

Primary PGCE Curriculum Progression Framework Phase 1

ITE Curriculum Component	Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should:
<p>1. Professional behaviours and responsibilities</p> <p>Including:</p> <ul style="list-style-type: none"> Professional identity Teacher presence and decision making Critical thinking and reflective practice Work/life balance Safeguarding Statutory responsibilities Working with other adults Engaging with other communities of practice Engaging with up to date and pertinent research Supporting and fostering parental/carer engagement Taking responsibility for own CPD Demonstrating and modelling positive attitudes to learning Positive contribution to the school community Effective communication with parents/carers 	<p>Learn that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils; teachers model the attitudes, values and behaviours of their pupils and should draw on colleagues (and tutors) expertise in developing their professional identity</p> <p>Learn how to develop as a professional who receives and responds to constructive feedback; who critically engages with research; and demonstrates an openness to engage in shared reflective dialogic that identifies next steps for further improvement.</p> <p>Learn that practice is best developed through constructive and structured feedback from colleagues to</p> <p>Learn how to be productive to manage workload and wellbeing, including the importance of developing the skills to prioritise and manage your own time to ensure a healthy work/life balance.</p> <p>Learn how expert colleagues use and personalise systems and routines to promote efficient time and task management and be aware of the sources of support available to ensure good mental wellbeing.</p> <p>Learn who to contact with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.</p> <p>Become fully aware of their duties in respect of local and statutory safeguarding and equalities legislation including Prevent and keeping themselves safe when working in schools.</p> <p>Learn that teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.</p> <p>Learn how teachers build effective relationships with support staff, parents, carers and families to</p> <p>Learn from expert colleagues about effective strategies for liaising with parents, carers and colleagues academic and behavioural expectations.</p>

2. Subject pedagogical curriculum knowledge

Including:

- Phase specific subject content knowledge (including early reading/phonics and early maths)
- Phase specific subject pedagogical knowledge
- Cross-curricular learning
- Curricular design and sequencing
- Accurate use of verbal and written standard English

Know that reading is comprised of word recognition (decoding) and language comprehension and that children should become readers within a community that promotes a reading for pleasure. With support, have planned and taught standalone lessons that address specific elements of these.

If teaching early reading, with support, plan and teach standalone lessons of systematic synthetic phonics, recognising that this supports early word recognition (decoding) and spelling (encoding). Know that writing is comprised of transcription and composition. With support, have planned and taught standalone lessons that address specific elements of these.

Know that pupils benefit from planned opportunities for high-quality classroom talk across all subjects/ areas of learning and that this supports them to articulate key ideas, consolidate understanding, extend their vocabulary and to make appropriate

key concepts
Low stakes assessment
Ensure children embed key
concepts in long term memory
Myth busting
Correcting misconceptions
Awareness of physical, social and
intellectual development of
children

Learn that when teachers require pupils to regularly practise what has been taught and also to retrieve information from memory, children are more likely to remember and consolidate their learning when applying it in different contexts.

Learn that children will need to be taught how to take a metacognitive perspective by planning, monitoring and evaluating their learning. For example, children might where they reason about existing alternative frameworks they may hold i.e. not only that an alternative framework is wrong but why it is wrong.

Learn that the ability to self-regulate emotions affects ability to learn, succeed in school and their future lives.

Learn that there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

Develop their understanding of how a social and cultural context

	<p>Take opportunities to practise and improve at breaking complex material into smaller steps, receiving feedback from expert colleagues. Learn how to discuss and analyse with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</p>
<p>5. Adaptive teaching and Inclusion</p> <p>Including:</p> <ul style="list-style-type: none"> Promoting inclusion Challenging assumptions and stereotypical behaviour Unconscious bias Meeting the needs of different children including SEND and EAL, HA Identifying and addressing barriers to learning Celebrating difference and diversity British Values Decolonising the curriculum Cultural capital Working with specialist professionals 	<p>Recognise differing starting points and identify how planning and teaching are adapted to these. Know that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups or pupils or to set lower expectations for particular pupils. Recognise that pupils are groups in different ways for a range of purposes.</p> <p>Demonstrate an awareness that some learners have additional needs and barriers to learning, including those with SEND, EAL and the higher attaining. Recognise that these needs and barriers should be addressed by adapting planning and teaching.</p> <p>Understand that unconscious bias and assumptions should be challenged to promote inclusion and diversity.</p> <p>Understand that the school curriculum should represent ethnic diversity and portray different cultural backgrounds.</p> <p>Identify how schools explore fundamental British values, including democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs and for those without faith. Begin to model these in their own practice.</p> <p>Begin to identify the ways in which prior knowledge and experiences may impact the ways in which they engage with and access learning.</p>
<p>6. Assessment of</p>	

Why, when and how to assess in
a subject/phase

Understand statutory assessment
and accountability

Reporting assessment

Use

