

## **HIGHER EDUCATION**

### **BA (Hons) Learning and Teaching Primary Education (Top-up)**

#### **PART TIME PROGRAMME HANDBOOK 2022/23**



## Contents

### **1 Welcome**

- 1.1 Welcome from the Principal
- 1.2 Welcome from the course team
- 1.3 What facilities are available?
- 1.4 What can I do once I graduate?

### **2 About your course**

- 2.1 Welcome to the course
- 2.2 Aims of the course
- 2.3 Course Learning Outcomes
- 2.4 What will I learn?
- 2.5 Professional Studies Delivery Schedule
- 2.6 How will I be taught?
- 2.7 How will I be assessed?

### **3 Student Support System**

- 3.1 Higher Education Registry Office
- 3.2 Who is going to teach me?
- 3.3 What study facilities are available in the Learning Resource Centre (LRC)?
- 3.4 Study Facilities

### **4 Your responsibilities as a student**

- 4.1 What are my responsibilities?
- 4.2 Where can I find out about general student regulations?
- 4.3 What if I'm an international student?
- 4.4 Are there any guidelines about attendance?
- 4.5 What do I do if I am going to be absent?
- 4.6 How do I withdraw from my course?
- 4.7 What do I do if I change my details?

## **5 Assessment**

- 5.1 How will I get my results and feedback on my work?
- 5.2 Where can I find the University's assessment regulations?
- 5.3 What is the marking scheme?
- 5.4 Will I have to follow a word limit?
- 5.5 Academic Appeals
- 5.6 How and where do I hand in an assignment?
- 5.7 Can I submit a draft?
- 5.8 What do I do if I can't meet a deadline for an assignment?
- 5.9 What if I have extenuating circumstances and require a longer extension?
- 5.10 Re-sit
- 5.11 Re-study

## **6 Academic and student regulations**

- 6.1 Where can I find the University's academic regulations?
- 6.2 What is Academic Misconduct?
- 6.3 Are there any regulations relating to use of social media?
- 6.4 Are there any regulations relating to research?

## **7 Quality control**

- 7.1 End of Year Procedures
- 7.2 Programme specification
- 7.3 External Examiners

## **8 Have your say**

- 8.1 Student course representatives
- 8.2 Module evaluation
- 8.3 Your feedback
- 8.4 What happens with my feedback?
- 8.5 How would I make a complaint?

## **9 Where to get help**

9.1 Student Support

9.2 The Virtual Learning Environment (VLE)

9.3 Students' Union advice

9.4 Safety, health and well-being

## **Appendices**

Appendix 1 Learning outcome grids

Appendix 2 Assessment grid

Appendix 3 Assessment timetable

## Introduction

This handbook is designed to provide you with a range of information relevant to your programme. We endeavour to ensure that the information is as accurate and up-to-date as possible. Statements of policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of policy and procedure are the Academic Regulations which can be found on our website and on the VLE.

Any significant changes to the practices and procedures detailed in this handbook will be notified to students by email and the electronic copy of the handbook made available on the website and the VLE.

## 1 Welcome

### 1.1 Welcome from the Principal



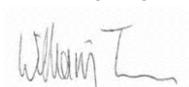
I am delighted to have this opportunity to welcome you and thank you for choosing to study a Higher Education course with us.

Our provision continues to be commended externally. In a recent HE inspection, carried out by the Higher Education Quality Assurance Agency in May 2016 (the QAA inspects all Universities and colleges) the high quality of our HE programmes was confirmed and it was noted that our approach to supporting and facilitating scholarly activity and the implementation of our new Virtual Learning Environment were areas of good practice.

We regularly seek the views of our students on the quality of their courses and use this information to make improvements. Student satisfaction is consistently high, with students commenting on the level of support provided and the quality of feedback they receive on their work.

At Leeds City College we know that the whole HE experience is at the heart of student success. That's why, in addition to the actual teaching and learning experience, our campuses have a friendly, supportive atmosphere and we offer a range of support services which cater for individual needs.

We hope you enjoy your time with us.



**Bill Jones**

**Deputy Chief Executive & Principal of Leeds City College**

## **1.2 Welcome from the course team**

Welcome to the School of Teacher Training, Learning and Development and in particular the **BA (Hons) Learning and Teaching Primary Education (Top-up)**.

This handbook provides you with information about your course, the school, your responsibilities as a student, support available to you, in addition to information about assessment and other regulatory issues.

Now that you have enrolled, our aim is to offer you all possible help and support to enable you to gain the qualification, prepare you to be successful in education and also for progression onto further study if that is your choice.

The team is looking forward to meeting you and hopes that your time in Leeds is both enjoyable and successful.

Best wishes to you in your future studies.

**Karl Sykes**

**Head of Teacher Training, Learning and Development**

### 1.3 What facilities are available?

Your course will take place in the Teacher Development Centre which forms part of our Park Lane Campus. The centre has its own entrance and offers a wide range of study and social facilities including social seating and study areas as well as reading and research information. Access to PCs is also available.

Our newly refurbished University Centre also provides a range of study facilities, accessible only to Higher Education students, in the Study Zone, including a Research Skills Hub where you can seek help with academic writing, referencing, etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

University Centre Leeds provides unrivalled support and can help students with personal, financial and career issues. The small class sizes ensure students are treated as individuals, not numbers.

Our other campuses also provide HE specific study spaces which will be pointed out to you during your induction.

### 1.4 What can I do once I graduate?

Information regarding the University Centre's degree ceremonies will be sent to you once you have completed your award and your results have been ratified by a Board.

You will develop the knowledge, skills and competences that enable progression to a range of professional and managerial positions or postgraduate study in related educational contexts.

Progression in the workplace and to higher level academic study will be encouraged throughout your course, principally through personal development and action planning. With the help of your professional supervisor and mentor, you will be encouraged to reflect upon your strengths and development needs.

## 2 About your course

### 2.1 Welcome to the course

The **BA (Hons) Learning and Teaching Primary Education (Top-up)** course aims to equip you with a combination of technical skills and academic knowledge that employers of professional in the primary sector are increasingly demanding.

The content and structure of your course has been designed to reflect the importance of transference between academic and occupational contexts. To varying degrees, all modules necessitate engagement in use-inspired practitioner-based research to improve performance and enhance provision in your context.

## 2.2 Aims of the course

The **BA (Hons) Learning and Teaching Primary Education (Top-up)** course:

- Covers the theory, methodology and practice associated with teaching in primary schools and alternative primary provision.
- All students embarking on this programme will have the option to opt into the additional award of qualified teacher status (QTS) which will be a stand-alone element that is offered separately and assessed independently from this course through Leeds City College as the accredited provider.
- Models practices that students can enact in a variety of settings across the primary sector (e.g. academy schools, maintained schools).
- Provides experience across the full primary age range and training in all National Curriculum subjects, introducing students to practices that are research-based and have the potential to improve student achievement and promote effective learning across the Early Years Foundation Stage and Key Stages 1 and 2 (3-11 years - for those opting into the ITT aspect of the programme, the focus of either 3-7 or 7-11 will be differentiated by placement; for purposes of academic programme 3-11 will be the focus of academic study).
- Encourages students to critically analyse a range of core teaching practices and identify how these practices take shape in the context of discipline-specific teaching and within a range of complex and unpredictable professional environments.
- Promotes the application of research findings and recent scholarly contributions to the improvement of professional practice across a range of schools.
- Fosters a sound conceptual and practical understanding of how to influence the quality of teaching, learning and assessment in the primary sector and within a changing school environment.

You will:

- Develop the professional expertise, core knowledge and understanding expected of professionals working with primary age pupils.
- Graduate with a detailed knowledge of contemporary educational practice and the issues which shape the primary education system.
- Analyse the impact of ethical and legal issues relevant to teaching, learning and assessment including current statutory and non-statutory documents and frameworks related to working within the primary sector.

## 2.3 Course Learning Outcomes

<b>Knowledge and Understanding</b>	
<b>A1</b>	Interrogate a range of school-based practice drawing on problems and insights at the forefront of current research and practice in primary education.

<b>A2</b>	Demonstrate a comprehensive and detailed knowledge of contemporary educational practice within the context of primary education.
<b>A3</b>	Critically appraise the relationship between pedagogy and subject knowledge within the wider primary school 3-11 curricula.
<b>A4</b>	Evaluate appropriate empirically-grounded and theoretically-informed knowledge in the field of primary education to enact solutions to problems in practice.
<b>Cognitive/Intellectual Skills</b>	
<b>B1</b>	Synthesise a range of evidence drawn from scholarship, research and professional enquiry to reach informed judgments about effective school-based practice.
<b>B2</b>	Assimilate a range of alternative perspectives on how to provide high quality school-based teaching, learning and assessment drawing upon current insights into primary-phase schooling.
<b>B3</b>	Investigate, transform and extend current practice drawing on a comprehensive range of specialised skills in planning, teaching and class management across the primary key stages.
<b>Practical/Professional Skills</b>	
<b>C1</b>	Operate within a complex professional context adhering to ethical constraints and with due regard to the professional framework within which teachers in the primary sector operate.
<b>C2</b>	Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems.
<b>Key Transferable Skills</b>	
<b>D1</b>	Adopt an evaluative stance to own professional trajectory relating the acquisition of new knowledge and skills to current skills, knowledge and perspectives.
<b>D2</b>	Face new occupational challenges through the acquisition of transferable knowledge and skills and complex problem-solving strategies.
<b>D3</b>	Communicate clearly, fluently and effectively and with due regard to the affective dynamics that are salient to collaborative practice, feedback and intellectual debate.
<b>D4</b>	Engage effectively in professional and academic discussion and negotiate a range of diverse perspectives in a professional manner.
<b>D5</b>	Select and apply appropriate numerical and statistical methods for complex and open-ended tasks within the teaching and learning context.

## 2.4 What will I learn?

The course has a modular structure consisting of six core modules amounting to 120 credits at level 6. An outline of the programme is provided below:

**YEAR 1**

**SEMESTER 1**

**Core**  
Professional Practice 1:  
Contemporary Primary  
School Based Education (20  
credits)

**Core**  
Behaviour, Wellbeing and  
Safeguarding in Primary  
Education (20 credits)

**Core**  
Teaching Learning and Assessment in Primary Education  
(20 credits)

**SEMESTER 2**

**YEAR 2**

**SEMESTER 1**

**Core**  
Inclusive Professional  
Practice in Primary Education  
(20 credits)

**Optional**  
Professional Practice 2:  
Reflecting on Professional  
Practice in Primary  
Education (20 credits)

**SEMESTER 2**

**Optional**  
Professional Practice 3:  
Primary Stage Specific  
Theory and Practice (20  
credits)

**OR**

**Optional**  
Major Research Project (40 credits)

The top-up degree consists of six core modules, amounting to 120 credits. Students exiting at this point with 360 credits will receive a BA (Hons) Learning and Teaching Primary Education (Top-up) degree.

The programme calendar is provided below:

### Year 1

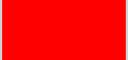
Week	Date	Monday	Tuesday	Wednesday	Thursday	Friday
Pre-course induction	15.8.22				PP1/TLA	PP1/BWS
Pre-course induction	22.8.22				PP1/TLA	PP1/BWS
Pre-course induction	29.8.22				PP1/TLA	PP1/TLA
1	05.9.22				PP1/BWS	PP1/TLA
2	12.9.22				PP1/BWS	PP1/TLA
3	19.9.22				PP1/BWS	PP1/TLA
4	26.9.22				PP1/BWS	PP1/TLA
5	3.10.22			SD	PP1/BWS	PP1/TLA
6	10.10.22					PP1/TLA
7	17.10.22					
8	24.10.22					
9	31.10.22					PPD/BWS
10	7.11.22					PP1/BWS
11	14.11.22					
12	21.11.22					
13	28.11.22					

14	5.12.22			BLOCK A		
15	12.12.22					
16	19.12.22					
17	26.12.22					PP1 task 1hand in
18	02.1.23					
19	9.1.23					
20	16.1.23					
21	23.1.23					
22	30.1.23					
23	06.2.23					
24	13.2.23			PPD		
25	20.2.23			Hand inPP1 Task 2		
26	27.2.23				TLA/BWS	TLA/BWS
27	6.3.23					
28	13.3.23					
29	20.3.23				TLA/BWS	TLA/BWS
30	27.3.23				TLA/BWS	TLA/BWS
31	3.4.23					
32	10.4.23					Hand in BWS
33	17.4.23				TLA	Serial day
34	24.4.23				PP2/TLA	Serial day 2
35	1.5.23				PP2	
36	8.5.23				PP2	
37	15.5.23					
38	29.5.23					Hand in TLA
39	5.6.23					
40	12.6.23					
41	19.6.23					

42	26.6.23					
43	3.7.23					
44	10.7.23					
<b>Key</b>		UC ITT Department Days				
		School Block A				
		School Block B				
		EYFS/KS1/KS2/KS3 – Alternative Placement (DfE ITT Criteria C2.2)				
		Holidays				
		Blended learning				
		School Adoption week				
	PPD	Practice Partnership Development				
	SK	Subject Knowledge				
	SD	Serial days				

Week	Date	Monday	Tuesday	Wednesday	Thursday	Friday
1	05.9.23					IPP
2	12.9.23					IPP
3	19.9.23			Block2		
4	26.9.23					
5	3.10.23					
6	10.10.2 3					
7	17.10.2 3					
8	24.10.2 3					
9	21.10.2 3					
10	31.10.2 3					
11	7.11.23					
12	14.11.2 3					
13	21.11.2 3					
14	28.11.2 3					
15	5.12.23					
16	12.12.2 3			Hand in PP2	Task 1 MRS	
17	19.12.2 3					
18	26.12.2 3					
19	02.1.24					
21	9.1.24				IPP/PP3	IPP/PP3
21	16.1.24				IPP/PP3	IPP/PP3

22	23.1.24				IPP/PP3	IPP
23	30.1.24				IPP/PP3	IPP
24	06.2. 24				IPP/PP3	IPP
25	13.2. 24				IPP/PP3	
26	20.2.24				IPP/PP3	
27	27.2.24				IPP	
28	6.3.24			Block A		
29	13.3.24					
30	20.3.24					
31	27.3.24					
32	3.4.24					Hand In IPP
33	10.4.24					
34	17.4.24					
35	24.4.24					
36	1.5.24			Task 2 MRP Hand in		Hand in PP3
37	8.5.24					
38	15.5.24					
39	22.5.24					

<b>Key</b>		UC ITT Department Days
		School Block A
		School Block B
		EFS/KS1/KS2/KS3 – Alternative Placement (DfE ITT Criteria C2.2)
		Holidays
		Blended learning
		School Adoption week

	SK	Subject Knowledge
	SD	Serial days

## 2.5 Professional Studies Delivery Schedule and Core Content Framework Mapping

### Programme Calendar: Pre-course induction

The programme calendar below outlines the content of the two-week pre-course induction, which is a mandatory component of the course. The pre-course induction programme will be delivered through a blended learning approach. It will consist of three days of face-to-face delivery and two days of online delivery per week. You will be able to access the online teaching and learning materials via Google classroom.

Every student will be a member of a Google Chat group, which will give you access to an online chat forum where you can ask specific questions relating to the delivery and content of the pre-course induction and engage with tutors on a 1:1 basis for academic and professional support.

The content of the pre-course induction has been mapped to the 'Learn that' statements within the 'ITT Core Content Framework' (CCF) and the descriptors that apply are listed in the final column.

The subject knowledge input has been organised in accordance with twelve themes. An overview of these themes can be found in Section 4.0 of your subject knowledge handbook. Themes 1-4 will be covered during the pre-course induction.

