Gerard Lovell:Anselm Keifer
Line	Jackson Pollock:Zaha Hadid
Shape	Hilda af Klint:Wassily Kandinsky
Form	Barbara Hepworth:Yinka Ilori
Space	Piet Mondian:Kara Walker

"Teachers of the arts encourage DIVERSITY of response"

(Eisner, 2006)

Assessment in Art, Craft & Design

Collect evidence of:

Curiosity, Persistence, Imagination
Collaboration and Discipline

Spencer et al (2012)

This could be through:

Children's annotations, photographs, peer / self assessment, and evaluations

Teachers should not write in children's sketchbooks they are a personal journal of artistic thinking.

Inclusive and Adaptive Teaching in Art, Craft & Design

Inclusion in ACD

- ★ Check for understanding
- ★ Encourage individuality
- ★ Break down instructions
- ★ Display key vocab
- ★ Organise equipment to allow independence
- ★ Give options of tools, scale, and materials
- ★ Allow autonomy of material and subject matter
- ★ Provide examples that demonstrate a breadth of art and artists

CHOOSE A DIVERSE RANGE OF ART AND ARTISTS – EVERY CHILD SHOULD SEE THEMSELVES REPRESENTED IN YOUR ART CURRICULUM

Key Vocabulary

- Abstraction
- Realism
- Composition
- Perspective
- Symbolism
- Figurative
- Contemporary
- Complimentary
- Contrast
- Primary / Secondary colours

Key Pedagogies and Theories

Children should be:

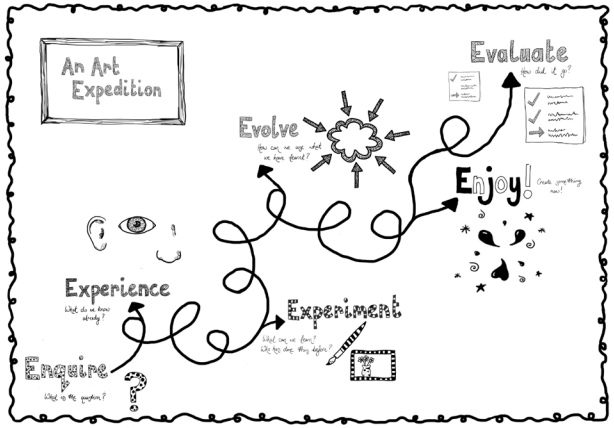
FLUENT, EXPERIMENTAL, AUTHENTIC

…and understand these domains of art:

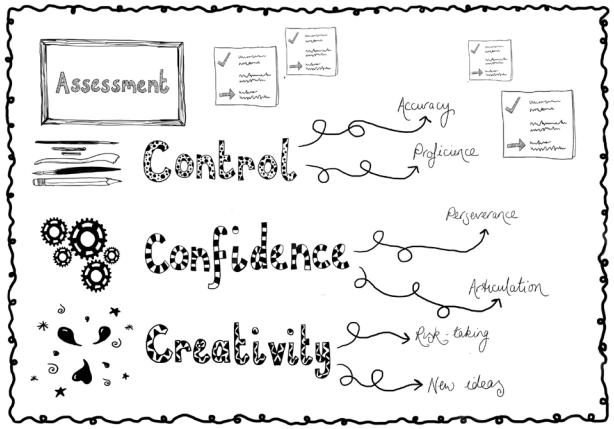
Practical – Skills for making
Theoretical – Art History
Disciplinary – Big questions of art

Ofsted (2023)

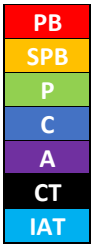
PLANNING A SEQUENCE OF LEARNING:



THINK ABOUT WHAT YOU ARE ASSESSING:



Join in!
Model creative thinking
Encourage and inspire
Go on the journey together!

Subject:	Design and Technology
Completed by:	Lorna Williams & Gerard Doyle
Statement of Intent:	Trainees will develop knowledge, skills and understanding in DT whilst exploring subject specific pedagogies. This will support the planning and delivery of a carefully sequenced, purposeful, and coherent primary DT curriculum. Specialist tutors and colleagues design, develop and review the ambitious DT curriculum based on up-to-date research. Trainees will gain a coherent knowledge and understanding of the principles of DT and the iterative design process through the research, design, make and evaluate sequence. Trainees will develop technical skills in materials, textiles, structures, and cooking and nutrition, enabling them to motivate pupils and teach effectively in their classroom practice. Trainees will think creatively and critically within a subject through discussions with expert colleagues.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Introduction to DT in relation to the EYFS/NC. • Introduction to the iterative design process. • Principles and strategies to teach the research, design, make and evaluate sequence of learning. • Subject skills and technical knowledge in structures (Moving Pictures *PG SB) and textiles (Puppets). • Plan DT 'big ideas' following the research, design, make and evaluate sequence of learning, sharing these with expert colleagues and peers. • Explore wider contemporary issues in DT: consider how DT has shaped our world (diverse roles e.g., female impact in DT); classroom management, resourcing, cross-curricular links, meeting the diverse needs of the learner and promoting inclusivity, SEND and EAL. ❖ **Links to the ITTECF:** Standard 3 **Key Research/Reading:** ⇒ Flinn, E. & Patel, S. (2016) *The Really Useful Design and Technology Book.* Abingdon: Routledge. ⇒ Design And Technology Association (DATA) 'Primary Design and Technology' • Deepen understanding of DT - EYFS/NC. • Develop high quality sequences of learning through researching, designing, making and evaluating. • Apply the iterative design process. • Enhance subject skills and technical knowledge in cooking & nutrition (Pizza, Nutritional Information & Packaging). • Explore wider contemporary issues in DT: classroom management, assessment, risk assessment, resourcing, subject coordinator roles, cross-curricular planning progression, meeting the diverse needs of the learner and promoting inclusivity. ❖ **Links to the ITTECF:** Standards 4, 5 and 7
UW Curriculum Links  	**Key Research/Reading:** ⇒ Benson, C. & Lawson, S. (2017) *Teaching Design and Technology Creatively.* Abingdon: Routledge. ⇒ Design And Technology Association (DATA) 'Design and Technology Progression Framework – KS1 and KS2' [Online] Available at: https://www.data.org.uk/media/1462/clickable-progression-framework-ks1-2.pdf (Accessed 22 February 2022).

