

Primary PGCE Curriculum Progression Framework Phase 2

ITE Curriculum Component	Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should:
1. Professional behaviours	

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

By planning and teaching standalone and some sequences of lessons, show that reading is comprised of word recognition (decoding) and language comprehension. Also contribute to a community of reading in which a love of children's literature and reading for pleasure are promoted.

If teaching early reading, know how to plan, teach and assess sequences of systematic synthetic phonics and recognise how approaches can be applied across the curriculum to support learners' to decode and spell fluently.

Demonstrate an understanding that writing is comprised of transcription and composition, planning and teaching standalone lessons and some sequences which develop specific elements of these.

Plan some opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding, extend their vocabulary and make appropriate use of verbal and written standard English. Know how to use the knowledge of the English language to support pupils' learning in other areas of the curriculum.

Restricted -

British Values

Decolonising the curriculum

Cultural capital

Working with specialist

professionals

<p>Building relationships with children Key principles and approaches to behaviour management Anti-bullying High expectations Creating a safe and stimulating classroom environment to allow children to focus on learning Establishing routines</p>	<p>Learn that the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. Learn that building effective relationships and attachments with children, parents, carers and families can improve pupils' motivation, behaviour and academic success and that building effective relationships is easier when pupils believe that their feelings will be considered and understood. Identify bullying through its many different contexts. Learn how to recognise and address this. Learn that establishing and reinforcing routines and expectations, including through positive reinforcement and collaboration with children, can help create an effective learning environment. Learn how important it is to understand and identify how to have high expectations for all children, taking account of individual differences, including prior attainment, barriers to learning, pupil's background, ensuring that no child is discriminated against due to their behaviour challenges. Learn that creating a positive environment where making mistakes and learning from them and the need for effort, resilience and perseverance are part of the daily routine. Learn how to engage with children by building positive relationships through what you do and say. Learn how to establish a supportive, predictable and inclusive environment ensuring any systems using rewards and sanctions are kind, fair and consistently applied.</p>
<p>8. Pupil health and wellbeing Including: Understanding how to promote good physical and mental health Recognise and respond to individual needs Know how to access specialist support where appropriate</p>	<p>Work with support/care teams, SENCO and other pastoral roles to promote children's wellbeing and learn how to access specialist support where appropriate. Learn how to work sensitively with parents/carers to safeguard children's wellbeing. Learn how teachers are responsible for the health, wellbeing and safeguarding of pupils in their care and how practitioners can recognise and respond to individual health and wellbeing needs through discussion with expert colleagues. Understand and fulfill the safeguarding responsibilities of a teacher and how to act on identified issues. Demonstrate awareness of national approaches to children's mental health and explore some of the critical issues involved in taking professional and institutional responsibility for pupil wellbeing. Actively promote safeguarding aspects within the classroom through activities such as circle time, e-safety and anti bullying sessions. Lead engaging sessions to support pupil health and wellbeing. Listen to children and create a safe atmosphere which gives them the confidence to talk. Learn how to build empathetic and effective relationships with children through consideration and understanding of their feelings. Learn how teachers can influence children's resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success.</p>

Restricted - Other