### Week 1

<b>A M</b>	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THUR</b>	<b>FRI</b>	<b>ITT Core Content Framework Link</b>
	<b>Induction</b> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Expectations</li> </ul>	<b>The primary school classroom</b> <ul style="list-style-type: none"> <li>• Classroom practice.</li> <li>• Planning and teaching effective</li> </ul>	<b>Subject knowledge input</b> <ul style="list-style-type: none"> <li>• Theme 1: Sessions 1 and 2</li> </ul>	<b>How pupils learn</b> <ul style="list-style-type: none"> <li>• Promoting good progress in the classroom including ways to</li> </ul>	<b>Subject knowledge input</b> <ul style="list-style-type: none"> <li>• Theme 2: Sessions 1 and 2</li> </ul>	<b>Classroom practice 1-6</b> <b>High Expectations 1-3</b> <b>Subject and Curriculum 1-3</b> <b>How pupils learn 1-3</b>

		and well-structured lessons (TS4)		work effectively with children and young adults, both individually and in groups (TS2)		
<b>P M</b>	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THUR</b>	<b>FRI</b>	
	<ul style="list-style-type: none"> <li>Understanding the Teachers' Standards, the CCF and their link to each course and its curriculum.</li> </ul>	<b>Managing behaviour effectively</b> <ul style="list-style-type: none"> <li>Factors affecting cognition (including emotional and environmental)</li> <li>Culturally Responsive Pedagogy (CRP) (TS7)</li> </ul>	<b>Subject knowledge input</b> <ul style="list-style-type: none"> <li>Theme 1: Sessions 3 and 4</li> </ul>	<b>Subject and curriculum</b> <ul style="list-style-type: none"> <li>Promoting student engagement through effective planning, resource and content development (TS3)</li> </ul>	<b>Subject knowledge input</b> <ul style="list-style-type: none"> <li>Theme 2: Sessions 3 and 4</li> </ul>	

## Week 2

<b>A M</b>	<b>MON CB</b>	<b>TUES OL</b>	<b>WED CB</b>	<b>THUR CB</b>	<b>FRI OL</b>	<b>ITT CCF</b>
	<b>Planning and teaching</b> <ul style="list-style-type: none"> <li>Setting high expectations in</li> </ul>	<b>Preparing for placement</b>	<b>Subject knowledge input</b>	<b>Adaptive teaching</b> <ul style="list-style-type: none"> <li>Supporting children with complex</li> </ul>	<b>Subject knowledge input</b>	<b>Classroom practice 4-6</b> <b>Managing behaviour 1-6</b> <b>How pupils learn 4-6</b> <b>Adaptive teaching 1-4</b>

	the classroom: improving the wellbeing, motivation and behaviour of pupils (TS1)	<ul style="list-style-type: none"> <li>• Trainees will be grouped according to their route</li> </ul>	<ul style="list-style-type: none"> <li>• Theme 3: Sessions 1 and 2</li> </ul>	behavioural, emotional and social difficulties (TS5; TS5; TS8)	<ul style="list-style-type: none"> <li>• Theme 4: Sessions 1 and 2</li> </ul>	
<b>P M</b>	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THUR</b>	<b>FRI</b>	
	<b>Managing Behaviour</b> <ul style="list-style-type: none"> <li>• Effectively including statutory guidance for organisations to safeguard and promote the welfare of children (TS7)</li> </ul>	<b>How pupils learn</b> <ul style="list-style-type: none"> <li>• Promoting good progress in the classroom including ways to work effectively with children and young adults, both individually and in groups (TS2)</li> </ul>	<b>Subject knowledge input</b> <ul style="list-style-type: none"> <li>• Theme 3: Sessions 3 and 4</li> </ul>	<b>Language</b> <ul style="list-style-type: none"> <li>• The language used to describe challenging behaviour and Emotional and Behavioural Difficulties (EBD) in school children (TS7)</li> </ul>	<b>Subject knowledge input</b> <ul style="list-style-type: none"> <li>• Theme 4: Sessions 3 and 4</li> </ul>	

### Programme Calendar:

The programme calendars below outline the content and delivery schedule for years 1 and 2 of the BA (Hons) Learning and Teaching Primary Education (Top-up) award.

Wherever possible, part-time students will be taught with the full-time students and the calendar has been planned to facilitate this. Part-time students will attend the programme for three days a week. At least one session per week will be delivered online to facilitate access to the learning materials.

During the school placement blocks, the scheduled days are Wednesday-Friday. You are able to negotiate your own three days with the placement school who will provide access to a teaching timetable for your chosen days. The provider will ensure that the timetable that you have been allocated by your placement school will give you sufficient opportunity to develop your professional skills. If this is not the case, you will be asked to renegotiate the days when you can attend their placement.

Each session in the programme calendar has the initials of the relevant module in bold at the start of the input. These are explained in the key below:

### Key:

<b>PP1</b>	Professional Practice 1: Contemporary Primary School Based Practice
<b>PP2</b>	Professional Practice 2: Reflecting on Professional Practice in Primary Education
<b>PP3</b>	Professional Practice 3: Primary Stage Specific Theory and Practice
<b>IPP</b>	Inclusive Professional Practice in Primary Education
<b>BWS</b>	Behaviour, Wellbeing and Safeguarding in Primary Education
<b>TLA</b>	Teaching, Learning and Assessment in Primary School Based Education

Each session is mapped to the key ('Learn that') descriptors in the ITT Core Content Framework (CCF). These descriptors are then aligned with the relevant 'Learn how to' descriptors which relate to your experiences in placement. This will take place during the same week of the input, or the week after.

The cross-references to the CCF ensure that you and your mentor have the best possible understanding of what the focus of each weekly meeting needs to be and gives a clear guide in terms of the coverage required.

You will be required to complete a range of serial day tasks during the initial weeks of the programme. The serial day tasks sit under the following headings:

- Professional learning conversations.
- Orientation
- Observation
- The importance of observing
- Critical reflection
- What sort of teacher do you want to be?
- Professionalism
- The learning environment
- How do lessons start?
- The first few minutes
- Lesson structure
- Lesson endings
- Evidence of learning
- Pupil progress
- Pupil led activities
- Supporting all learners
- Classroom management
- Using school policies
- Observation of pupils
- Teacher activity
- Groupings

- Working with other adults
- Questioning
- The role of the subject specialist
- The role model

Regular tutorials have been integrated into the delivery schedule and are a key element in your academic and professional development. Tutorials will stimulate purposeful reflection on problems and critical incidents in the classroom. They will elicit implications for practice and will play a key role in supporting your resilience.

Weeks with an assessment deadline have been asterisked and are highlighted in the colour indicated in the grid below.

Relevant reading has been identified in the final column of the calendar.

The following colours have been used to indicate elements of the programme.

**Colour coded key:**

	Centre-based study
	School-based placements/training
	Subject knowledge input
	*Assessment deadlines

**Programme Calendar**  
**BA (Hons) Learning and Teaching Primary Education (Top-up)**  
**Part-Time**  
**Year 1**

Intent		Intent/Implementation	Implementation
<b>Professional Studies linked to the Teachers' Standards</b>		<b>ITT Core Content Framework</b>	<b>Trainee sessions/training opportunities and mentor responsibilities</b>
The content fulfils the requirements of the modules that the students need to complete for the Level 6 element of their course and will cover the pedagogy and practice of being a teacher.		The framework has been mapped to guide the mentors and students to relevant aspects of the CCF that link to key elements of their training. It is anticipated that these sessions will raise students' awareness of the content of each of the key evidence statements.	The mapping exercise has been designed to ensure that the student and mentor have the best possible understanding of the focus of each week. The weeks can, however, be revised in response to the developmental needs of the student.
<b>1</b>			
<b>SERIAL DAYS BLOCK A</b>			
<b>Wed</b>	<b>School-based</b>	<b>Managing behaviour</b>  <b>Learn how to:</b>  <b>Develop a positive, predictable and safe environment for pupils, by:</b>	*As part-time students initially spend one day a week in school, the tasks are repeated to give the same opportunity for students to gain the relevant experience/information over a longer period of time.

		<ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying (including homophobic, biphobic and transphobic bullying) that threatens emotional safety.</li> </ol> <p><b>Following expert input:</b></p> <ol style="list-style-type: none"> <li>1. Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</li> <li>2. Work alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</li> <li>3. Create and explicitly teach routines in line with the school ethos that maximise time for learning.</li> <li>4. Reinforce established school and classroom routines.</li> <li>5. Give manageable, specific and sequential instructions.</li> <li>6. Check pupils' understanding of instructions before a task begins.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Work with school-based mentor to develop an understanding of the DfE teacher workload documentation and how it has been applied to the school.</li> <li>• Trainees to have access to all the relevant school policies.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Study the Teachers' Standards</li> <li>• Work with the ITT Core Content Framework</li> <li>• Acquire a timetable of lessons to observe during the scheduled serial days.</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• ITT students' school induction; values, institutional vision and moral purpose of the school setting.</li> </ul> <p><b>Suggested reading</b></p>
--	--	--	---

			<ul style="list-style-type: none"> <li>• Cremin, T. and Burnett, S. (eds) (2018) <i>Learning to Teach in the Primary School</i>. 4<sup>th</sup> ed. London: Routledge</li> <li>• Ellis, S. (2015). <i>Promoting Behaviour for Learning in the Classroom: Effective Strategies, Personal Style and Professionalism</i>. London: Routledge.</li> <li>• Mead, D. (2019) <i>Expert Teacher: Using Pedagogical Content Knowledge to Plan Superb Lessons</i>. Independent Thinking Press.</li> </ul>
<b>Thurs am</b>	<b>Theme 5: Sessions 1 and 2</b>		
<b>Thurs pm</b>	<b>Centre-based TLA</b> <ul style="list-style-type: none"> <li>• Managing behaviour effectively, including the physical, social and intellectual development of children</li> <li>• The links between well-structured lessons and student engagement.</li> <li>• Pupil progress.</li> <li>• TS7 Manage behaviour effectively to ensure a good</li> </ul>	<b>How pupils learn</b>  <b>Learn that:</b> <ol style="list-style-type: none"> <li>1. Learning involves a lasting change in pupils' capabilities or understanding.</li> <li>2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</li> <li>3. An important factor in learning is memory, which can be thought of as</li> </ol>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>• Chapman, R. et al. (2013) 'School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review', <i>Educational Psychology Review</i>, 25(1), pp.95–114.</li> <li>• Jones, K. (2019) <i>Retrieval Practice: Research and Resources for Every Classroom: Resources and Research for Every Classroom</i>. John Catt Educational Ltd.</li> </ul>

	<p>and safe learning environment</p> <ul style="list-style-type: none"> <li>• <a href="#">Managing Behaviour</a> (DfE January 2016)</li> </ul>	<p>comprising two elements: working memory and long-term memory.</p> <ol style="list-style-type: none"> <li>4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> <li>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</li> </ol>	<ul style="list-style-type: none"> <li>• Shotton, G. and Burton, S. (2018) <i>Emotional Wellbeing: An Introductory Handbook for Schools</i>. Routledge.</li> <li>• Yee, B., Sliwka, A. and Rautiainen, M. (2018) <i>Engaging Adolescent Learners: International Perspectives on Curriculum, Pedagogy and Practice</i>. Palgrave Macmillan.</li> </ul>
<b>Fri am</b>	<b>Theme 5: Sessions 3 and 4</b>		
<b>Fri pm with FT</b>	<p><b>PP1 &amp; TLA</b></p> <ul style="list-style-type: none"> <li>• Subject and curriculum; promoting student engagement through effective planning, resource and content development</li> <li>• Links made to subject knowledge pedagogy.</li> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> </ul>	<p><b>Subject Knowledge</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the National Curriculum within a coherent wider vision for successful learning.</li> <li>2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Armstrong, T. (2015) <i>Multiple Intelligences in the Classroom</i>. 4<sup>th</sup> ed. Virginia: ASCD.</li> <li>• Ball, D. L., Thames, M. H. and Phelps, G. (2008) 'Content knowledge for teaching: what makes it special?', <i>Journal of Teacher Education</i>, 59(5), pp.389-407.</li> </ul>

		<ol style="list-style-type: none"> <li>Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</li> <li>Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.</li> </ol>	
<b>2</b>			
<b>Wed</b>	<b>School-based</b>	<p><b>Managing behaviour</b></p> <p><b>Learn how to:</b></p> <p><b>Develop a positive, predictable and safe environment for pupils, by:</b></p> <ol style="list-style-type: none"> <li>Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying (including homophobic, biphobic and transphobic bullying) that threatens emotional safety.</li> </ol> <p><b>Following expert input:</b></p> <ol style="list-style-type: none"> <li>Establish a supportive and inclusive environment with a predictable system</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>Work with school-based mentor to develop an understanding of the DfE Teacher Workload documentation and how it has been applied to the school.</li> <li>Trainees to have access to all the relevant school policies.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>Study the Teachers' Standards</li> <li>Work with the ITT Core Content Framework</li> <li>Acquire a timetable of lessons to observe during the scheduled serial days.</li> </ul>

		<p>of reward and sanction in the classroom.</p> <ol style="list-style-type: none"> <li>2. Work alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</li> <li>3. Create and explicitly teach routines in line with the school ethos that maximise time for learning.</li> <li>4. Reinforce established school and classroom routines.</li> <li>5. Give manageable, specific and sequential instructions.</li> <li>6. Check pupils' understanding of instructions before a task begins.</li> </ol>	<p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• ITT students' school induction; values, institutional vision and moral purpose of the school setting.</li> </ul>
<b>Thurs am</b>	<b>Theme 7: Sessions 3 and 4</b>		
<b>Thurs pm with FT</b>	<p><b>TLA &amp; PP1</b></p> <p><b>Adaptive Teaching:</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of different pupil needs and different approaches to teaching and learning</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p><b>Adaptive teaching</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</li> <li>2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Aubrey, K. and Riley, A. (2018) <i>Understanding and Using Educational Theories</i>. London: Sage</li> <li>• Bates, B. (2019) <i>Learning Theories Simplified...and How to Apply them to Teaching</i>. Sage</li> <li>• Furey, W. (2020) 'The Stubborn Myth of "Learning Styles"', <i>Education Next</i>, 20(3), pp.8–1)2.</li> </ul>

		<p>barriers to learning, is an essential part of teaching.</p> <ol style="list-style-type: none"> <li>3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</li> <li>4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.</li> <li>5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.</li> <li>6. 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.</li> </ol>	
<b>Fri am</b>	<b>Tutorials with FT</b>		
<b>Fri pm with FT</b>	<p><b>TLA &amp; PP1</b></p> <ul style="list-style-type: none"> <li>• Classroom practice; planning and teaching effective and</li> </ul>	<p><b>Classroom practice</b></p> <p><b>Learn that:</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Conteh, J. (2019) <i>The EAL Teaching Book: Promoting success for</i></li> </ul>

	<p>well-structured lessons that take into account the principles of social inclusion and widening participation</p> <ul style="list-style-type: none"> <li>• TS4 Plan and teach well-structured lessons</li> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul>	<ol style="list-style-type: none"> <li>1. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>2. Practice is an integral part of effective teaching and ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</li> <li>3. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</li> <li>4. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</li> <li>5. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.</li> </ol>	<p><i>multilingual Learners</i>. 3<sup>rd</sup> ed. London: Sage</p> <ul style="list-style-type: none"> <li>• Heineke, A. J. and Giatsou, E. (2020) 'Learning from Students, Teachers and Schools: Field-Based Teacher Education for Emergent Bilingual Learners', <i>Journal of Teacher Education</i>, 71(1), pp.148–161.</li> <li>• Mead, D. (2019) <i>Expert Teacher: Using Pedagogical Content Knowledge to Plan Superb Lessons</i>. Independent Thinking Press.</li> <li>• Walker, L. (2008). <i>Essential Guide to Lesson Planning</i>. London: Pearson.</li> </ul>
<b>3</b>			
<b>Wed</b>	<b>School-based</b>	<b>Managing behaviour</b>	<b>Mentor support</b>
		<b>Learn how to:</b>	<ul style="list-style-type: none"> <li>• Work with school-based mentor to develop an understanding of the DfE teacher workload</li> </ul>