DESIGN AND TECHNOLOGY (DT) OBSERVATION GUIDANCE

Does the lesson cover one of the following within the DT sequence of learning?

- Research
- Design
- Make
- Evaluate

Does the lesson give the opportunity for children to explore any of the principles of design?

- User (who is it for?)
- Purpose (what is it for?)
- Functionality (how will it work?)
- Design decisions (what informed choices will be made?)
- Innovation (is the design original?)
- Authenticity (is it real, believable and can it be evaluated?)

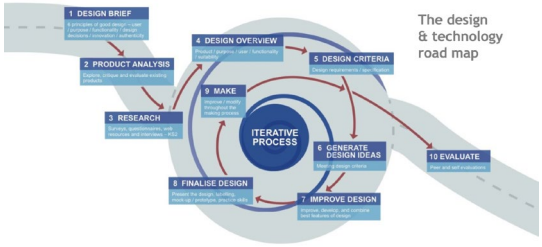
Are there opportunities for the development of ideas, as well as making iterations?

Is there clear opportunity to explore and develop technical knowledge and skills within the DT lesson/sequence of learning as it develops?

Does the DT lesson/sequence of learning allow the opportunity to design and make purposeful and functional products that can be tested against a design criteria?

Design and Technology Knowledge Organiser

National Curriculum



Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an *ITERATIVE PROCESS* of designing and making.

Aims:

- Develop creative, practical & technical expertise
- Build & apply a repertoire of knowledge, understanding & skills
- Critique, evaluate & tests own & others' ideas & products
- Understand & apply the principles of nutrition & learn how to cook

DESIGN - Engage with and research ideas & products to inform designs

MAKE - Select tools, equipment, components & materials for aesthetics & increasing accuracy

EVALUATE - Investigate & analyse ideas and products against design criteria; understand how key events and individuals in design & technology have helped shape the world

TECHNICAL KNOWLEDGE - Secure structures, programming, mechanical & electrical systems

Assessment in Design and Technology

Focus on Design: understanding of contexts, users, and purposes; developing, modelling, and communicating ideas; researching relevant products and ideas

Focus on Make: capacity to plan for the use of appropriate tools, materials, and equipment; realisation of relevant practical skills and techniques - with accuracy

Focus on Evaluate: quality of communication in thinking about own ideas and products; consideration of others' views and, the intended product-user and purpose

Inclusive Practice in Design and Technology

Avoid a rigid approach curriculum design and delivery

Employ a variety of recording methods for designing, planning, and evaluating

Consider adaptation and adjustments for the child's access to the curriculum and their knowledge & skill development

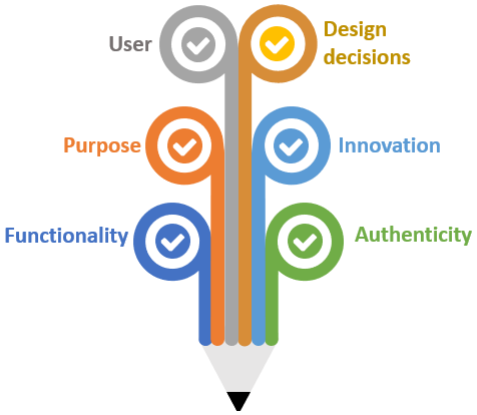
Encourage children to work as independently as possible

Key Vocabulary

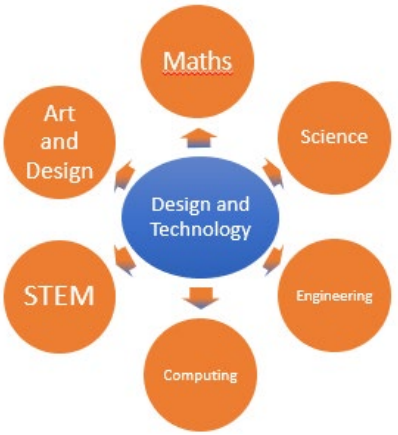
function, mechanism, design, equipment, join, draw, practical, template, tool, cut, shape, material, develop, programme, mock-up, textile, cooking, build, evaluate, finish, recipe, ingredient, model, make, product, construct, structure

Key Pedagogies and Theories

The 6 principles of good quality design projects



Design and Technology gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products…it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.



Design and technology along with the other STEM subjects present the ideal context for development of a wide range of knowledge, understanding and skills.