		<p><b>Develop a positive, predictable and safe environment for pupils, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying (including homophobic, biphobic and transphobic bullying) that threatens emotional safety.</li> </ol> <p><b>Following expert input:</b></p> <ol style="list-style-type: none"> <li>1. Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.</li> <li>2. Work alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).</li> <li>3. Create and explicitly teach routines in line with the school ethos that maximise time for learning.</li> <li>4. Reinforce established school and classroom routines.</li> <li>5. Give manageable, specific and sequential instructions.</li> </ol>	<p>documentation and how it has been applied to the school.</p> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Become familiar with the Teachers' Standards</li> <li>• Utilise the ITT Core Content Framework</li> <li>• Ensure that your mentor has created a timetable of lessons to observe for the serial days provided.</li> <li>• You need to be observing some of the classes you will be teaching wherever possible.</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Behaviour management</li> </ul>
--	--	---	---

		6. Check pupils' understanding of instructions before a task begins.	
<b>Thurs am</b>	<b>Theme 6: Sessions 1 and 2</b>		
<b>Thurs pm</b>	<b>TLA (with FT)</b> <ul style="list-style-type: none"> <li>• Making accurate and productive use of assessment; developing effective assessment and feedback strategies</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>	<b>Assessment</b>  <b>Learn that:</b> <ol style="list-style-type: none"> <li>1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</li> <li>2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</li> <li>3. Before using any assessment, teachers should be clear about what type of assessment they will use and why.</li> </ol>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>• Fletcher-Wood, H. (2018) <i>Responsive Teaching: Cognitive Science and Formative Assessment in Practice</i>. London: Routledge.</li> </ul>
<b>Fri am</b>	<b>Tutorials</b>		
<b>Fri pm</b>	<b>PWB (with FT)</b> <ul style="list-style-type: none"> <li>• Mental health therapies and the impact of Social Emotional and Mental Health (SEMH) on classroom behaviour and management</li> </ul>	<b>Adaptive Teaching</b> <ol style="list-style-type: none"> <li>1. Pupils with SEN/D are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.</li> </ol>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>• Glazzard, J. and Bligh, C. (2018.) <i>Meeting the Mental Health Needs of Young Children 4-11 Years (Positive Mental Health)</i>. Critical Publishing Ltd</li> </ul>

	<ul style="list-style-type: none"> <li>• TS2 Promote good progress and outcomes by pupils</li> </ul>	<p><b>How pupils learn</b></p> <ol style="list-style-type: none"> <li>1. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</li> <li>2. Requiring pupils to retrieve information from memory and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</li> <li>3. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</li> </ol>	<ul style="list-style-type: none"> <li>• Glazzard, J., Potter, M and Stones, S. (2019) <i>Meeting the Mental Health Needs of Young Children 0-5 Years (Positive Mental Health)</i>. Critical Publishing Ltd</li> <li>• Glazzard, J. and Bostwick, R. (2018) <i>Positive Mental Health: A Whole School Approach</i>. Critical Publishing Ltd.</li> <li>• Hollingsley, J. (2018) <i>An Educator's Guide to Mental Health and Wellbeing in Schools</i>. John Catt Educational Ltd.</li> <li>• Honeybourne, V. (2018) <i>The Neurodiverse Classroom: A Teacher's Guide to Individual Learning Needs and How to Meet Them</i>. Jessica Kingsley Publishers.</li> <li>• Jones, K. (2019) <i>Retrieval Practice: Research and Resources for Every Classroom: Resources and Research for Every Classroom</i>. John Catt Educational Ltd.</li> </ul>
4			
Wed	School-based	<p><b>Follow expert colleagues' classroom practice</b></p> <ol style="list-style-type: none"> <li>1. Learn how expert colleagues break tasks down into constituent components</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Trainee to work with the mentor to understand school's planning guidelines</li> </ul>

		<p>when first setting up independent practice.</p> <p><b>Following expert input</b></p> <p><b>Take opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>2. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> <li>3. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>4. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> </ol> <p><b>Adaptive teaching</b></p> <p><b>Develop an understanding of different pupil needs, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including</li> </ol>	<ul style="list-style-type: none"> <li>• Review the sequential planning in the department</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Shadow a teacher</li> <li>• Observe lessons and complete tasks from IPJ</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• ITT CPD planning and workload focus</li> <li>• Observe experienced teachers and take particular note of the aspects highlighted in the CCF.</li> <li>• Behaviour, Wellbeing and Safeguarding</li> <li>• Positive Regard Behaviour Services Webinar 1</li> <li>• Introduction to the Four Broad</li> <li>• Areas of Need</li> <li>• Brigshaw Learning Partnership Webinar 1</li> </ul> <p><b>Focus on the TS:</b></p>
--	--	--	---

		<p>how to use the SEN/D Code of Practice, which provides additional guidance on supporting pupils with SEN/D effectively.</p> <ol style="list-style-type: none"> <li>2. Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, and deconstructing this approach.</li> <li>3. Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</li> </ol>	<ul style="list-style-type: none"> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• TS4 Plan and teach well-structured lessons</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Conteh, J. (2019) <i>The EAL Teaching Book: Promoting success for multilingual Learners</i>. 3<sup>rd</sup> ed. London: Sage</li> <li>• Devi, A. and Hollis, E. (2020) <i>Essential Guides for Early Career Teachers: Special Educational Needs and Disability</i>. Critical Publishing Ltd.</li> <li>• Honeybourne, V. (2018) <i>The Neurodiverse Classroom: A Teacher's Guide to Individual Learning Needs and How to Meet Them</i>. Jessica Kingsley Publishers.</li> <li>• Mead, D. (2019) <i>Expert Teacher: Using Pedagogical Content Knowledge to Plan Superb Lessons</i>. Independent Thinking Press.</li> </ul>
--	--	---	---

<p><b>Thur am</b></p>	<p><b>BWS</b></p> <ul style="list-style-type: none"> <li>● Managing Behaviour</li> <li>● Restorative practice and effective approaches to conflict resolution in the classroom</li> <li>● TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul>	<p><b>Managing behaviour</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Establishing and reinforcing routines, including the use of positive reinforcement, can help create an effective learning environment.</li> <li>2. A predictable and secure environment benefits all pupils and is particularly valuable for pupils with SEN/D.</li> <li>3. The ability to self-regulate one's emotions affects pupils' ability to learn, their success at school and future lives.</li> <li>4. Teachers can influence pupils' resilience and beliefs about their ability to succeed by ensuring that all pupils have an opportunity to experience meaningful success.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>● Beere, J. (2020) <i>Teaching and Learning: Developing Independence and Resilience in all Teachers and Learners</i>. Independent Thinking Press.</li> <li>● Coe, R. et al (2014) <i>What Makes Great Teaching: Review of the Underpinning Research</i>. Durham University: UK.</li> <li>● Follestad, B. and Wroldsen, N. (2018) <i>Using Restorative Circles in Schools: How to Build Strong Learning Communities and Positive Psychosocial Environments</i>. Jessica Kingsley Publishers.</li> <li>● Hansberry, B (2016) <i>A Practical Introduction to Restorative Practice for Schools: Theory, Knowledge, Skills and Guidance</i>. London: Jessica Kingsley Publishers.</li> <li>● Kelly, Jr. et al (2014) <i>The Psychology of Emotion in Restorative Practice: How Affect Script Psychology Explains How and Why Restorative Practice Works</i>. London: Jessica Kingsley.</li> </ul>
---------------------------	--	--	---

			<ul style="list-style-type: none"> <li>Yee, B., Sliwka, A. and Rautiainen, M. (2018) <i>Engaging Adolescent Learners: International Perspectives on Curriculum, Pedagogy and Practice</i>. Palgrave Macmillan.</li> </ul>
<b>Thur pm</b>	<p><b>Centre-based</b></p> <p><b>PP1 &amp; TLA</b></p> <ul style="list-style-type: none"> <li>Classroom practice planning and teaching effective and well-structured lessons; metacognitive monitoring; mental modelling and scaffolding.</li> <li>DfE workload documentation.</li> <li>ITT Core Content Framework re-visited following the pre-course induction input.</li> <li><a href="#">Eliminating unnecessary workload</a> (DfE, March 2016)</li> <li>TS4 Plan and teach well-structured lessons</li> <li>TS2 Promote good progress and outcomes by pupils</li> </ul>	<p><b>Classroom practice</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> <li>Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>Ashman, G. and Snow, P. (2019) 'Oral Language Competence: How It Relates to Classroom Behavior', <i>American Educator</i>, 43(2), pp.37-41.</li> <li>Conteh, J. (2019) <i>The EAL Teaching Book: Promoting success for multilingual Learners</i>. 3<sup>rd</sup> ed. London: Sage</li> <li>Heineke, A. J. and Heineke, A. J. and Giatsou, E. (2020) 'Learning from Students, Teachers and Schools: Field-Based Teacher Education for Emergent Bilingual Learners', <i>Journal of Teacher Education</i>, 71(1), pp.148–161.</li> <li>Mead, D. (2019) <i>Expert Teacher: Using Pedagogical Content Knowledge to Plan Superb Lessons</i>. Independent Thinking Press.</li> </ul>

		6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	
<b>Fri am</b>	<b>Tutorials</b>		
<b>Fri pm</b>	<p><b>High Expectations (with FT)</b></p> <ul style="list-style-type: none"> <li>• Equality and Diversity and behaviour management, including antiracist education and Culturally Responsive Pedagogy (CRP)</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> </ul>	<p><b>High Expectations</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</li> <li>2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</li> <li>3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.</li> <li>4. Setting clear expectations can help communicate shared values that improve classroom and school culture</li> </ol> <p><b>Behaviour</b></p>	

		<ol style="list-style-type: none"> <li>1. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>2. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> <li>3. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ol>	
<b>5</b>			
<b>Wed</b>	<b>School-based</b>	<p><b>Follow expert colleagues' classroom practice</b></p> <ol style="list-style-type: none"> <li>1. Learn how expert colleagues break tasks down into constituent components when first setting up independent practice.</li> </ol> <p><b>Following expert input take opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> <li>2. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Trainee to work with the mentor to understand school's planning guidelines</li> <li>• Review the sequential planning in the department</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Shadow a teacher</li> <li>• Observe lessons and complete tasks from IPJ</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• ITT CPD planning and workload focus</li> </ul>

		<ol style="list-style-type: none"> <li>3. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</li> <li>4. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</li> </ol> <p><b>Adaptive teaching</b></p> <p><b>Develop an understanding of different pupil needs, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEN/D Code of Practice, which provides additional guidance on supporting pupils with SEN/D effectively</li> <li>2. Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, and deconstructing this approach.</li> <li>3. Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.</li> </ol>	<ul style="list-style-type: none"> <li>● Observe experienced teachers and take particular note of the aspects highlighted in the CCF.</li> </ul> <p><b>Focus on the TS:</b></p> <ul style="list-style-type: none"> <li>● TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> <li>● TS4 Plan and teach well-structured lessons</li> <li>● TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>● Conteh, J. (2019) <i>The EAL Teaching Book: Promoting success for multilingual Learners</i>. 3<sup>rd</sup> ed. London: Sage</li> <li>● Devi, A. and Hollis, E. (2020) <i>Essential Guides for Early Career Teachers: Special Educational Needs and Disability</i>. Critical Publishing Ltd.</li> <li>● Honeybourne, V. (2018) <i>The Neurodiverse Classroom: A Teacher's Guide to Individual</i></li> </ul>
--	--	--	---

			<p><i>Learning Needs and How to Meet Them.</i> Jessica Kingsley Publishers.</p> <ul style="list-style-type: none"> <li>• Mead, D. (2019) <i>Expert Teacher: Using Pedagogical Content Knowledge to Plan Superb Lessons.</i> Independent Thinking Press.</li> </ul>
<p><b>Thur am- pm</b></p>	<p><b>BWS</b></p> <ul style="list-style-type: none"> <li>• Managing Behaviour</li> <li>• Restorative practice and effective approaches to conflict resolution in the classroom</li> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul>	<p><b>Managing behaviour</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Establishing and reinforcing routines, including the use of positive reinforcement, can help create an effective learning environment.</li> <li>2. A predictable and secure environment benefits all pupils and is particularly valuable for pupils with SEN/D.</li> <li>3. The ability to self-regulate one's emotions affects pupils' ability to learn, their success at school and future lives.</li> <li>4. Teachers can influence pupils' resilience and beliefs about their ability to succeed by ensuring that all pupils have an opportunity to experience meaningful success.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Beere, J. (2020) <i>Teaching and Learning: Developing Independence and Resilience in all Teachers and Learners.</i> Independent Thinking Press.</li> <li>• Coe, R. et al (2014) <i>What Makes Great Teaching: Review of the Underpinning Research.</i> Durham University: UK.</li> <li>• Follestad, B. and Wroldsen, N. (2018) <i>Using Restorative Circles in Schools: How to Build Strong Learning Communities and Positive Psychosocial Environments.</i> Jessica Kingsley Publishers.</li> <li>• Hansberry, B (2016) <i>A Practical Introduction to Restorative Practice for Schools: Theory, Knowledge, Skills and Guidance.</i> London: Jessica Kingsley Publishers.</li> </ul>

			<ul style="list-style-type: none"> <li>• Kelly, Jr. et al (2014) <i>The Psychology of Emotion in Restorative Practice: How Affect Script Psychology Explains How and Why Restorative Practice Works</i>. London: Jessica Kingsley.</li> <li>• Yee, B., Sliwka, A. and Rautiainen, M. (2018) <i>Engaging Adolescent Learners: International Perspectives on Curriculum, Pedagogy and Practice</i>. Palgrave Macmillan.</li> </ul>
<b>Fri am</b>	<b>Theme 9: Sessions 1 and 2</b>		
<b>Fri pm</b>	<b>TLA (with FT)</b> <ul style="list-style-type: none"> <li>• The promotion of pupils' personal development through sequencing of the curriculum and extra-curricular activities.</li> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> </ul>	<b>Curriculum</b>  <b>Learn that:</b> <ol style="list-style-type: none"> <li>1. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.</li> <li>2. In order for pupils to think critically, they must have a secure understanding of the discipline that they are being asked to think critically about.</li> </ol>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>• Coe, R. et al (2014) <i>What Makes Great Teaching: Review of the Underpinning Research</i>. Durham University: UK.</li> <li>• Flinders, D. and Thornton, S. (2017) <i>The Curriculum Studies Reader</i>. 5th ed. New York: Routledge.</li> </ul>
<b>6</b>			
<b>Wed-Thur</b>	<b>School-based</b>	<b>Following expert input</b> <ol style="list-style-type: none"> <li>1. Identify pupils who need new content further broken down.</li> </ol>	<b>Mentor support</b> <ul style="list-style-type: none"> <li>• Work with the mentor to observe how planning is designed to</li> </ul>

		<ol style="list-style-type: none"> <li>2. Make use of formative assessment.</li> <li>3. Work closely with the Special Educational Needs Co-ordinator (SENCo), special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.</li> <li>4. Observe how expert colleagues adapt lessons, whilst maintaining high expectations for all, and deconstruct this approach.</li> <li>5. Observe how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstruct this approach.</li> </ol> <p><b>Make good use of expositions, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to use concrete representations of abstract ideas.</li> </ol>	<p>incorporate individual support for those students with statements and additional learning needs.</p> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Spend some time working with the SENCo</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• ITT CPD Special Educational Needs.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Chiles, M. (2020) <i>The CRAFT of Assessment: A Whole School Approach to Assessment for Learning</i>. John Catt Educational Ltd.</li> <li>• Devi, A. and Hollis, E. (2020) <i>Essential Guides for Early Career Teachers: Special Educational Needs and Disability</i>. Critical Publishing Ltd.</li> </ul>
--	--	--	--

			<ul style="list-style-type: none"> <li>• Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs and Inclusion</i>. 3<sup>rd</sup> ed. London: Sage.</li> <li>• Wood, R. (2019) <i>Inclusive Education for Autistic Children: Helping Children and Young People to Learn and Flourish in the Classroom</i>. Jessica Kingsley Publishers.</li> </ul>
<b>Fri am</b>	<b>Theme 9: Sessions 3 and 4</b>		
<b>Fri pm with FT</b>	<p><b>BWS</b></p> <ul style="list-style-type: none"> <li>• Inter-professional liaison, including collaboration with other professionals both within and outside of the educational setting and with early intervention services.</li> <li>• TS8 Fulfil wider professional responsibilities</li> </ul>	<p><b>Professional behaviours</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Teaching assistants can support pupils more effectively when they are prepared for lessons by teachers and when the support provided by teaching assistants supplements rather than replaces the support provided by teachers.</li> <li>2. SENCos, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Blatchford, P. et al (2009) <i>Deployment and impact of support staff in schools</i>: Available at: <a href="https://webarchive.nationalarchives.gov.uk/20130323010420/https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR027.pdf">https://webarchive.nationalarchives.gov.uk/20130323010420/https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR027.pdf</a> (Accessed: 4 September 2020).</li> </ul>