Subject:	Music
Completed by:	Julie Sutton
Statement of Intent:	Trainees will develop subject specific knowledge, pedagogical skills and understanding to be able to plan and deliver carefully sequenced, purposeful and coherent music lessons. Specialist tutors and colleagues design, develop and review the ambitious Music curriculum based on up-to-date research. The music curriculum is so designed to develop trainees' confidence in understanding their own musical abilities and will equip them with a coherent knowledge and understanding to teach music effectively through the development of practical skills in composition, listening, appraising and performing. Progression is understood following the principle of the spiral curriculum through which the relationships between the inter-related dimensions and how they contribute to an overall performance are developed. Trainees will develop their musicality by thinking creatively and critically within Music and through discussions with expert colleagues.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Introduction to the National Curriculum for Music and EYFS. • Developing an understanding of the inter-related dimensions through practical engagement. • Exploring strategies for composition, listening, appraising and performing. • Subject skills and technical knowledge in rhythmic and graphic notation. • Exploring contemporary music through listening, composing and appraising; classroom management, resourcing, consideration of cross-curricular links and adaptive practice. • Exploring musicality and the importance of growth mindset **Links to the ITTECF:** Standards 3, 4 and 7 **Key Research/Reading:** • Daubney, A. (2017) *Teaching Primary Music.* London: Sage. • DfE (2021) Model Music Curriculum: Key Stages 1 to 2. • Enriching understanding of EYFS/ NC in Music through composition, listening, performing and appraising • Enhancing subject skills and technical knowledge in notation (rhythm and pitch) and strategies for song teaching and learning. • Continued exploration of inter-related dimensions and the importance of music technology • Consideration of the importance of progression in music through assessment, recording and reporting. • Deepening knowledge and understanding of contemporary composers and the purpose of music in a digital age through listening, composing and appraising music across different historical periods, genres and styles; cross-curricular links, meeting the diverse needs of the learner, inclusive and adaptive practice, resourcing and classroom management **Links to the ITTECF:** Standards 2, 3 and 6 **Key Research/Reading:** • Ofsted (2023) Research Review Series: Music. Available at: https://www.gov.uk/government/publications/subject-report-series-music (Accessed 5 September 2024) • Daubney, A. and Fautley, M. (2019) *ISM – The National Curriculum for Music; A revised framework for curriculum, pedagogy and assessment across Primary Music*. Available at: https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_Primary_2019_digital.PDF (Accessed 3 March 2022).
UW Curriculum Links PB SPB P C A CT IAT RW	

MUSIC OBSERVATION GUIDANCE

Does the lesson include:

Aspects of singing, performing, composing, listening and appraising

- A focus on developing at least one of the inter-related dimensions (duration [rhythm and pulse], pitch, structure, texture, timbre, dynamics, tempo)
- Practical engagement with musical sound
- Opportunities to develop pupils' musical responses

Has progression in musical learning been considered?

- Is there improvement in the quality, depth and breadth of pupils' musical responses?
- Are opportunities provided for pupils to discuss, refine and improve individual and group compositions and performances?
- Are all pupils encouraged to develop their individual musicality through appropriate questioning?
- Are pupils encouraged to discuss musical responses using appropriate musical vocabulary?
- Has the lesson been appropriately adapted to take different needs and abilities into consideration?

Does planning appropriately reflect the relevant age phase?

- Is appropriate reference made to the EYFS / NC?
- Are the songs and related activities relevant to the age phase and do they actively encourage musical understanding?
- Are pupils encouraged to be active listeners, focusing on developing their musical understanding?

Assessment

Is opportunity provided throughout the lesson for:

- Effective questioning which encourages pupils to make improvements to their musical responses?
- Individual, peer and group feedback resulting in refining and developing musical responses?
- Using music technology to record practical activity, listening, responding and refining to improve the quality of the response?
- Recording individual and group practical activities through graphic, pictorial or standard notation?

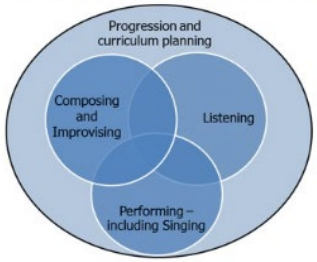
Meeting the Needs of All Leaners including those with SEND

- Are adaptations to meet both physical and sensory needs provided? Consider the equipment used (instruments and teaching materials in different sizes and scales) as well as physical changes to classroom layout to allow for different preferences of artistic working.
- Is the lesson designed to encourage open-ended artistic journeys that allow children to pursue their own creative intentions and produce personal and authentic outcomes?
- Is key vocabulary identified, displayed and reinforced through adult exposition?

- Is adult intervention used appropriately to support with skill acquisition, without limiting or delaying the development of creativity?
- Is the range of music used (composers, musicians, culture, historical context) considered to ensure the representation of under-resourced and under-served communities, as well as those with protected characteristics in order to foster the development of cultural capital for all learners.

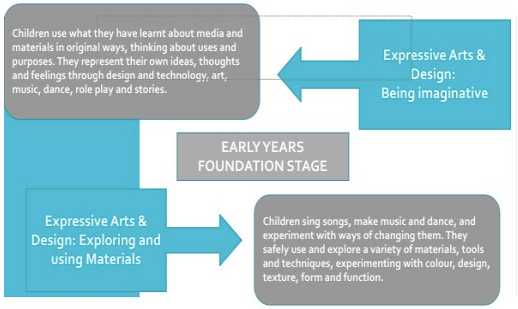
Music Knowledge Organiser

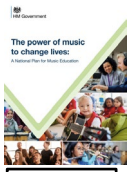
Key musical processes

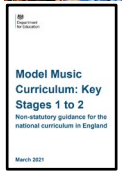


Aims of the National Curriculum for Music

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: **pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations**.







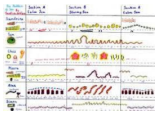
Model Music Curriculum, DfE, 2021

Assessment in Music

Formative Assessment is integral to all music practice.

Questioning | Feedback | Self Assessment | Peer Assessment

Assessment through Graphic scores / Pictorial representations / Recording and refining



ISM Assessment and Progression Framework for Music (Daubney & Fautley, 2019)

Inclusive Practice and Diverse Representation in Music

As Primary Educators, we can teach the evolution of music, rather than giving the children facts about people and sounds that seem unrelated.

We can show the children how to look behind the history books and find the influences, the gender, the race, the religion, the historical, geographical, sociological, psychological, technological and emotional context of the composer, genre and particular pieces of music in order to understand differences and celebrate similarities.

We can use our understanding of our own musical journeys to apply this to the National Curriculum and how we find the people behind the music as we learn about Music History, performance, composition and through active listening and appraisal of a variety of genres of music.

Key vocabulary and The Inter-related Dimensions of Music

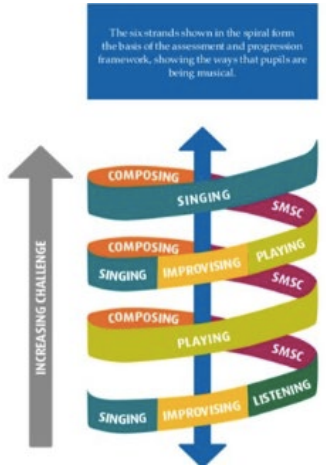
Inter-related dimensions of Music-
Duration (Rhythm / Pulse)
Tempo
Pitch
Dynamics
Structure
Timbre
Texture

Beat, Pulse, perform, unison, structure, ostinato, composition, tuned, untuned, percussion, graphic score, notation, soundscapes, call and response, pentatonic scale, melody, harmony, drone and names of instruments.

Key Pedagogies and Theories

Our role is to show the children what makes music, how the interrelated dimensions of music evolve through finding relevance in the people behind the music and through purposeful integration of knowledge and skills.

The main strands of the Music National Curriculum (Singing, Performing, Composing [and Improvising], Listening and Appraising) are often interwoven, with the Music Curriculum being seen as a Spiral Curriculum, linking with the theorist Bruner.



Paynter | Kodaly | Orff | Dalcroze | Swanwick | Suzuki

Music Theorists and Approaches

- Development of our own unique musical timelines
- Practical exploration of Global Traditions in Music (including Western Music)
- Understanding of the History of Music
- Musical planning and progression
- Adaptive teaching strategies

Subject:	RE
Completed by:	Lynn Johnston
Statement of Intent:	The intent for Religious Education (RE) on the PGCE course at the University of Worcester is to ensure trainees are equipped with the subject knowledge, pedagogical skills and ability to plan, teach and assess inspiring RE across EYFS, KS1 and KS2. The curriculum demonstrates and encourages RE to be taught using engaging approaches alongside the other Foundation Subjects as part of a Broad and Balanced curriculum. Expert tutors ensure the RE curriculum content is current and ambitious based on up-to-date knowledge and research. The ambitious curriculum looks at local and global contentious issues whether they relate to religious or non-religious views.
Building  **Enriching**  **Thriving** **UW Curriculum Links** PB SPB P C A CT IAT RW	**How the content is sequenced:** • Policy and frameworks in RE. Ofsted Subject Report. • The RE curriculum in EYFS, Key Stage 1 and Key Stage 2. • Using a Locally Agreed Syllabus / Planning for creative and meaningful RE. Pillars of Progression. • Introduction to assessing RE. • Subject knowledge, based on the six world religions covered within Primary Education (Abrahamic faiths: Judaism, Christianity, Islam; Dharmic faiths: Hinduism, Buddhism, Sikhism), Non-Religious Worldviews. • Wider issues within RE (controversial issues, inclusion, diversity, links to SMSC, curriculum changes). ❖ **Links to the ITTECF:** Standards 3, 4 and 6 **Key Research/Reading:** ⇒ McCreery, E., Palmer, S. and Voiels, V. (2017) *Teaching religious education: primary and early years.* Exeter: Learning Matters. ⇒ Teece, G. (2012) *The primary teacher's guide to religious education: key subject knowledge, background information, teaching tips.* Scholastic: Witney. • Pedagogy of RE. • Current RE practices in Primary education. • Long term planning and how to plan for progression in a sequence of learning. • Creative approaches to assessing RE. ❖ **Links to the ITTECF:** Standards 2, 4 and 6 **Key Research/Reading:** ⇒ McCreery, E, Palmer, S. and Voiels, V. (2017) *Teaching religious education: primary and early years.* Exeter: Learning Matters. ⇒ Webster, M. (2010) *Creative approaches to teaching primary RE.* Longman: Harlow. ⇒ Commission on Religious Education (2020) *FINAL REPORT. Religion and Worldviews: the way forward. A national plan for RE.* Available at: https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/ (Accessed 22 March 2022). ⇒ Ofsted (2024) *Deep and meaningful? The religious education subject report.* Available at: https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report (Accessed 12 July 2024)

RELIGIOUS EDUCATION (RE) OBSERVATION GUIDANCE

Good practice in planning:

- **Use of a Locally Agreed Syllabus (LAS) or the school's RE curriculum**
- **Considered the sensitive nature of RE**
- **Acknowledged any children that may be withdrawn from RE**
- **Opportunities to develop subject knowledge, skills and communicate/express ideas**
- **Use of range of assessment opportunities**
- **Opportunities for depth**

Good practice in the lesson:

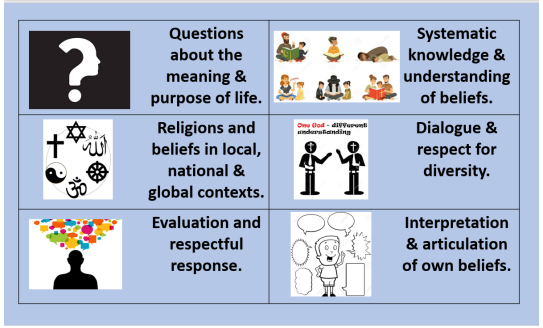
- **Use of questions**
- **Address any misconceptions that may be offensive**
- **Practical element (use of artefacts, photos, videos etc.) to bring RE to life**
- **'Real life' links, i.e., links to children's own beliefs, religions and values**
- **Opportunity for discussion to share views/own opinions in safe environment**
- **Links to other religions, beliefs and values**

Religious Education Knowledge Organiser

Curriculum

Principal aim

Religious Education sits outside the DfE National Curriculum and is covered by local curriculum documents (e.g. Locally Agreed Syllabus). The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.