		3. Engaging in high-quality professional development can help teachers improve.	
<b>7</b>			
<b>Wed-Thur</b>	<b>School-based</b>	<p><b>Following expert input</b></p> <ol style="list-style-type: none"> <li>1. Identify pupils who need new content further broken down.</li> <li>2. Make use of formative assessment</li> <li>3. Work closely with the Special Educational Needs Co-ordinator (SENCo), special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.</li> <li>4. Observe how expert colleagues adapt lessons, whilst maintaining high expectations for all, and deconstruct this approach.</li> <li>5. Observe how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstruct this approach.</li> </ol> <p><b>Make good use of expositions, by:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Work with the mentor to observe how planning is designed to incorporate individual support for those students with statements and additional learning needs.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Spend some time working with the SENCo</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• ITT CPD Special Educational Needs.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul> <p><b>Suggested reading</b></p>

		<p>1. Discussing and analysing with expert colleagues how to use concrete representations of abstract ideas.</p>	<ul style="list-style-type: none"> <li>Chiles, M. (2020) <i>The CRAFT of Assessment: A Whole School Approach to Assessment for Learning</i>. John Catt Educational Ltd.</li> <li>Devi, A. and Hollis, E. (2020) <i>Essential Guides for Early Career Teachers: Special Educational Needs and Disability</i>. Critical Publishing Ltd.</li> <li>Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs and Inclusion</i>. 3<sup>rd</sup> ed. London: Sage.</li> <li>Wood, R. (2019) <i>Inclusive Education for Autistic Children: Helping Children and Young People to Learn and Flourish in the Classroom</i>. Jessica Kingsley Publishers.</li> </ul>
<b>Fri am</b>	<b>Tutorials with FT</b>		
<b>Fri pm</b>	<p><b>TLA &amp; PP1 (with FT)</b></p> <ul style="list-style-type: none"> <li>Reflect on what knowledge has been gained in relation to planning and teaching effective and well-structured lessons (TS4)</li> <li>Considering the High performance learning approach.</li> </ul>	<p><b>Professional behaviours:</b></p> <p>1. Reflect on the strategies used in the classroom and link to the CCF learn how to section to discuss with peers and tutor.</p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>Eyre, D. (2016) <i>High Performance Learning: How to Become a World Class School</i>. Oxen: Routledge.</li> </ul>

8	HALF TERM		
9			
Wed- Thur	School-based	<p><b>Professional behaviours</b></p> <p><b>Learn how to:</b></p> <p><b>Develop as a professional, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</li> <li>2. Understanding how effective critical reflection can help to develop and sustain resilience and wellbeing.</li> <li>3. Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.</li> </ol> <p><b>Assessment</b></p> <p><b>Learn how to:</b></p> <p><b>Avoid common assessment pitfalls, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to plan formative</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Discuss and identify what it is to be a professional.</li> <li>• Talk to your mentee about how you demonstrate resilience in your professional life, the factors that impact upon resilience and wellbeing and the ways in which colleagues can act as a support network.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Seek opportunities to observe parents and carers in the education of their children.</li> <li>• Discuss the concept of resilience with your mentor and the ways in which this can be enhanced.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS8 Fulfil wider professional responsibilities</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>

		<p>assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</p> <p>2. Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>Chiles, M. (2020) <i>The CRAFT of Assessment: A Whole School Approach to Assessment for Learning</i>. John Catt Educational Ltd.</li> <li>Cordingley, P. et al (2015) <i>Developing Great Teaching</i>. Available at: <a href="https://tdtrust.org/about/dgt">https://tdtrust.org/about/dgt</a> (Accessed 4 September 2020).</li> <li>Thom, J. (2020) <i>Teacher Resilience: Managing Stress and Anxiety to Thrive in the Classroom</i>. John Catt Educational Ltd.</li> </ul>
<b>Fri am</b>	<b>Theme 10: Sessions 1 and 2</b>		
<b>Fri pm with FT</b>	<p><b>BWS</b></p> <ul style="list-style-type: none"> <li>Needs analysis, psychological diagnostic techniques and how to identify pupils likely to need extra support</li> <li>TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p><b>Professional behaviours:</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</li> </ol>	

	<ul style="list-style-type: none"> <li>• TS8 Fulfil wider professional responsibilities</li> </ul>		
<b>10</b>			
<b>Wed Thur</b>	<b>School-based</b>	<p><b>Professional behaviours</b></p> <p><b>Learn how to:</b></p> <p><b>Develop as a professional, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</li> <li>2. Understanding how effective critical reflection can help to develop and sustain resilience and wellbeing.</li> <li>3. Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.</li> </ol> <p><b>Assessment</b></p> <p><b>Learn how to:</b></p> <p><b>Avoid common assessment pitfalls, by:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Discuss and identify what it is to be a professional.</li> <li>• Talk to your mentee about how you demonstrate resilience in your professional life, the factors that impact upon resilience and wellbeing and the ways in which colleagues can act as a support network.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Seek opportunities to observe parents and carers in the education of their children.</li> <li>• Discuss the concept of resilience with your mentor and the ways in which this can be enhanced.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS8 Fulfil wider professional responsibilities</li> </ul>

		<ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</li> <li>2. Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</li> </ol>	<ul style="list-style-type: none"> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Chiles, M. (2020) <i>The CRAFT of Assessment: A Whole School Approach to Assessment for Learning</i>. John Catt.</li> <li>• Cordingley, P. et al (2015) <i>Developing Great Teaching</i>. Available at: <a href="https://tdtrust.org/about/dgt">https://tdtrust.org/about/dgt</a> (Accessed 4 September 2020).</li> <li>• Thom, J. (2020) <i>Teacher Resilience: Managing Stress and Anxiety to Thrive in the Classroom</i>. John Catt Educational Ltd.</li> </ul>
<b>Fri am</b>	<b>Theme 10: Sessions 3 and 4</b>		
<b>Fri pm with FT</b>	<p><b>BWS</b></p> <ul style="list-style-type: none"> <li>• Supporting progression from alternative provision to post-16 participation</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> </ul>		
<b>11</b>			

<p><b>Wed-Fri</b></p>	<p><b>School-based</b></p>	<p><b>High expectations</b></p> <p><b>Learn how to:</b></p> <p><b>Communicate a belief in the academic potential of all pupils, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Using intentional and consistent language that promotes challenge and aspiration.</li> <li>2. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</li> </ol> <p><b>Behaviour</b></p> <p><b>Learn how to:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Sharing planning documents.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Familiarisation with the groups you will be teaching</li> <li>• Accessing the student assessment records</li> <li>• Subject deconstruction task</li> <li>• School curriculum model task</li> <li>• Paired teaching</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Chapman, R. et al. (2013) 'School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review',</li> </ul>
-----------------------	----------------------------	---	--

		<p><b>Build trusting relationships, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Responding consistently to pupil behaviour.</li> <li>2. Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.</li> </ol>	<p><i>Educational Psychology Review</i>, 25(1), pp.95–114.</p> <ul style="list-style-type: none"> <li>• Shotton, G. and Burton, S. (2018) <i>Emotional Wellbeing: An Introductory Handbook for Schools</i>. Routledge.</li> <li>• Yee, B., Sliwka, A. and Rautiainen, M. (2018) <i>Engaging Adolescent Learners: International Perspectives on Curriculum, Pedagogy and Practice</i>. Palgrave Macmillan.</li> </ul>
<p><b>Wed-Fri</b></p>	<p><b>School-based</b></p>	<p><b>High expectations</b></p> <p><b>Learn how to:</b></p> <p><b>Communicate a belief in the academic potential of all pupils, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to set tasks that</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Sharing planning documents.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Familiarisation with the groups you will be teaching</li> </ul>

		<p>stretch pupils, but which are achievable, within a challenging curriculum.</p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Using intentional and consistent language that promotes challenge and aspiration.</li> <li>2. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</li> </ol> <p><b>Behaviour</b></p> <p><b>Learn how to:</b></p> <p><b>Build trusting relationships, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high</li> </ol>	<ul style="list-style-type: none"> <li>● Accessing the student assessment records</li> <li>● Subject deconstruction task</li> <li>● School curriculum model task</li> <li>● Paired teaching</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>● TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>● TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>● Kelly, Jr. et al (2014) The Psychology of Emotion in Restorative Practice: How Affect Script Psychology Explains How and Why Restorative Practice Works. London: Jessica Kingsley.erview</li> </ul>
--	--	--	---

		<p>academic and behavioural expectations.</p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Responding consistently to pupil behaviour.</li> <li>2. Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.</li> </ol>	
<b>Wed-Fri</b>	<b>School-based</b>	<p><b>Curriculum</b></p> <p><b>Learn how to:</b></p> <p><b>Deliver a carefully sequenced and coherent curriculum, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.</li> <li>2. Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Check and support students' lesson planning.</li> <li>• Share existing schemes of work and sequenced lesson plans.</li> <li>• Check how the lesson preparations are progressing.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Carry out some paired and group teaching with your mentor and host teachers</li> <li>• Plan and complete some group work teaching</li> </ul>

		<p>3. Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</p>	<ul style="list-style-type: none"> <li>• Planning for your own teaching. Work on lesson plans, use existing plans wherever possible and adapt to add in your own ideas.</li> <li>• Interview your mentor about how they interpret their subject curriculum and implement it.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Flinders, D. and Thornton, S. (2017) <i>The Curriculum Studies Reader</i>. 5th ed. New York: Routledge.</li> </ul>
<b>ASSESSED BLOCK PLACEMENT A</b>			
<b>12-13</b>			
<b>Wed-Fri</b>	<b>School-based</b>	<p><b>Professional behaviours</b></p> <p><b>Learn how to:</b></p> <p><b>Build effective working relationships, by:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul>

		<ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.</li> <li>2. Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.</li> <li>3. Receiving clear, consistent and effective mentoring in how to work closely with the SENCo and other professionals supporting pupils with additional needs; this will include how to make explicit links between classroom teaching and interventions delivered outside of lessons.</li> <li>4. Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.</li> <li>5. Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.</li> </ol>	<p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>● Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for the student to fulfil wider school duties. Support the student to set up an activity to work alongside a member of staff for an additional activity.</li> <li>● Agree the percentage of the timetable up to 50% that the student will teach when their assessed block begins.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>● Plan to take part in an additional activity within the wider school.</li> <li>● Sharing the lesson plans and include how to share plans with the teaching assistants'</li> <li>● Prepare all resources for teaching</li> </ul>
--	--	---	---

			<ul style="list-style-type: none"> <li>• Seek opportunities to observe parents and carers in the education of their children</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Working with support assistants</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS8 Fulfil wider professional responsibilities</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Thom, J. (2020) <i>Teacher Resilience: Managing Stress and Anxiety to Thrive in the Classroom</i>. John Catt Educational Ltd.</li> </ul>
<b>14-15</b>			
<b>Wed-Fri</b>		<p><b>Classroom practice</b></p> <p><b>Learn how to:</b></p> <ol style="list-style-type: none"> <li>1. Plan effective lessons, making good use of expositions.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul>

		<ol style="list-style-type: none"> <li>2. Discuss and analyse with expert colleagues how to use concrete representations of abstract ideas.</li> <li>3. Combine a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</li> </ol> <p><b>Model effectively, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them.</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Narrating thought processes when modelling to make explicit how experts think.</li> <li>2. Exposing potential pitfalls and explaining how to avoid them.</li> <li>3. Stimulating pupil thinking and checking for understanding.</li> </ol>	<p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for your own timetable delivery.</li> <li>• Respond to feedback.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
16-17	<b>CHRISTMAS HOLIDAYS</b>		
18-19			

<p><b>Wed-Fri</b></p>		<p><b>Promote good progress</b></p> <p><b>Learn how to:</b></p> <p><b>Avoid overloading working memory by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.</li> <li>2. Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Breaking complex material into smaller steps.</li> </ol> <p><b>Build on pupils' prior knowledge, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
-----------------------	--	--	---

		<p>knowledge before encountering more complex content.</p> <ol style="list-style-type: none"> <li>2. Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.</li> </ol>	
<b>20</b>			
<b>Wed-Fri</b>		<p><b>Subject and curriculum</b></p> <p><b>Learn how to:</b></p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.</li> <li>2. Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</li> <li>3. Using resources and materials aligned with the school curriculum.</li> <li>4. Being aware of common misconceptions and discussing with expert colleagues</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>

		<p>how to help pupils master important concepts.</p> <ol style="list-style-type: none"> <li>5. Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.</li> <li>6. Drawing explicit links between new content and the core concepts and principles in the subject.</li> </ol>	
<b>21</b>			
<b>Wed-Fri</b>		<p><b>Assessment</b></p> <p><b>Learn how to:</b></p> <p><b>Avoid common assessment pitfalls, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and thinking ahead about the methods that could be used to indicate understanding.</li> <li>2. Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> <li>• Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>

		<p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).</li> </ol>	
<b>22</b>			
<b>Wed-Fri</b>		<p><b>Set high expectations</b></p> <p><b>Learn how to:</b></p> <p><b>Demonstrate consistently high behavioural expectations, by:</b></p> <ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed.</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> <li>• Ensure that there are opportunities for the student to practise, receive feedback and improve at teaching and rigorously maintaining clear behavioural expectations</li> </ul> <p><b>Trainee activity</b></p>

		<ol style="list-style-type: none"> <li>1. Teaching and rigorously maintaining clear behavioural expectations.</li> <li>2. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</li> <li>3. Acknowledging and praising pupil effort and emphasising progress being made.</li> </ol>	<ul style="list-style-type: none"> <li>• Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
<b>23</b>			
<b>Wed-Fri</b>		<p><b>Adaptive Teaching</b></p> <p><b>Learn how to:</b></p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</li> </ol> <p><b>Meet individual needs without creating unnecessary workload, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how they decide whether</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>School-based sessions</b></p>

		<p>intervening within lessons (with individuals and small groups) is more efficient and effective than planning different lessons for different groups of pupils.</p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Making use of well-designed resources (e.g. textbooks).</li> <li>2. Planning to connect new content with pupils' existing knowledge, or providing additional pre-teaching if pupils lack critical knowledge.</li> <li>3. Building in additional practice or removing unnecessary expositions.</li> <li>4. Reframing questions to provide greater scaffolding or greater stretch.</li> </ol> <p><b>Group pupils effectively, by:</b></p> <ol style="list-style-type: none"> <li>1. Taking opportunities to practise, receive feedback and improve at applying high expectations to all groups and ensuring all pupils have access to a rich curriculum.</li> </ol>	<ul style="list-style-type: none"> <li>• Embedding EAL</li> <li>• Leeds City Academy Training Session 1</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
24	<b>HALF TERM</b>		

*25			
		<p><b>Assessment</b></p> <p><b>Learn how to:</b></p> <p><b>Avoid common assessment pitfalls, by:</b></p> <ol style="list-style-type: none"> <li>1. Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding.</li> <li>2. Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete or organise an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> <li>• Complete the <b>End of Placement Development Review</b></li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Teaching and reflection, completing the IPJ and developing your own targets in relation to the TS as you progress through the block placement.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>

		inferences about learning from performance).	
26			
Wed	<b>Independent study</b>		
Thur am	<b>Theme 6: Sessions 3 and 4</b>		
Thur pm	<b>Theme 7: Sessions 1 and 2</b>		
Fri am	<b>PP1</b> <ul style="list-style-type: none"> <li>Professional behaviours; the application of reflective practice to professional development and growth</li> <li>TS8 Fulfil wider professional responsibilities</li> </ul>	<b>Professional behaviours</b> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</li> <li>Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate and learning from educational research, is also likely to support improvement.</li> <li>Self-reflection is a crucial component of teacher development and can contribute to the professional well-being and resilience of teachers.</li> </ol>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>Bowles, F. and Pearman, C.J. (2017) <i>Self-Efficacy in Action: Tales from the Classroom for Teaching, Learning and Professional Development</i>. Lanham: Rowman &amp; Littlefield.</li> <li>Pollard, A. (2018) <i>Reflective Teaching in Schools</i>. 5<sup>th</sup> ed. Bloomsbury Academic.</li> <li>Thom, J. (2020) <i>Teacher Resilience: Managing Stress and Anxiety to Thrive in the Classroom</i>. John Catt Educational Ltd.</li> </ul>