Substantive Knowledge:

EYFS

In the EYFS RE sits within PSED and Knowledge & Understanding of the World.

Developing a positive sense of themselves & others, & learning how to form positive and purposeful relationships.

Beginning to understand and value the differences of individuals & groups within their own community.

Children will have the opportunity to develop their emerging moral and cultural awareness.

Key Stage 1 and 2

Substantive knowledge is laid out in individual curriculum documents (e.g. Locally Agreed Syllabus). The UoW curriculum respects the following principles:

A Making sense of a range of religious and non-religious beliefs.

B Understanding the impact and significance of religious and non-religious beliefs.

C Making connections

Assessment in Religious Education

Can assess:

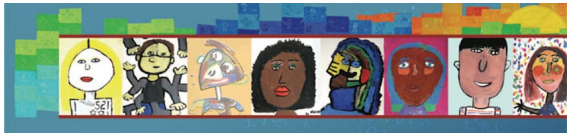
Knowledge, for example factual knowledge about Christian worship. **Understanding**, for example of concepts such as belief, commitment, forgiveness. **Skills**, for example ability to interpret through drawing meaning from artefacts, works of art, texts, symbols.

Cannot assess:

How "religious" or "spiritual" a person is.

Levels of spiritual or moral development.

Inclusive and adaptive teaching in Religious Education



Togetherness… Equality… Participation… Acceptance.

Opportunities for all learners to express their views. People of all faiths & no faith feel valued, respected and one of the team.

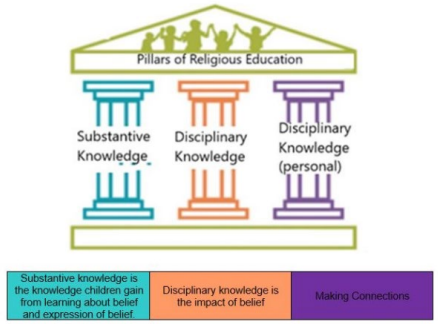
Follows principles of Inclusion by Design.

Key Vocabulary

- empathy
- expression
- communication
- tolerance
- faith
- respect
- reflection
- diversity
- values
- cooperation
- belonging
- beliefs
- community

Key Pedagogies and Theories

Phenomenology	Ninian Smart The "seven dimensions" of religion: ritual, practice, narrative, doctrinal, ethical, social and material.
Concept Cracking	Trevor Cooling Evaluating claims to truth by understanding the underlying concepts.
Critical Realism	Andy Wright Discovering and critiquing truth claims.
Human Development	Michael Grimmitt Development of spiritual understanding. Students are spiritual beings and this aspect of their self needs to be educated and developed.
Interpretive Approach	Robert Jackson Exploring and responding to individuals and their experiences of religion.
Spiritual Development	David Hay Experiences of religion and religious practice, using the senses and extensive use of role-play, drama, dance and other sensate activities.
Deconstruction-ism	Clive Erriker Understanding and deconstructing the world-views that religions propagate and building world-views of their own.
Contextualisat-ion	Liam Gearon Religious traditions as part of historic and current cultural and present day realities.



Subject:	Computing
Completed by:	Dan Whittaker
Statement of Intent:	Within our computing curriculum, we aim to equip our trainees with computing teaching competence and confidence, so they are able to teach their own pupils successfully. A key part of the computing national curriculum is the 'computer science' strand (Berry, 2013), which incorporates the fundamental concepts of coding, coding for a purpose and computational thinking. Trainee teachers traditionally arrive at initial teacher training with a low concept of their computing knowledge and confidence for this strong. As a result, we wish to empower trainees and their pupils by providing them with this computing content knowledge in a way that develops their confidence. We aim to embed this content knowledge within computing-specific pedagogical considerations and approaches so our trainees can critically appraise both traditional and cutting-edge teaching approaches, so they are best able to support their own pupils.

Building
 
Enriching
 
Thriving
	How the content is sequenced:
	• Exploring the computing national curriculum, including (Berry, 2013):
	  ○ How it can be split into 'computer science' (CS), 'information technology' (IT) and 'digital literacy' (DL).
	  ○ The phase-specific expectations of computing teaching and learning.
	  ○ Key subject knowledge, particularly relating to the computer science strand.
	• Computing subject knowledge in various pedagogical approaches so the students can begin to deconstruct and identify effective practice in context. For example:
	• Teaching algorithms using unplugged approaches.
	• Teaching computational thinking and coding concepts using UMC (Lytle *et al*, 2019) – use, modify, create – and PRIMM (Sentance *et al*, 2019) – predict, run, investigate, modify, make.
	• Explore general and computing-specific research – including cutting-edge evidence-based practice – and its implications to practice, including:
	  ○ Cognitive Load Theory (Shibli and West, 2018)
	  ○ Rosenshine's principles of instruction (Rosenshine, 2012)
	  ○ PRIMM (Sentance *et al*, 2019), UMC (Lytle *et al*, 2019)
	• **Links to the ITTECF:** Strands 2, 3 and 4
	
	Key Research/Reading:
	⇒ Berry, M. (2013) *Computing in the national curriculum. A guide for primary teachers*. Computing at school. Available at: https://www.computingatschool.org.uk/teaching-resources/2014/september/computing-in-the-national-curriculum-a-guide-for-primary-teachers (Accessed 20 July 2020).
	⇒ Lytle, N., Cateté, V., Boulden, D., Dong, Y., Houchins, J., Milliken, A., Isvik, A., Bounajim, D., Wiebe, E. and Barnes, T. (2019) 'Use, Modify, Create: Comparing Computational Thinking Lesson Progressions for STEM Classes' In *Proceedings of the 2019 ACM Conference on Innovation and Technology in Computer Science Education,* pp. 395-401.
	
	• Develop a repertoire of possible resources that may be used to support computer science teaching and learning, through Scratch, for example.
	• Identify and explore possible barriers for learning in computing such as SEND and EAL; evaluating ways to mitigate these.
	• Develop a repertoire of possible resources that may be used to support computing teaching and learning, including, for example:
	  ○ Teaching enhanced learning tools (such as collaborative documents and the SAMR model (Hamilton *et al*, 2016).
	• Explore digital literacy and how trainees can teach online safety and promote safe and positive experiences online.
	• Assessment in computing, examining assessment for (and *as*) learning.
	❖ **Links to the CCF:** Standards 5, 6 and 8
	
	Key Research/Reading:
	⇒ Csizmadia, A., Curzon, P., Dorling, M., Humphreys, S., Ng, T., Selby, C. and Wollard, J. (2015) *Computational thinking: A guide for teachers*. Available at: https://community.computingatschool.org.uk/resources/2324/single (Accessed 17 December 2020).
	⇒ Raspberry Pi (2021) *The Big Book of Computing Pedagogy.* Available at: https://helloworld.raspberrypi.org/issues/0 (Accessed 21st December 2021).

UW Curriculum Links PB P C A CT IAT RW	

COMPUTING OBSERVATION GUIDANCE

Does the lesson cover one of these aspects of the computing curriculum (after Berry, 2013, p. 5)?

- **Computer Science (CS)**–the foundation

Creating logical algorithms/programs/instructions to complete a task, debugging (correcting) mistakes, understanding computer networks (e.g., the internet).

- **Information Technology (IT)** – the implementation

Use technology purposefully to create, organise, store, manipulate and retrieve digital content to accomplish given goals.

- **Digital Literacy (DL)** – the implication

Using technology safely, respectfully and responsibly to make the most of its opportunities while protecting yourself and others around you.

Are key vocabulary and key concepts explained or explicitly acknowledged throughout the lesson?

Where computing is often taught with a cross-curricular approach, which is taking a greater role (such as most time or cognitive resources): computing or the content/project/product? For example, if programming a history quiz game, is it the planning, creating or debugging the program or the history content that is taking up most time/cognitive resources?

Does the teacher explicitly address computing-specific concepts (such as sequencing or variables), or does this get lost while focusing on the project/product?

Can the teacher justify the software/hardware used or the choice of cross-curricular links?

Are safeguarding and online safety concerns identified and addressed? e.g., safe management of search engines to avoid inappropriate content or teaching pupils what to do if they witness cyberbullying.

References

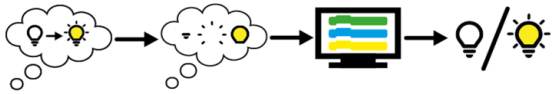
Berry, M. (2013) Computing in the national curriculum: A guide for primary teachers. Available at: https://www.computingatschool.org.uk/teaching-resources/2014/september/computing-in-the-national-curriculum-a-guide-for-primary-teachers (Accessed: 17 June 2024).

Dan Whittaker

Computing knowledge organiser

National curriculum

CS - Computer Science

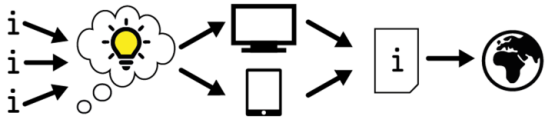


The core of computing is **computer science**, [...] the principles of **information** and **computation**, how digital systems work, and how to put this knowledge to use through **programming**.

National Curriculum
Computing Purpose of Study

Key applications: Scratch, Bee-bots, unplugged

IT - Information Technology



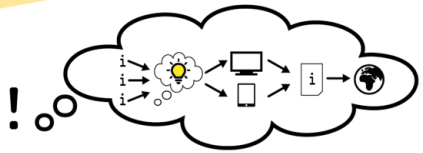
Building on this knowledge and understanding, pupils are equipped to use **information technology** to create **programs**, **systems** and a **range of content**.

National Curriculum
Computing Purpose of Study

DL - Digital Literacy

[...] pupils become **digitally literate** – able to **use**, and **express themselves** and **develop their ideas** through, information and communication technology – at a level suitable for the future workplace and as **active participants in a digital world**.

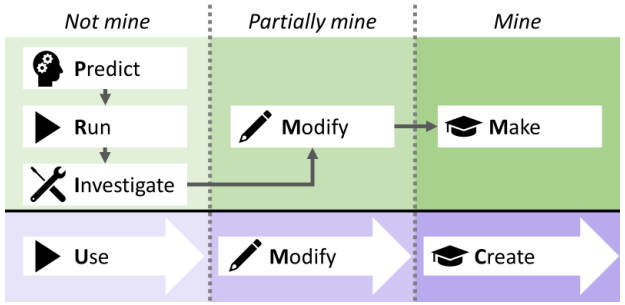
National Curriculum
Computing Purpose of Study