<b>Fri pm</b>	<b>Tutorials</b>		
<b>27 - 28</b>			
<b>Wed- Fri</b>	<b>Alternative Education Week</b> <ul style="list-style-type: none"> <li>This can be in an alternative educational setting, the previous stage or post stage to the primary setting.</li> </ul>	<ol style="list-style-type: none"> <li>Use the 'Learn that' descriptors to highlight what you learn within your chosen setting.</li> </ol>	<b>Trainee activity</b> <ul style="list-style-type: none"> <li>Keep a journal for this week; additional information will be provided to support you.</li> </ul>
<b>29</b>			
<b>Thur am and pm</b>	<b>TLA</b> <ul style="list-style-type: none"> <li>Managing behaviour effectively, including the physical, social and intellectual development of children and the implications of the principles of social inclusion and widening participation for planning teaching.</li> <li>TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul> <b>PP2</b>	<b>Managing behaviour</b> <b>Learn that:</b> <ol style="list-style-type: none"> <li>Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> <li>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ol> <b>Assessment</b> <b>Learn that:</b>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>Flinders, D. and Thornton, S. (2017) <i>The Curriculum Studies Reader</i>. 5th ed. New York: Routledge.</li> <li>Hansberry, B (2016) <i>A Practical Introduction to Restorative Practice for Schools: Theory, Knowledge, Skills and Guidance</i>. London: Jessica Kingsley Publishers.</li> </ul>

	<ul style="list-style-type: none"> <li>• The signature pedagogies that underpin effective teaching, learning and assessment in the specialist subject (TS3; TS6)</li> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>2. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve.</li> <li>3. Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>4. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ol>	
<b>Fri am</b>	<b>PP2</b>	<b>How pupils learn</b>	<b>Suggested reading</b>
	<ul style="list-style-type: none"> <li>• Support for learning through emerging technologies and deepening understanding of how the brain works.</li> <li>• TS2 Promote good progress and outcomes by pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<ol style="list-style-type: none"> <li>1. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>2. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> </ol>	<ul style="list-style-type: none"> <li>• Gershon, M. (2015). <i>How to be outstanding in the classroom</i>. Oxon: Routledge.</li> <li>• Jones, K. (2019) <i>Retrieval Practice: Research and Resources for Every Classroom: Resources and Research for Every Classroom</i>. John Catt Educational Ltd.</li> </ul>

	<ul style="list-style-type: none"> <li>• Creative and transformational learning</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS4 Plan and teach well-structured lessons</li> </ul>	<p>3. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p>	
<b>Fri pm</b>	<b>Theme 11: Sessions 3 and 4</b>		
<b>30</b>			
<b>Thur am</b>	<b>Theme 8: Sessions 1 and 2</b>		
<b>Thur pm</b>	<b>Theme 8: Sessions 3 and 4</b>		
<b>Fri am</b>	<p><b>PP2</b></p> <ul style="list-style-type: none"> <li>• The inclusion of specific groups of students and students who are at risk of disaffection and exclusion</li> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Support for learning through emerging technologies and deepening understanding of how the brain works.</li> </ul>	<p><b>Adaptive teaching</b> <b>Revisit 1-7</b></p> <p><b>How pupils learn</b></p> <ol style="list-style-type: none"> <li>1. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>2. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• García-Sánchez, I. and Faulstich Orellana, M. (2019) <i>Language and Cultural Practices in Communities and Schools: Bridging Learning for Students from Non-Dominant Groups</i>. Routledge.</li> <li>• Jones, K. (2019) <i>Retrieval Practice: Research and Resources for Every Classroom: Resources and Research for Every Classroom</i>. John Catt Educational Ltd.</li> </ul>

	<ul style="list-style-type: none"> <li>• TS2 Promote good progress and outcomes by pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p>3. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p>	<ul style="list-style-type: none"> <li>• Rogers, B. (2015) <i>Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support</i>. 4<sup>th</sup> ed. London: Sage.</li> </ul>
<b>Fri pm</b>	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• Planning and delivering inclusive practice for EAL learners, including second language learning within the context of migration and multilingualism</li> <li>• TS2 Promote good progress and outcomes by pupils</li> </ul>	<p><b>Classroom practice</b> <b>Revisit 1-11</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Brooks, R. (2019) <i>The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences</i>. Jessica Kingsley Publishers.</li> <li>• Conteh, J. (2019) <i>The EAL Teaching Book: Promoting success for multilingual Learners</i>. 3<sup>rd</sup> ed. London: Sage</li> <li>• Heineke, A. J. and García-Sánchez, I. and Faulstich Orellana, M. (2019) <i>Language and Cultural Practices in Communities and Schools: Bridging Learning for Students from Non-Dominant Groups</i>. Routledge.</li> </ul>
<b>31</b>			
<b>Thurs am</b>	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• LGBT+ inclusion, gender diversity and identity-based</li> </ul>	<p><b>Classroom practice</b> <b>Revisit 1-11</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Campbell Collaboration (2018) <i>School-Based Interventions for</i></li> </ul>

	<p>prejudice and inequality in school-based education</p> <ul style="list-style-type: none"> <li>• Issues around identity congruence and belonging.</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS4 Plan and teach well-structured lessons</li> </ul>		<p><i>Reducing Disciplinary School Exclusion: A Systematic Review.</i> Available at: <a href="https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html">https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html</a>.</p> <ul style="list-style-type: none"> <li>• Dellenty, S. (2019) <i>Celebrating Difference: A Whole-School Approach to LGBT+ Inclusion.</i> Bloomsbury, eBook.</li> <li>• Glazzard, J. and Stones, S. (2019) <i>Supporting LGBTQ+ Inclusion in Primary Schools (Supporting LGBTQ+ Inclusion in Education).</i> Jonathan Glazzard.</li> </ul>
<b>Thur pm</b>	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• The second language learning processes of students with specific learning difficulties</li> <li>• TS2 Promote good progress and outcomes by pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p><b>Adaptive teaching</b> <b>Revisit 1-7</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Kormos, J. (2017) <i>The Second Language Learning Processes of Students with Specific Learning Difficulties.</i> New York, NY: Routledge.</li> <li>• Lardiere, D. (2017) <i>Ultimate Attainment in Second Language Acquisition: A Case Study.</i> New York: Routledge.</li> <li>• Pound, L. (2014) <i>How Children Learn: Educational Theories and</i></li> </ul>

			<i>Approaches</i> . Ipswich: Practical Preschool Books.
<b>Fri am</b>	<b>Theme 11: Sessions 1 and 2</b>		
<b>Fri pm</b>	<b>Theme 12: Sessions 1 and 2</b>		
<b>32</b>	<b>EASTER HOLIDAYS</b>		
<b>*33</b>	<b>EASTER HOLIDAYS</b>		
<b>34</b>	<b>SERIAL DAYS PLACEMENT B</b>		
<b>Thur am</b>	<p><b>TLA</b></p> <ul style="list-style-type: none"> <li>Managing behaviour effectively, including the physical, social and intellectual development of children and the principles of social inclusion and widening participation.</li> <li>TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul>	<p><b>Managing behaviour</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> <li>Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>Yee, B., Sliwka, A. and Rautiainen, M. (2018) <i>Engaging Adolescent Learners: International Perspectives on Curriculum, Pedagogy and Practice</i>. Palgrave Macmillan.</li> </ul>
<b>Thur pm</b>	<b>PP2</b>	<p><b>Assessment</b></p> <p><b>Learn that:</b></p>	<b>Suggested reading</b>

	<ul style="list-style-type: none"> <li>• The signature pedagogies that underpin effective teaching, learning and assessment in the specialist subject (TS3; TS6)</li> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> <li>• TS6 Make accurate and productive use of assessment</li> <li>• Creative and transformational learning</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS4 Plan and teach well-structured lessons</li> </ul>	<ol style="list-style-type: none"> <li>1. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>2. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve.</li> <li>3. Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>4. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ol>	<ul style="list-style-type: none"> <li>• Education Endowment Foundation (2016) <i>A marked improvement? A review of the evidence on written marking</i>. Available at: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf</a> (Accessed: 3 September 2020).</li> </ul>
<b>Fri</b>	<b>School-based</b>	<p><b>How pupils learn</b></p> <p><b>Learn how to:</b></p> <ol style="list-style-type: none"> <li>1. Observe the planning practices of expert colleagues and deconstruct this approach.</li> <li>2. Discuss and analyse with expert colleagues how to design practice, generation and retrieval tasks that</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Supporting the student to plan for the lessons they will be delivering.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Utilise the department plans and add in your own ideas or focus.</li> </ul>

		<p>provide just enough support so that pupils experience a high success rate when attempting challenging work.</p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</li> <li>2. Increasing challenge with practice and retrieval as knowledge becomes more secure.</li> </ol>	<ul style="list-style-type: none"> <li>• Create resources to personalise the lessons.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Jones, K. (2019) <i>Retrieval Practice: Research and Resources for Every Classroom: Resources and Research for Every Classroom</i>. John Catt Educational Ltd.</li> </ul>
<b>35</b>			
<b>Thurs am</b>	<b>Theme 12: Sessions 3 and 4</b>		
<b>Thur</b>	<b>Tutorials and IPJ support</b>		
<b>Fri</b>	<b>School-based</b>	<p><b>How pupils learn</b></p> <p><b>Learn how to:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Supporting the student to plan for the lessons they will be delivering.</li> </ul>

		<ol style="list-style-type: none"> <li>1. Observe the planning practices of expert colleagues and deconstruct this approach.</li> <li>2. Discuss and analyse with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.</li> </ol> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.</li> <li>2. Increasing challenge with practice and retrieval as knowledge becomes more secure.</li> </ol>	<p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Utilise the department plans and add in your own ideas or focus.</li> <li>• Create resources to personalise the lessons.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul> <p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Jones, K. (2019) <i>Retrieval Practice: Research and Resources for Every Classroom: Resources and Research for Every Classroom</i>. John Catt Educational Ltd.</li> </ul>
<b>36</b>			
<b>Thur am</b>	<b>TLA</b>	<b>Assessment</b>	
		<b>Learn that:</b>	

	<ul style="list-style-type: none"> <li>• Revisiting accurate and productive use of assessment; developing effective assessment and feedback strategies</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>2. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve.</li> <li>3. Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>4. Working with colleagues to identify efficient approaches to assessment is important.</li> </ol>	
<p><b>Fri am and pm</b></p>		<p><b>Curriculum</b></p> <p><b>Learn how to:</b></p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Providing tasks that support pupils to learn key ideas securely.</li> <li>2. Ensuring pupils have relevant domain-specific knowledge, especially when</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Provide expert input on tasks that support pupils to learn key ideas securely.</li> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p>

		<p>being asked to think critically within a subject.</p> <ol style="list-style-type: none"> <li>3. Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions and summarising when reading.</li> <li>4. Receiving clear, consistent and effective mentoring in how to promote reading for pleasure.</li> <li>5. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</li> <li>6. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing</li> </ol>	<ul style="list-style-type: none"> <li>• Deliver your own lessons which you have prepared for</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> </ul>
<b>37-43</b>			
<b>37-38</b>	<b>School-based</b>	<p><b>Curriculum</b></p> <p><b>Learn how to:</b></p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Providing tasks that support pupils to learn key ideas securely.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p>

		<ol style="list-style-type: none"> <li>2. Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</li> <li>3. Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions and summarising when reading.</li> <li>4. Receiving clear, consistent and effective mentoring in how to promote reading for pleasure.</li> <li>5. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.</li> <li>6. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing</li> </ol>	<ul style="list-style-type: none"> <li>• Deliver your own lessons which you have prepared for</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> </ul>
39		<p><b>Assessment</b></p> <p><b>Learn how to:</b></p> <p><b>Make marking manageable and effective, by:</b></p>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Provide clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.</li> </ul>

		<ol style="list-style-type: none"> <li>1. Receiving clear, consistent and effective mentoring on how to record data only when it is useful for improving pupil outcomes.</li> <li>2. Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.</li> <li>3. Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well-supported peer- and self-assessment) and deconstructing this approach.</li> </ol>	<ul style="list-style-type: none"> <li>• Support the student in how to record data of the students using the school systems.</li> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> <li>• Support the student in how to record data of the students using the school systems.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Take responsibly for the progress and achievement of the students you are teaching</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Embedding EAL</li> <li>• Leeds City Academy Training Session 1</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> </ul>
--	--	---	---

			<ul style="list-style-type: none"> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>
<b>40 Half Term</b>			
<b>41/43</b>		<p><b>Assessment</b></p> <p><b>Learn how to:</b></p> <p><b>Following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Using verbal feedback during lessons in place of written feedback after lessons where possible.</li> <li>2. Reducing the time spent on marking (e.g. by using abbreviations and codes in written feedback).</li> <li>3. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Take responsibility for reviewing marking strategies and feeding back to students.</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Dyslexia WRAT Staff</li> <li>• Professional Development Day. Session 1.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>

### Assessment and Review of Impact

<b>WK 25</b>	<b>WK 33</b>

<b>Block A</b> <b>End of Placement</b> <b>Development</b> <b>Review</b> <b>PP1</b> <b>Assessment</b>	<b>Deadline BWS</b>
---	---------------------

**Programme Calendar**  
**BA (Hons) Learning and Teaching Primary Education (Top-up)**  
**Part-Time**  
**Year 2**

The programme calendar below outlines the content and delivery schedule for year 2 of the BA (Hons) Learning and Teaching Primary Education (Top-up) award.