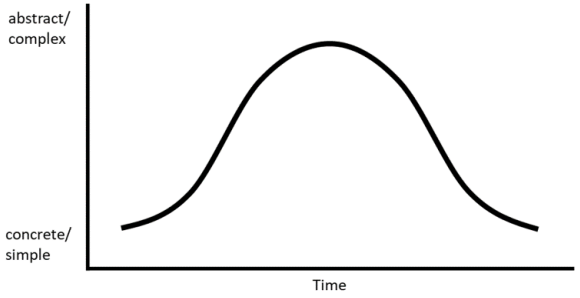
Key applications: Google Be Internet Awesome, KSCIE

Key Theories & Pedagogies

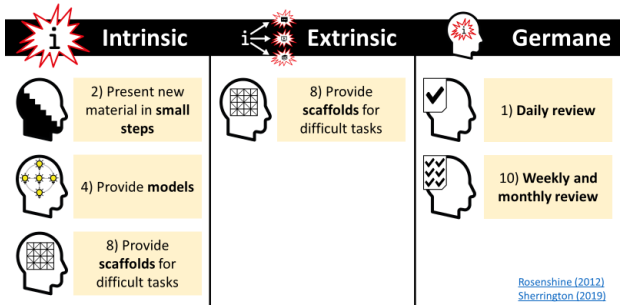
UMC vs PRIMM



Semantic waves

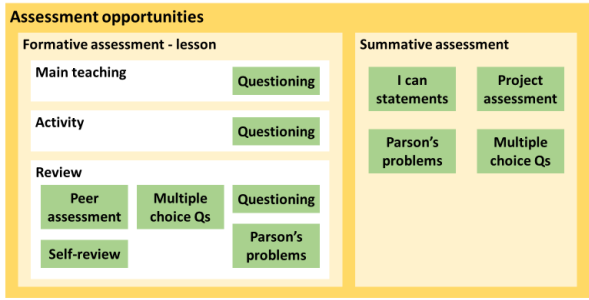


Rosenshine's Principles of Instruction



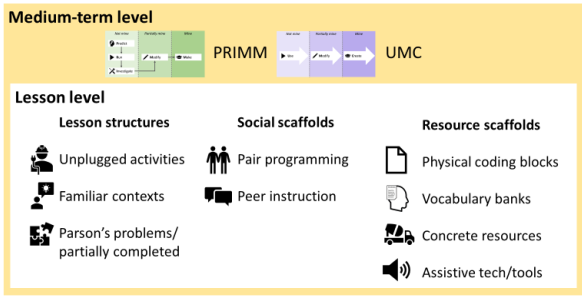
Assessment in computing

Assessment in computing



Inclusion in computing

Removing barriers in computing



Key vocabulary

algorithm, debug
block/text language
precise, unambiguous
software, hardware
digital literacy
technology enhanced learning
computational thinking
decomposition
abstraction
pattern recognition
input, output
selection, sequence, repetition, loop

Subject:	PSHE and R(S)HE
Completed by:	Daniel Hughes
Statement of Intent:	The PSHE and R(S)HE ITT curriculum allows students to develop their subject knowledge, skills and understanding of key issues within PSHE and R(S)HE education. Trainee teachers will explore the statutory relationships, sex, and health education (RSHE) curriculum as well as the wider PSHE curriculum which includes living in the wider world, physical health, mental well-being, aspirations, and financial education. Trainees will explore the use of a spiral curriculum which shows careful sequencing of lessons to ensure subject knowledge acquisition and progression. The UW PSHE and R(S)HE curriculum is closely linked to current affairs, social justice and diversity and equality themes. Trainees are encouraged to develop confidence in teaching sensitive issues using a culturally responsive and trauma informed approach. The intent for the PSHE and R(S)HE ITT programme is to support trainees to deliver meaningful, research informed PSHE and R(S)HE lessons which support the academic and holistic development of the pupils they teach.
Building  **Enriching**  **Thriving**	**How the content is sequenced:** • Exploring the legislation and statutory requirements of PSHE and R(S)HE in schools. • Consider what informs the development of a school's PSHE and R(S)HE curriculum. • Studying curriculum overviews to explore content, what is age-appropriate and how PSHE and R(S)HE is sequenced from the foundation stage through the primary phase. • **Links to the ITTECF:** Standards 3 and 5 **Key Research/Reading:** • Pugh, V. and Hughes, D. (2020) *Teaching personal, social, health and economic and relationships and sex education in primary schools: enhancing the whole curriculum.* London: Bloomsbury. • PSHE Association. Available at: https://pshe-association.org.uk/. • R(S)HE Statutory guidance. Available at: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education • Exploring the principles behind effective PSHE and R(S)HE lessons. • Planning an effective PSHE and R(S)HE lessons including subject specific pedagogies. • Consider the role assessment plays in delivering effective lessons. • Support social skills through PSHE education and how this links to behaviour management. • **Links to the ITTECF:** Standards 3 and 4 **Key Research/Reading:** • Pugh, V. and Hughes, D. (2020) *Teaching personal, social, health and economic and relationships and sex education in primary schools: enhancing the whole curriculum.* London: Bloomsbury. • PSHE Association (2024) 'Safe Classroom' and 'Effective Teaching' interactive posters. Available at: https://pshe-association.org.uk/safe-classroom-and-effective-teaching-interactive-posters. • Explore the Physical Health and Mental Wellbeing statutory guidance. • Explore approaches to sex education including how to teach pupils about puberty and how to teach difficult subjects. • To understand some of the challenges in PSHE and R(S)HE and how to address these including dealing with tricky or controversial topics. • Exploration of ways to communicate and work with parents and carers. • **Links to the ITTECF:** Standards 1, 4 and 7 **Key Research/Reading:** ⇒ Mason, S. and Woolley, R. (2019) *Relationships and sex education 3-11: supporting children's development and well-being.* London: Bloomsbury. ⇒ Woolley, R. (2010) *Tackling controversial issues in the primary school: facing life's challenges with your learners.* New York: Routledge.
UW Curriculum Links PB SPB P C A CT IAT RW	

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) and RELATIONSHIPS (SEX) and HEALTH EDUCATION (R(S)HE) OBSERVATION GUIDANCE

Does the lesson cover one of the following aspects of PSHE and R(S)HE education?