**Colour coded key:**

	Centre-based study
	School-based placements/training
	Subject knowledge input
	*Assessment deadlines

Intent	Intent/Implementation	Implementation
<p><b>Professional Studies linked to the Teachers' Standards</b></p>	<p><b>ITT Core Content Framework</b></p>	<p><b>Trainee sessions/training opportunities and mentor responsibilities</b></p>
<p>The content fulfils the requirements of the modules that the students need to complete for the Level 6 element of their course and will cover the pedagogy and practice of being a teacher.</p>	<p>The framework has been mapped to guide the mentors and students to relevant aspects of the CCF that link to key elements of their training. It is anticipated that these sessions will raise students' awareness of the content of each of the key evidence statements.</p>	<p>The mapping exercise has been designed to ensure that the student and mentor have the best possible understanding of the focus of each week. The weeks can, however, be revised in response to the developmental needs of the student.</p>

1	SERIAL DAYS BLOCK B CONTINUED		
<p><b>Wed-Thur</b></p>	<p><b>School-based</b></p>	<p><b>Managing behaviour</b></p> <p><b>Learn how to:</b></p> <p><b>Motivate pupils, by:</b></p> <ol style="list-style-type: none"> <li>1. Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p>

		<ol style="list-style-type: none"> <li>2. Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.</li> <li>3. Discussing and analysing with expert colleagues how to support pupils' intrinsic motivation.</li> </ol>	<ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Dyslexia WRAT Staff</li> <li>• Professional Development Day. Session 1.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
<p><b>Fri am</b></p>	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• Planning and delivering inclusive practice for English as an Additional Language (EAL) learners, including second language learning within the context of migration and multilingualism</li> <li>• TS2 Promote good progress and outcomes by pupils</li> </ul>	<p><b>Classroom practice</b> <b>Revisit 1-11</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Brooks, R. (2019) <i>The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences</i>. Jessica Kingsley Publishers.</li> <li>• Conteh, J. (2019) <i>The EAL Teaching Book: Promoting success for multilingual Learners</i>. 3<sup>rd</sup> ed. London: Sage</li> <li>• Heineke, A. J. and García-Sánchez, I. and Faulstich Orellana, M. (2019) <i>Language and Cultural Practices in Communities and</i></li> </ul>

			<i>Schools: Bridging Learning for Students from Non-Dominant Groups.</i> Routledge.
<b>Fri Pm</b>	<b>IPP</b> <ul style="list-style-type: none"> <li>• LGBT+ inclusion, gender diversity and identity-based prejudice and inequality in school-based education</li> <li>• Issues around identity congruence and belonging.</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS4 Plan and teach well-structured lessons</li> </ul>	<b>Classroom practice</b> <b>Revisit 1-11</b>	<b>Suggested reading</b> <ul style="list-style-type: none"> <li>• Dellenty, S. (2019) <i>Celebrating Difference: A Whole-School Approach to LGBT+ Inclusion.</i> Bloomsbury, eBook.</li> <li>• Glazzard, J. and Stones, S. (2019) <i>Supporting LGBTQ+ Inclusion in Primary Schools (Supporting LGBTQ+ Inclusion in Education).</i> Jonathan Glazzard.</li> </ul>
<b>2</b>			
<b>Wed-Thur</b>	<b>School-based</b>	<b>Managing behaviour</b>  <b>Learn how to:</b>  <b>Motivate pupils, by:</b> <ol style="list-style-type: none"> <li>1. Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach</li> </ol>	<b>Mentor support</b> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> <li>• Provide opportunities for students to work with yourself and other experts to learn how to support</li> </ul>

		<ol style="list-style-type: none"> <li>2. Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.</li> <li>3. Discussing and analysing with expert colleagues how to support pupils' intrinsic motivation.</li> </ol>	<p>pupils to master challenging content, which builds towards long-term goals and deconstructing this approach</p> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Dyslexia WRAT Staff</li> <li>• Professional Development Day. Session 1.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
<p><b>Fri am Join with YR1</b></p>	<p><b>TLA</b></p> <ul style="list-style-type: none"> <li>• Managing behaviour effectively, including the physical, social and intellectual development of children and the principles of social inclusion and widening participation.</li> </ul>	<p><b>Managing behaviour</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</li> <li>2. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> </ol>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Rogers, B. (2015) <i>Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support</i>. 4<sup>th</sup> ed. London: Sage.</li> <li>• Yee, B., Sliwka, A. and Rautiainen, M. (2018) <i>Engaging Adolescent Learners: International</i></li> </ul>

	<ul style="list-style-type: none"> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul> <p><b>PP2</b></p> <ul style="list-style-type: none"> <li>• The signature pedagogies that underpin effective teaching, learning and assessment in the specialist subject (TS3; TS6)</li> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>	<p>3. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.</p> <p><b>Assessment</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>2. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve.</li> <li>3. Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>4. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ol>	<p><i>Perspectives on Curriculum, Pedagogy and Practice.</i> Palgrave Macmillan.</p>
<p><b>Fri pm</b></p>	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• The second language learning processes of students with specific learning difficulties</li> </ul>	<p><b>Adaptive teaching</b> <b>Revisit 1-7</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Kormos, J. (2017) <i>The Second Language Learning Processes of Students with Specific Learning Difficulties.</i> New York, NY: Routledge.</li> </ul>

	<ul style="list-style-type: none"> <li>• TS2 Promote good progress and outcomes by pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>		<ul style="list-style-type: none"> <li>• Lardiere, D. (2017) <i>Ultimate Attainment in Second Language Acquisition: A Case Study</i>. New York: Routledge.</li> <li>• Pound, L. (2014) <i>How Children Learn: Educational Theories and Approaches</i>. Ipswich: Practical Preschool Books.</li> </ul>
<b>Fri am with FT/Yr 1</b>	<b>Tutorials</b>		
<b>3-4</b>	<b>ASSESSED BLOCK PLACEMENT</b>		
<b>Wed-Fri</b>	<b>School-based</b>	<p><b>High Expectations</b></p> <p><b>Learn how to:</b></p> <p><b>Taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</li> <li>2. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Discuss how to support pupils to develop intrinsic motivation.</li> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul>

		3. Acknowledging and praising pupil effort and emphasising progress being made.	<b>Focus on TS</b> <ul style="list-style-type: none"> <li>As agreed with your mentor</li> </ul>
5-6			
Wed	School-based	<b>Adaptive teaching</b>  <b>Learn how to:</b>  <b>Following expert input taking opportunities to practise, receive feedback and improve at:</b>  1. Applying high expectations to all groups and ensuring all pupils have access to a rich curriculum.	<b>Mentor support</b> <ul style="list-style-type: none"> <li>Complete an observation of the student teaching and provide feedback.</li> <li>Mentor meeting and student reflection.</li> <li><b>End of Placement Development Review</b></li> </ul> <b>Trainee activity</b> <ul style="list-style-type: none"> <li>Work towards your own targets with agreement from your mentor.</li> </ul> <b>School-based sessions</b> <ul style="list-style-type: none"> <li>Dyslexia WRAT Staff</li> <li>Professional Development Day. Session 1.</li> </ul> <b>Focus on TS</b> <ul style="list-style-type: none"> <li>As agreed with your mentor</li> </ul>
7			

Wed- Thur	School-based	<p><b>High Expectations</b></p> <p><b>Learn how to:</b></p> <p><b>Taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</li> <li>2. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</li> <li>3. Acknowledging and praising pupil effort and emphasising progress being made.</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
8	<b>HALF TERM</b>		
9-10			
Wed- Thur	School-based	<p><b>High Expectations</b></p> <p><b>Learn how to:</b></p> <p><b>Taking opportunities to practise, receive feedback and improve at:</b></p> <ol style="list-style-type: none"> <li>1. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</li> </ol>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete an observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul>

		<p>2. Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</p> <p>3. Acknowledging and praising pupil effort and emphasising progress being made.</p>	<p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>As agreed with your mentor</li> </ul>
<b>11-15</b>			
<b>Wed-Fri</b>	<b>School-based</b>	<ul style="list-style-type: none"> <li>Use the ITT Core Content Framework 'Learn how to' descriptors to support your continued development.</li> </ul>	<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>Complete an observation of the student teaching and provide feedback.</li> <li>Mentor meeting and student reflection.</li> <li>End of placement review</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>Work towards your own targets with agreement from your mentor.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>As agreed with your mentor</li> </ul>
<b>16-17</b>	<b>CHRISTMAS HOLIDAYS</b>		
<b>18</b>			

	<p><b>School-based Alternative Education Week</b></p> <p>This can be in an alternative educational setting, the previous stage or post stage to the primary setting.</p>	<ul style="list-style-type: none"> <li>• Use the 'Learn that' descriptors to highlight what you learn within your chosen setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a journal for this week; additional information will be provided to support you.</li> <li>• Trainee reflection</li> </ul>
		<ul style="list-style-type: none"> <li>• Use the 'Learn how to' descriptors to work with the host teachers and then discuss with college tutors and your mentor following the experience.</li> </ul>	
<b>19</b>			
<b>Thu am</b>	<p><b>TLA</b></p> <p><b>Adaptive Teaching:</b></p> <ul style="list-style-type: none"> <li>• Developing an understanding of different pupil needs and technology-based approaches to teaching and learning</li> <li>• TS2 Promote good progress and outcomes by pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p><b>How pupils learn</b></p> <p><b>Revisit 1-9</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Atherton, P. (2018) <i>50 Ways to Use Technology Enhanced Learning in the Classroom: Practical Strategies for Teaching</i>. Learning Matters Ltd.</li> <li>• Beetham, H. (2019) <i>Rethinking Pedagogy for a Digital Age: Principles and Practices of Design</i>. London: Routledge.</li> </ul>
<b>Thu pm</b>	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• The values, institutional vision and moral purpose</li> </ul>	<p><b>Adaptive teaching 1-7</b></p>	

	<p>of the alternative primary setting (TS1)</p> <ul style="list-style-type: none"> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> </ul>		
<b>Fri am</b>	<b>Tutorials</b>		
<b>Fri pm</b>	<p><b>TLA</b></p> <ul style="list-style-type: none"> <li>• Revisiting accurate and productive use of assessment; developing effective assessment and feedback strategies</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>	<p><b>Assessment</b></p> <p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</li> <li>2. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve.</li> <li>3. Over time, feedback should support pupils to monitor and regulate their own learning.</li> <li>4. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ol>	
<b>20</b>			
<b>Thu am</b>	<b>Subject knowledge input choice</b>		

Thu pm	Subject knowledge input choice		
Fri am	Subject knowledge input choice		
Fri pm	<p><b>IPP</b></p> <ul style="list-style-type: none"> <li>• Inclusive practice for SEN/D, including affective and cognitive barriers to learning for SEN/D learners and institutional policies and frameworks for SEN/D practice</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p><b>Adaptive teaching</b> <b>Revisit 1-7</b></p>	<p><b>Suggested reading</b></p> <ul style="list-style-type: none"> <li>• Devi, A. and Hollis, E. (2020) <i>Essential Guides for Early Career Teachers: Special Educational Needs and Disability</i>. Critical Publishing Ltd.</li> <li>• Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs and Inclusion</i>. 3<sup>rd</sup> ed. London: Sage.</li> <li>• Honeybourne, V. (2018) <i>The Neurodiverse Classroom: A Teacher's Guide to Individual Learning Needs and How to Meet Them</i>. Jessica Kingsley Publishers.</li> <li>• Wood, R. (2019) <i>Inclusive Education for Autistic Children: Helping Children and Young People to Learn and Flourish in the Classroom</i>. Jessica Kingsley Publishers.</li> </ul>
21			
Thu am	<p><b>IPP</b></p>	<p><b>Professional behaviours</b></p> <p><b>Learn that:</b></p>	<p><b>Suggested reading</b></p>

	<ul style="list-style-type: none"> <li>• Key theories and research which inform the learning and teaching of young people with specific needs, including sociological and psychological perspectives and approaches</li> <li>• TS1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>	<ol style="list-style-type: none"> <li>1. Engaging in high-quality professional development can help teachers improve.</li> </ol>	<ul style="list-style-type: none"> <li>• Devi, A. and Hollis, E. (2020) <i>Essential Guides for Early Career Teachers: Special Educational Needs and Disability</i>. Critical Publishing Ltd.</li> <li>• Hodkinson, A. (2019) <i>Key Issues in Special Educational Needs and Inclusion</i>. 3<sup>rd</sup> ed. London: Sage.</li> <li>• Wood, R. (2019) <i>Inclusive Education for Autistic Children: Helping Children and Young People to Learn and Flourish in the Classroom</i>. Jessica Kingsley Publishers.</li> </ul>
<p><b>Thu pm</b></p>	<ul style="list-style-type: none"> <li>• Adaptive teaching across a range of complex alternative contexts in the primary sector</li> <li>• TS4 Plan and teach well-structured lessons</li> <li>• TS5 Adapt teaching to respond to the strengths and needs of all pupils</li> </ul>	<p><b>Learn that:</b></p> <ol style="list-style-type: none"> <li>1. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.</li> <li>2. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</li> </ol>	

	<ul style="list-style-type: none"> <li>• TS7 Manage behaviour effectively to ensure a good and safe learning environment</li> </ul>		
<b>Fri am</b>	<p><b>PP3</b></p> <ul style="list-style-type: none"> <li>• Content knowledge and professional practice skills in relation to alternative pedagogy</li> <li>• TS2 Promote good progress and outcomes by pupils</li> <li>• TS3 Demonstrate good subject and curriculum knowledge</li> <li>• TS4 Plan and teach well-structured lessons</li> <li>• TS6 Make accurate and productive use of assessment</li> </ul>		
<b>Fri pm</b>	<b>Tutorials</b>		
<b>22</b>			
<b>Fri am</b>	<b>Independent study</b>		
<b>Fri pm</b>	<b>Independent study</b>		
<b>23</b>			

Fri am	<p><b>Preparing to return to placement A</b></p> <ul style="list-style-type: none"> <li>• Reviewing the placement experiences.</li> <li>• Work with peers and tutors to identify areas for further development.</li> <li>• Identify the Teachers' Standards that require further experience.</li> </ul>		
Fri pm	<p><b>Independent study</b></p>		
24	<b>HALF TERM</b>		
25			
Fri am	<p><b>Preparing to return to placement A</b></p> <ul style="list-style-type: none"> <li>• Reviewing the placement experiences.</li> <li>• Work with peers and tutors to identify areas for further development.</li> <li>• Identify the Teachers' Standards that require further experience.</li> </ul>		
Fri pm	<p><b>Independent study</b></p>		
26			

Fri am	<ul style="list-style-type: none"> <li>• Tutorials and IPJ support</li> <li>• Checking that review of placements and targets are realistic.</li> </ul>		
Fri pm	<ul style="list-style-type: none"> <li>• Tutorials and IPJ support</li> </ul>		
<p><b>ASSESSED FINAL BLOCK PLACEMENT</b></p> <p><b>Trainees to utilise the Initial Teacher Training Core Content Framework to support their practice as they progress through this placement. All the eight sections of the CCF have been cross referenced throughout the document for the first two placements. During this placement experience, the student will establish their own starting point and utilise the CCF to support their progress with the help of their tutor and mentor.</b></p>			
27-31			
Wed-Fri			<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete at least one observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>

32	EASTER HOLIDAYS	
33*	EASTER HOLIDAYS	
34- 35*		<p><b>Mentor support</b></p> <ul style="list-style-type: none"> <li>• Complete at least one observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Trainee activity</b></p> <ul style="list-style-type: none"> <li>• Work towards your own targets with agreement from your mentor.</li> </ul> <p><b>Focus on TS</b></p> <ul style="list-style-type: none"> <li>• As agreed with your mentor</li> </ul>
36		
Wed- Fri	<p><b>Adoptive practice week</b></p> <ul style="list-style-type: none"> <li>• Trainee takes on the full responsibilities of a teacher for one week providing the mentor is confident that they are ready.</li> </ul>	<p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Broad Area of Need 4: Sensory and/or physical needs</li> </ul>
37		
Wed- Fri		<p><b>Mentor support</b></p>

			<ul style="list-style-type: none"> <li>• Complete at least one observation of the student teaching and provide feedback.</li> <li>• Mentor meeting and student reflection.</li> </ul> <p><b>Summative Assessment</b></p> <p><b>School-based sessions</b></p> <ul style="list-style-type: none"> <li>• Brigshaw Learning Partnership Webinar 6</li> </ul>
<b>38*</b>			<b>Hand in TLA</b>

### Assessment and Review of Impact

Week 15	WK 33	WK 35	WK38	WK39
End of Placement Development Review PP2 Assessment	IPP Assessment	Deadline PP3	Summative Assessment	TLA assessment

## 2.6 How will I be taught?

### Lectures, Seminars and Tutorials

Lectures are an essential part of the learning experience and will play a central role in your learning. They are never a substitute for reading, but they will give you a broad framework within which to understand the main themes of the module and the particular material you are reading. Listening to a lecture is not a passive activity. You will need to give serious attention to developing your skills in note-taking if you are to get the most out of the lectures.

Apart from your Personal Tutor, your main source of academic help will be your module tutors and school-based mentors and link tutors. The module taught sessions are your most important regular commitment and attendance is compulsory. If you have to miss a taught session, always let your personal tutor know as soon as possible the reasons for your absence (preferably in advance).

The range of teaching and learning methods adopted in the delivery of this programme are summarised in the table below:

<b>Module</b>	<b>Teaching and Learning Methodologies</b>
Professional Practice 1, 2 and 3	<ul style="list-style-type: none"> <li>● Critical Friendship Groups (CFGs)</li> <li>● Self-Directed Professional Development Activities (PDAs)</li> <li>● Video analysis</li> <li>● In-the-moment coaching</li> <li>● Professional Supervision and Subject-Specific Mentoring</li> <li>● Joint Observation and Tripartite Dialogue (JOTD)</li> <li>● Problem Solving Protocols</li> <li>● Peer observation</li> <li>● Discussion seminars</li> </ul>
Behaviour, Wellbeing and Safeguarding	<ul style="list-style-type: none"> <li>● Collaborative Teaching</li> <li>● Suggestion circles</li> <li>● Problem Solving Protocols</li> <li>● Peer observation</li> <li>● Critical Incident Method</li> </ul>
Teaching Learning and Assessment in School Based Education	<ul style="list-style-type: none"> <li>● Learning Circles</li> <li>● Experiential Learning Method</li> <li>● Video Analysis</li> <li>● Self-Regulated Learning and Research</li> <li>● Discussion seminars</li> </ul>
Inclusive Professional Practice	<ul style="list-style-type: none"> <li>● Critical Friendship Groups (CFGs)</li> <li>● Professional Supervision and Subject-Specific Mentoring.</li> </ul>

	<ul style="list-style-type: none"> <li>● Self-Regulated Learning and Research</li> <li>● Discussion seminars</li> <li>● Action Research Method</li> <li>● Critical Thinking Method</li> </ul>
Major Research Project	<ul style="list-style-type: none"> <li>● Critical Friendship Groups (CFGs)</li> <li>● Self-Regulated Learning and Research</li> <li>● Discussion Seminars</li> <li>● Research Discussions</li> <li>● Situated Workplace Learning</li> </ul>

Through the use of the teaching and learning methods above, the programme aims to:

- (1) help you acquire relevant and up-to-date professional knowledge;
- (2) develop your critical thinking and problem-solving skills;
- (3) promote autonomy and independent learning; and
- (4) encourage reflection on experience.

The course team recognises the importance of academic-support strategies for promoting academic achievement. A thorough Induction Programme that introduces the educational aims of the programme, including the importance of belonging to an e-professional community, will take place. It considers the key concepts that underpin the course and identifies the attributes and aptitudes that you already have and those that you would like to develop.

The development of digital literacy skills and competencies is a key objective of the course. Digital literacy is contextualised and embedded in the teaching and assessment methods.

To fulfil the assessment requirements of each module, you will use specific platforms to present to peers and your tutors as part of the assessment process and to create your own videos on specific content. ICT will also be used to promote a community of discovery between you and your peers.

The **BA (Hons) Learning and Teaching Primary Education (Top-up)** award is a Higher Education course and you must make your own notes. You need to write enough to ensure you have a good understanding of the subject, as a starting point for further reading and research and as a basis for your assignment work. A good set of notes, built up session by session, is the most valuable learning resource of all.

## 2.7 How will I be assessed?

Each student will complete an Individual Progress Journal (IPJ). The IPJ will be housed within a Google platform enabling easy access for students, mentors and link tutors simultaneously. The IPJ is designed to track, monitor and evidence a student's progress through the curriculum against the Teachers' Standards. In mentor meetings, mentors will utilize the IPJ to set targets to support the continued development of the student.

The weekly reflection and analysis with the mentor is designed to enable both the mentor and student identify where progress is being made and where further learning and development is required.

The End of Placement Review will be used to support students in recognising how they are performing and to monitor their progress. At the end of the final placement, a summative assessment of the student will be completed by the mentor in conjunction with the link tutor. This will be used to confirm that the student has met all of the Teachers’ Standards

### 3 Student Support System

#### 3.1 Higher Education Registry Office

The Higher Education Registry Office has an overarching responsibility for the operation of the Higher Education provision.

We are committed to providing a supportive and positive environment for all members of our community. However, we recognise that there will be times in everybody's University life when things do not go as well as they would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Registry Office. If we cannot help you immediately, we will let you know who can help you and, in many cases, book an appointment for you if required.

	<p>Janet Faulkner          Dean of Higher Education  <a href="mailto:Janet.faulkner@ucleeds.ac.uk">Janet.faulkner@ucleeds.ac.uk</a>          0113 2354692</p>
	<p>Sarah Marquez          Associate Dean of Higher Education  <a href="mailto:Sarah.marquez@ucleeds.ac.uk">Sarah.marquez@ucleeds.ac.uk</a>          0113 2354864</p>
	<p>Vicky Sunderland          HE Registrar  <a href="mailto:Vicky.sunderland@ucleeds.ac.uk">Vicky.sunderland@ucleeds.ac.uk</a>          0113 2354566</p>
	<p>Jenna Wilkinson          HE Admissions Officer  <a href="mailto:Jenna.wilkinson@ucleeds.ac.uk">Jenna.wilkinson@ucleeds.ac.uk</a>          0113 2354450</p>

	<p>Daniel Stuart HE Policy and Compliance Officer <a href="mailto:Daniel.stuart@ucl Leeds.ac.uk">Daniel.stuart@ucl Leeds.ac.uk</a> 0113 2354407</p>
	<p>Sam Lee HE Data Analyst <a href="mailto:Sam.lee@ucl Leeds.ac.uk">Sam.lee@ucl Leeds.ac.uk</a> 0113 2846513</p>
	<p>Caroline Harnett-Mcmillan HE Registry Assistant <a href="mailto:Caroline.harnett-mcmillan@ucl Leeds.ac.uk">Caroline.harnett-mcmillan@ucl Leeds.ac.uk</a> 0113 2354419</p>
	<p>Eve Barker HE Administrator <a href="mailto:Eve.barker@ucl Leeds.ac.uk">Eve.barker@ucl Leeds.ac.uk</a> 0113 2354484</p>
	<p>Laura Macgregor HE Curriculum Admin <a href="mailto:Laura.macgregor@ucl Leeds.ac.uk">Laura.macgregor@ucl Leeds.ac.uk</a> 0113 22354876</p>
	<p>Allie Mills HE Research and Development Officer <a href="mailto:Allie.mills@ucl Leeds.ac.uk">Allie.mills@ucl Leeds.ac.uk</a> 0113 2354894</p>
	<p>Simon Wilson HE Learning Support Officer <a href="mailto:Simon.wilson@ucl Leeds.ac.uk">Simon.wilson@ucl Leeds.ac.uk</a> 0113 2846389</p>
	<p>Emma Lockwood HE Counselling and Mental Health Officer <a href="mailto:Emma.lockwood@ucl Leeds.ac.uk">Emma.lockwood@ucl Leeds.ac.uk</a> 0113 2846330</p>
	<p>Aisha Khan HE Student Engagement and Welfare Officer <a href="mailto:Aisha.khan@ucl Leeds.ac.uk">Aisha.khan@ucl Leeds.ac.uk</a> 0113 2356679</p>

	David Hartshorne HE Research Librarian <a href="mailto:david.hartshorne@harrogate.ac.uk">david.hartshorne@harrogate.ac.uk</a> 0113 2354697
	Jo Tyssen HE Business Development Manager <a href="mailto:Joanne.tyssen@ucleeds.ac.uk">Joanne.tyssen@ucleeds.ac.uk</a> 0113 2354510
	Sophie Clayton NCOP Outreach Officer <a href="mailto:Sophie.clayton@ucleeds.ac.uk">Sophie.clayton@ucleeds.ac.uk</a> 0113 2354661

### 3.2 Who is going to teach me?

Your module lecturers and link tutors are the members of the College staff who you will have most contact with. The module leader's role is to manage and deliver their part of your programme of study, assess and grade your work and also give you continuous feedback on how you are progressing. The link tutor will work with you whilst you are on placement to ensure that you are having a positive experience and have good mentor support. They will also observe your teaching, give feedback and work with the mentor to provide assessment at the end of the placements.

You will be allocated a personal tutor whose job it is to deal with any problems you might have which may be affecting your work or progress.

The Programme Manager (PM) has overall responsibility for the running of the programme and the well-being of the students.

The department has a number of roles that are assigned to staff. Listed below are the team members and their key roles and research interests.

	<p><b>Karl Sykes, Head of Teacher Training, Learning and Development</b>  <b>Location:</b> Teacher Development Centre, Park Lane Campus  <b>E-mail:</b> <a href="mailto:karl.sykes@ucleeds.ac.uk">karl.sykes@ucleeds.ac.uk</a></p>	<p>Beginning his teaching career as a secondary school science teacher, Karl has undertaken a variety of roles in compulsory education including lead teacher, head of year and head of sixth form. Karl moved into higher education in 2016 and has taught on both undergraduate and postgraduate courses as well as leading on Assessment Only, PGCE secondary Science and L6 ITT Apprenticeship courses at the</p>
---	--	---

		<p>Macmillan School of Education prior to starting his role here at the University Centre. Karl is currently the Head of Department for Teacher Training Learning and Development. Karl holds a BSc (Hons) in Environmental Science, Qualified Teacher Status and a Master's Degree in Education (MEd). Karl's research interests lie around the issues facing teacher retention and attrition. Specifically, the factors affecting early career teacher retention and how ITT prepares new and early career teachers for longevity in the profession.</p>
	<p><b>Jo Hopton, Deputy Head of Teacher Training, Learning and Development</b></p> <p><b>Location:</b> Teacher Development Centre, Park Lane</p> <p><b>Email:</b> <a href="mailto:joanne.hopton@ucleeds.ac.uk">joanne.hopton@ucleeds.ac.uk</a></p>	<p>Jo is a qualified primary school teacher who moved to the ITE sector in 2015 where she has taught across a number of different pathways including: Foundation Degree, BA (Hons) and PGCE Primary. She was PGCE Primary Programme Lead at McMillan School of Education prior to taking up her position here at University Centre, Leeds. Jo is passionate about education and is currently the Early Years link governor at a local primary school. She has a Masters in Education (MEd) and is a Fellow of Advance HE (FHEA).</p> <p>Her research interests include cause, impact and strategies to reduce mathematics anxiety and the development of working memory in children.</p>
	<p><b>Joe Wearing, Programme Manager, Department of Teacher Training, Learning and Development</b></p> <p><b>Location:</b> Teacher Centre, Park Lane Campus</p>	<p>Joe is Programme Manager for Teacher Education and works across full time, part time and Teacher Apprenticeships in both the Education and Training and school sector.</p>

	<p><b>E-mail:</b> <a href="mailto:joe.wearing@ucleeds.ac.uk">joe.wearing@ucleeds.ac.uk</a> <b>Tel:</b> 0113 2846539</p>	<p>He has worked in education since 2002, firstly as an English teacher including the Key Stage 3 coordinator and then second in department. He worked as CPD Lead which involved taking a key role in the whole-school design and delivery of CPD. He has also taught at Leeds University as the PGCE English Lead.</p> <p>Joe's research interests include the role of coaching in developing teacher autonomy, the learner experience and improving aspiration in challenging schools and the impact action research can have on beginning teachers in making them more reflective.</p>
	<p><b>Laura Flood, HE Lecturer, Department of Teacher Training, Learning and Development</b> <b>Location:</b> Teacher Centre, Park Lane Campus <b>E-mail:</b> <a href="mailto:laura.flood@ucleeds.ac.uk">laura.flood@ucleeds.ac.uk</a></p>	<p>Laura has been working in education since 2005 and has taught across a range of educational settings. She is part of the Higher Education teaching team supporting students on the P.G.C.E/ Cert Ed. and is currently undertaking research to complete her MEd. In the early stages of her teaching career, Laura taught History and Classical Civilisations to A'level and degree students at a local F.E college. She went on to become Subject Leader for these subjects and mentored PGCE students completing their qualifications in these subject areas. Laura then completed her ITT in primary education, teaching across KS2 and EYFS in the North East of England.. After experience as a member of SLT in alternative provision, Laura became a qualified assessor of apprenticeships and has supported students completing the L5 LST apprenticeship and Diploma in Education and Training. Her research interests</p>

		include preparing teachers to support SEMH pupils and to compensate for social disadvantage.
--	--	--

For each module, the module leader will set out the preferred method of communicating general information about that module to you, which may be by e-mail or notices posted on the VLE.

### 3.3 What study facilities are available in the Learning Resource Centre (LRC)?

Leeds City College LRCs are located across its campuses and centres. The main HE-supporting library is located in the University Centre. LRCs provide accessible and supportive study facilities for students, including multiple spaces for individual and group study, personal computers and multifunctional devices for printing, photocopying and scanning.

Information about LRC opening hours, contact details, facilities and resources is available on the LRC website, accessible from the College's Student Intranet and the College's G suite for Education.

#### What learning and research resources are available?

The LRC's learning and research resources are provided in a range of formats relevant to student needs, including:

- an extensive collection of printed books and e-books, including reading list titles and other academic books, fiction, non-fiction and comics;
- a broad range of online periodicals, including academic journals, magazines and newspapers;
- other collection items, including DVDs, audiobooks and games; and
- academic and study skills support guides.

HE students are entitled to borrow up to ten collection items at a time. Most items will have automatic renewals up until the end of the academic year unless reserved by another student. There are also one-week loan items and reference items that may be consulted in the LRC but not borrowed. **PLEASE NOTE:** Students must present their student ID card to borrow books and other LRC collection items. Fines apply to items not returned when reserved by another person or by a final due date.

The LRC's online resources are made available through the LRC website, which is accessible on or off campus. Students may search the LRC's book collection and directly access e-book and e-journal collections using the LRC's online discovery tool 'Search+'.

#### How can I get advice and support?

HE students are supported by a team of librarians, based both in the campus LRCs and in the University Centre Library. Students also have their own full time HE and Research Librarian based at University Centre. Librarians work with curriculum staff to ensure that relevant, accessible resources are available to students. Librarians provide dedicated support to HE students in developing their academic literacy and study skills. Support sessions are available on Web and LRC-based research skills, academic referencing, academic reading and writing and study skills. One-to-one and group support sessions may be booked with librarians in person, by email, or through the LRC website. Students will be introduced to their librarian during College induction.

A team of Study Support Officers are also available in LRCs to assist students with locating and borrowing books and other materials, using LRC facilities and making the most of the College's learning and study resources.

Support is also available from the iLearn team, our independent learning experts, who can offer you plenty of support to help you achieve your personal goals both at college and in your next steps. As well as running the library, they offer guidance on digital skills, research, referencing and academic writing.

### **3.4 Study Facilities**

Our newly refurbished University Centre provides a range of study facilities, accessible only to Higher Education students, in the Study Zone and library, where you can seek help with academic writing, referencing etc. In the Study Zone you will find a combination of individual and small group study areas with access to PCs. In addition to the provision of PCs there are also a small number of MACs available for use.

Our other campus also provide HE specific study spaces which will be pointed out to you during your induction.

## **4 Your responsibilities as a student**

### **4.1 What are my responsibilities?**

It is your responsibility as a student to comply with the scheme, course and module requirements for attendance and for completion of assessments. This includes meeting deadlines for assessments. In order to achieve this you should be aware of the following Core Principles:

- Be Respectful – For example, ensure your interactions are always respectful and professionally conducted and College facilities are appropriately used.
- Be Sensitive – For example, be aware of your language and behaviour to ensure it respects others and recognises diversity.
- Be Understanding – For example, ensure there is mutual respect by listening to others (be aware your voice may be more easily heard in some venues than others).

- Be Punctual – For example, make sure you arrive, start and finish on time. Let the appropriate person know if you are delayed. To avoid disruption to others, late entry to a session/appointment may not be possible.
- Be There – For example, actively participate to get the most out of the time available.
- Be Prepared – For example, make sure you have done the necessary preparatory work. If insufficient preparation has been done it may not be possible for the planned activity to take place. Students who have attempted but had difficulty with preparatory work should bring this to the attention of the relevant staff member.
- Be Considerate – For example, use mobile phones and electronic devices with an awareness of how this might impact on others.

Please note that the College has a Behaviour Policy which can be found at:

<https://www.leedscitycollege.ac.uk/wp-content/uploads/2019/10/behaviour-policy-2018-19.pdf>

#### **4.2 Where can I find out about general student regulations?**

These are available via the following link: <https://ucleeds.ac.uk/related-documentation>

#### **4.3 What if I'm an international student?**

There are new requirements relating to immigration procedures in the UK with the introduction of the Points-Based System. Information is available at:

<http://www.leedscitycollege.ac.uk/courses-apprenticeships/international/>

#### **4.4 Are there any guidelines about attendance?**

The modules on the course will help you to develop both skills and academic knowledge. Most modules will require you to undertake formative work, which will help you to apply your knowledge and understanding, which in turn will help you to achieve a good grade in the summative assessments. Therefore, it is important that you attend regularly. Research has demonstrated a clear link between attendance and success rates therefore we recommend that a minimum attendance of 80% is maintained.