- Relationships Education (statutory)
- Health Education (statutory)
- Sex Education (non-statutory)
- Economic Education (non-statutory)
- Personal and social development (statutory)
- Physical health and mental well-being (statutory)

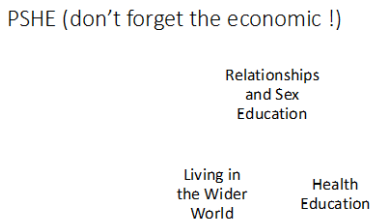
- Has the lesson been linked to specific objectives taken from the DfE Relationships and Sex Education, and Heath Education guidance (2019)?
- Has the teacher co-created with or drawn pupils' attention to ground rules which must be followed during the lesson?
- Do pupils have the opportunity to voice their opinions or ideas in a range of ways? Do these strategies consider the need for distancing from some topics which might be sensitive? These might include graffiti walls, role play, journals, cartoon strips and scenarios.
- Are there opportunities for pupils to discuss subject content, develop new skills or develop existing skills? How do they plan to progress this knowledge, or the skills developed in future lessons?
- Is the teacher aware of any aspects of a pupil's life which may need to be taken into consideration prior to the session due to the sensitive/personal nature of a topic? E.g., talking about loss if a child's grandparent or loved one has recently died.
- Are PowerPoint images, language and topics shown, used or discussed inclusive and take into account diversity in relationships, body image, gender identity and race and culture?

- Has the teacher considered any "difficult" questions which might be raised within the session and ways in which they would deal with these?
- How has the teacher chosen to assess the content or skills learnt during the lesson? Is the assessment inclusive in nature and is it sensitive to the topic, being respectful that some children may not want to share their ideas?
- Has the teacher shown a clear understanding, or can they talk about how they would deal with any disclosures which might be made within a PSHE and R(S)HE lesson and how this links to the PSHE and R(S)HE policy and safeguarding?

PSHE and R(S)HE Knowledge Organiser

National Curriculum

Personal, Social, Health and Economic (PSHE) Education is not statutory, however, schools are expected to promote 'the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society' (Ofsted, 2023).

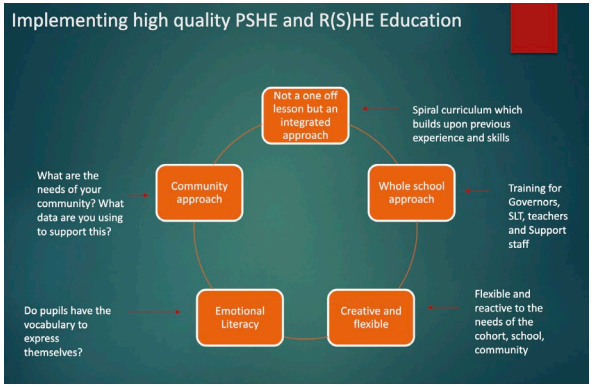


Relationships and Health Education is statutory. The statutory guidance can be found here.

Sex Education is not statutory at primary school; however, it is strongly recommended.

The statutory physical health and mental wellbeing guidance can be found here.

The graphic below reflects how the curriculum and high quality PSHE and R(S)HE should be delivered:



Assessment in PSHE

Assessment in PSHE and R(S)HE should consider children's skills, knowledge, attitudes and confidence. This could be done through the following processes:

- Baseline assessments such as draw and write, word clouds, graffiti walls, reflective journals, group discussion.
- Assessment activities at the end of units such as mind maps, debates, presentations, role play, scenario work.
- Careful, sensitive and purposeful questioning.

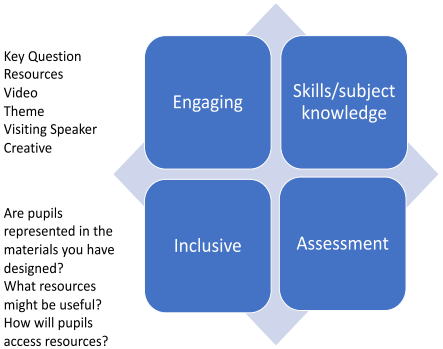
Inclusive Practice in PSHE

Key Vocabulary

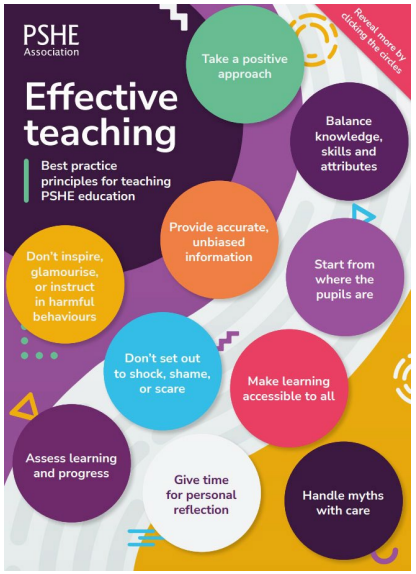
Relationships education	Boundaries
Social development	Distancing
Emotional literacy	Safe environment
Personal development	Responsive teaching
Age-appropriate	Reflection
Financial Education	Positive approach

Key Pedagogies and Theories

Key considerations for planning effective PSHE and R(S)HE lessons:



Effective teaching principles from the PSHE Association:



Other considerations:

Creating a safe environment

Distancing techniques

Active learning