The college policy is to withdraw a student from a course if they do not attend for 4 consecutive weeks. The Student Loans Company will be informed of your withdrawal and will then stop any future payments to your account. Therefore, it is important that you contact the Programme Manager, Joe Wearing ([joe.wearing@ucleeds.ac.uk](mailto:joe.wearing@ucleeds.ac.uk)), if you are going to be absent for any length of time.

During your course of study, there will be times when you are not able to attend classes because of illness, personal and domestic crises. It is therefore all the more important that you do attend when you are able to otherwise it is very easy to lose the thread of what is going on and become disheartened.

We do not advise that you take holidays in term time.

If you are absent you must telephone or email your personal tutor to notify them. Doctor's notes will be required for absences of more than a couple of days or recurring illness. Please keep your module tutors informed if you are having difficulty attending your classes for whatever reason. We are here to support you but cannot do that unless you keep us informed of problems you are experiencing.

**Please note – Those students who are eligible for a bursary will find that their payments will be cancelled if they have not met the minimum attendance requirement and we do not receive a sick note covering any periods of absence and/or are not up-to-date with their assessed work. (Please see the Bursary Policy on the VLE for full details.)**

If you are absent through illness immediately prior to an examination or assignment deadline and wish to submit a case for mitigating circumstances, you must provide us with details and any available evidence as soon as possible.

If you are absent through illness on the day of an examination or assignment deadline, you must also provide us with details and any available evidence as soon as possible.

Depending on the nature of your illness you may be able to apply for Mitigating Circumstances. For information please see the Student Guide to Extensions and Mitigation which can be found on the VLE.

You can hand in or send medical certificates to Joe Wearing.

### **Notification of infectious disease**

If you have been diagnosed with or have had contact with an infectious disease, you must notify us in writing within 24 hours of diagnosis. You must not return to College until a medical practitioner's certificate of clearance has been submitted.

#### **4.5 What do I do if I am going to be absent?**

In case of absence from College, you should contact your module tutor and Programme Manager, Joe Wearing ([joe.wearing@ucl Leeds.ac.uk](mailto:joe.wearing@ucl Leeds.ac.uk)).

#### **4.6 How do I withdraw from my course?**

If you are considering withdrawal from your course you should speak to your personal tutor or the Students' Union to discuss your reasons. If there is a problem, College or Students' Union staff may be able to help.

If you decide to withdraw from your course or programme of study, you must notify us in writing. This notification must be sent immediately to your Head of Department or Programme

Manager and be copied to the HE Registry Assistant at the following email address:  
[heregistrar@ucl Leeds.ac.uk](mailto:heregistrar@ucl Leeds.ac.uk)

#### **4.7 What do I do if I change my details?**

Whenever you change your address and contact details, particularly your mobile phone number, you should inform your Programme Manager immediately. This will ensure we can always contact you in an emergency.

The school will inform you of cancelled classes as soon as possible via text to the mobile phone number we have for you on our contact records. It is your responsibility to ensure that we have your most up-to-date mobile phone number.

### **5 Assessment**

Your work is assessed in terms of its ability to demonstrate the learning outcomes for the module. The assessment criteria will be included in each module handbook.

For each module of study, you will complete summative assessments. In addition, lecturers may set formative assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before you submit your final assignments. At the end of the module, a mark is awarded based on the evidence within the summative assessments.

Each student within The Luminate Partnership for ITT will complete an Individual Progress Journal (IPJ). The IPJ will be housed within a Google platform enabling easy access for students, mentors and Link Tutors simultaneously. The IPJ is designed to track, monitor and evidence your progress against the Teachers' Standards. It is used as a guide in mentor meetings, ensuring that the discussions in mentor meetings focus on your development in terms of the curriculum. The weekly reflection and analysis with your mentor is designed to enable both you and your mentor to identify where you are making progress and where further learning and development is required.

The End of Placement Review will be used as formative assessment and will help you to identify how you are progressing in your teaching practice.

A summative assessment form will be completed by the mentor in conjunction with the link tutor at the end of your final placement. This will be used to confirm whether you have met all of the Teachers' Standards.

#### **5.1 How will I get my results and feedback on my work?**

You will normally receive written comments, verbal feedback or group feedback on your work within 3 working weeks of submission of your work. Your module leader will advise as to the format of the feedback. These results must be considered as interim until they are ratified by a board.

Feedback on your progress comes in many different forms including written comments about your work, verbal comments from your tutors in class or on a one-to-one basis, discussions with peers in the classroom or outside it, electronic discussion, emails, feedback grids and generic feedback proformas. Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and weaknesses and improve your learning and performance. Previous students have advised that it is important that you:

- Do not be afraid to acknowledge your successes.
- Reflect on the feedback you receive and think about what you have done well and how you could improve. For example, you could keep all of your feedback together and draw up an action plan based on common areas of strength or concern.
- Try not to focus on the mark and ignore the feedback. If you have done well, your feedback will tell you why and if you haven't, it will suggest ways in which you can improve.
- Consider the marks you are given and if you are disappointed in them, give yourself some time before going back to the feedback to look for ways to improve.
- Try not to take negative feedback personally. It is given to help improve.
- Do not be afraid to approach tutors and lecturers for more feedback. Asking questions can be an important part of receiving feedback – and remember, your peers can be a valuable source of information too.
- Use feedback to self-assess your work against the assessment criteria, where possible. This can help you to address any areas you need to improve on.

## 5.2 Where can I find the University's assessment regulations?

Your achievement at Level 6, and your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available via the following link:

<https://ucleeds.ac.uk/wp-content/uploads/2020/05/OU-Regulations-for-validated-awards-July-2018.pdf>

## 5.3 What is the marking scheme?

For each module, you will complete one or two assessments. In addition, tutors will set ungraded or formative assessments as part of the learning process. These formative assessments are important as they give you a chance to obtain feedback on your performance before your summative assessments.

At the end of the module an overall module mark is awarded based on the evidence of the summative assessments.

Please refer to the Assessment Regulations.

% Scale Score	Performance Standard
---------------	----------------------

70+	Excellent pass
60-69	Very Good pass
50-59	Good Pass
40-49	Pass
0-39	Fail

#### **5.4 Will I have to follow a word limit?**

All module specifications and assessment briefs will detail the word count for each task and it is important that you work within this, as this will help to develop your evaluative and analytical skills. It is your responsibility to submit work which is within the specified limit and to include a word count on all written assessed course work. If you go beyond this limit assessors will disregard the part of assessed work which exceeds the specified limit by 10% or more.

For example if the word count for the piece of work is 2,000 words, once your tutor has read the first 2,200 words they will then stop reading and disregard the remaining words. If it is considered that you have falsified the word count on an item of your course work, you will be subject to Student Disciplinary action.

The word limit does not include footnotes and bibliographies (or appendices, if relevant).

The reason for this is that it is part of the assessment to work to the word limit. This develops your analytical and evaluative skills as you have to be selective as to which information you include and leave out.

#### **5.5 Academic Appeals**

Your module lecturer will explain to you how the criteria have been applied to produce your mark. If you wish to appeal the decision of an Assessment Board, you may do so but only under specific grounds and after your results have been ratified by an Assessment Board. Please note that this is not a procedure to challenge academic judgment. If you feel you have grounds for an academic appeal you will need to contact the HE Policy and Compliance Officer to put forward a claim for an academic appeal. The Assessment Regulations can be found on the VLE

**Please note: You may not appeal on the grounds of academic judgement.**

#### **5.6 How and where do I hand in an assignment?**

For each summative assignment a deadline for submission/presentation of the work will be set. Completing the work within this time period and meeting the deadline is part of the assignment.

Work must be handed in according to the instructions given by the module tutor, which will be detailed in the module handbook. **In the majority of cases this will be via Turnitin.**

Only work that is ready by the agreed deadline can hope to qualify for a good grade.

The deadline for submission/presentation of assessed work is detailed in the assessment calendar and in the individual module handbook. **In the majority of cases work will be submitted via Turnitin.** Alternative arrangements for assessments that cannot be submitted in this way will be outlined in the module handbook. Please note for work submitted via Turnitin there is no additional requirement to also submit a hard copy.

**PLEASE NOTE: Computer failure will not be accepted as a reason for late submission.**

Students must submit assignments in the following format.

- Assignment feedback sheet
- Assignment task sheet
- Assignment
- Bibliography
- Turnitin report

## **5.7 Can I submit a draft?**

The following guidelines have been drafted to promote consistency across the Higher Education provision within Leeds City College.

### **When can I submit a Draft?**

The latest date for draft submissions to be submitted will be 2 weeks prior to the hand in date for the assessment. You must remember that it could take up to a week for the tutor to give you feedback so you may wish to submit your draft earlier than 2 weeks before the deadline so that you have more time to incorporate the feedback into your work.

### **How much can I submit?**

The draft submission should be no longer than 25% of the maximum words for the assessment component e.g. for a 2000 word report a draft of up to 500 words could be submitted.

### **How many times can I submit a draft?**

You are allowed to submit one draft submission per assessment component.

### **What form can the draft take?**

Draft submissions can consist of:

- Assessment plans – so that the tutor can give comments regarding whether you are on the right lines.
- Extracts – for comments on style.
- Referencing – for the tutor to check that your referencing style is correct.
- Reference materials to see if your reading is wide enough for the assessment.
- Data tables.

The above are examples of what could be submitted and is not meant to be an exhaustive list. Drafts can be submitted electronically or in hard copy.

### **5.8 What do I do if I can't meet a deadline for an assignment?**

It is the responsibility of all students to attend examinations and to submit work for assessment by the set date.

#### **Extensions to submission date**

There may be times when, for reasons outside your control, there may be circumstances that prevent you from submitting a summative assessment on time or attending an examination.

It is important that you discuss your situation as soon as possible with an appropriate member of staff, such as your Module Leader or Programme Manager, who will be able to provide you with guidance on the most appropriate course of action from the following list:

- A **Short Extension** - usually for 5 working days (not available for a resit attempt);
- **Suspension of study** for a period of up to 2 years;
- Alternatively, if your problems are exceptional and outside of your control, you can apply for **Mitigating Circumstances**.

If you realise that you are not going to meet the agreed deadline date because of illness or other exceptional circumstance, you must request an extension using the appropriate form. It is important to note that an extension will only be granted when it is clear that exceptional circumstances are preventing you from completing your work on time. Please make sure that you follow the guidance provided on the form and attach appropriate evidence. Please see the Student Guide to Extensions and Mitigation for full details.

Applications for Mitigation should be submitted prior to the assessment deadline, however can be submitted up to 5 working days after the assessment deadline. In exceptional circumstances late applications, submitted up to 5 working days late may be considered, if there is a valid reason for the lateness. Please note any forms submitted after this time will not be considered.

NB Extensions are an exception rather than the norm.

Please note that short extensions are only available for first submissions.

### **Fit to Sit/Submit**

The College's Extenuating Circumstances and Mitigation regulations are based on the Fit to Sit/Submit principle. This means that when you take an assessment you are declaring yourself fit to take the assessment.

If you feel that you are not fit to take the assessment then you may wish to apply for an extension or submit a claim for your extenuating circumstances to be considered by the Mitigation panel.

In the event that you do not take an assessment and have not submitted a claim for extenuating circumstances, then your assessment will normally be recorded as a non-submission.

If extensions are granted, your work will be marked as if it was handed in on time. Work that is late and which is not covered by extensions or mitigation will be penalised in accordance with the Assessment regulations.

Extension request forms can be obtained from the Google Classroom for your course or from your module tutor. Completed forms must then be submitted to your tutor for approval.

### **Late submission**

If you fail to submit work by the published date, but submit it up to 6 days late, it will receive a maximum mark of 40%.

This does not include work that has been granted an extension or mitigating circumstances.

Work submitted more than 7 calendar days after the published deadline will not be marked and a mark of zero will be returned.

Please note that these deductions normally apply to weekends, Bank Holidays and College Closure Days.

### **5.9 What if I have extenuating circumstances and require a longer extension?**

What follows is a brief summary of the Extenuating Circumstances Regulations. A student guide is available on the VLE

You are strongly recommended to read these Regulations. They provide a detailed explanation of Extenuating Circumstances and the procedures expected to be followed when you feel that your performance in a summative assessment would be affected.

**Extenuating Circumstances are defined as unforeseen and unpreventable circumstances outside the control of the student, which may significantly affect performance and/or attendance in a summative assessment and could not have been remedied in the time available.**

The College recognises that there may be times when your circumstances are such that you cannot complete assessments to the best of your ability, are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond your control. In such circumstances the Extenuating Circumstances Regulations enable you to request that your situation is taken into consideration. You are expected to have taken reasonable steps to ensure that you could not have prevented the circumstances from taking place. It is your responsibility to notify your Programme Manager of any Extenuating Circumstances, which you feel will affect your ability to undertake a summative assessment.

Remember, any application you make has to be approved and may not be granted.

Students can apply for Extensions, or Mitigating Circumstances for all forms of summative assessment. You can also apply for Mitigating Circumstances for re-sit opportunities offered by the relevant Examination Board. However, Short-Extensions will not normally be allowed for re-sits because of the need for timely progression to the next stage at the beginning of the academic year.

It is important that you discuss your situation with a tutor who will be able to provide guidance on the most appropriate course of action. In circumstances which are likely to affect your progress over a longer time period, you may be advised to suspend your studies until the circumstances no longer have an impact on your studies.

The following points will help you when submitting an application:

### **Do**

- Review the grounds for applying for extenuating circumstances (see Student Guide to Extensions and Mitigation).
- Seek guidance from your Programme Manager or Personal Tutor if you are experiencing difficulties in completing your work on time.
- Meet with a tutor prior to the submission/examination date.
- Discuss with a tutor whether an extension would be appropriate.
- Request an extension where you are unable to meet the deadline.
- If applying for Mitigation submit an application that covers all module assessments you are taking during the period of difficulty.
- Submit the application prior to the submission/examination date and for claims of Mitigating Circumstances within 5 working days from the submission or examination date.
- Complete all sections of the form.

- Include evidence to support your application.
- Make sure that you have received a receipt from your Programme Manager when you submit your application.

### **Don't**

- Apply for any formative assessment pieces of assessment that do not count to your overall module mark.
- Use evidence that is undated or solely from family members supporting your application. You have to provide independent evidence.

See the Assessment Regulations for full details. These are available on our website.

### **5.10 Re-sit**

If you have submitted an in-course assessment by the defined hand-in deadline and are deemed by the Module Leader not to have passed the assessment, or if you have failed to submit anything (non-submission), following the assessment board you may be permitted to re-sit the module assessment. If this is the case the resulting mark achieved for the final piece of work will be capped at the pass mark (40%). Only one re-sit opportunity is possible for any assessment component.

Suitable feedback will be provided to students who are offered a re-sit and a hand-in deadline will be set for the re-sit.

### **Key points**

- Always submit something for every assessment.
- You must attempt all assessments at the first opportunity.
- You must do each assessment (essay, project, report, portfolio, exam etc.) for every module. You should do this even if you don't think you can fully complete them.
- You do not have an automatic right to resit or to repeat a year of study.
- The maximum mark that can be awarded for reassessed components is 40%.

See the Assessment Regulations for full details. These are available on our website.

### **5.11 Re-study**

If, following a re-sit you are still unable to pass a module, the Board of Examiners may, at its discretion, permit you to pay and repeat the module in the next academic year.

## **6 Academic and student regulations**

### **6.1 Where can I find the University's academic regulations?**

Your achievement at Level 6, your graduation and classification, are all subject to satisfying the University's assessment and progression regulations. These regulations are available on our website at the link below:

<https://ucleeds.ac.uk/wp-content/uploads/2020/05/OU-Regulations-for-validated-awards-July-2018.pdf>

If you have any difficulty accessing or understanding the information, please discuss this with your Programme Manager.

## 6.2 What is Academic Misconduct?

What follows is only a brief summary of the Academic Misconduct procedure and should be read in conjunction with the Student Guide to Academic Misconduct which is available on the VLE. You are strongly recommended to read the guide. It provides a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

In order to avoid academic misconduct, the College is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Advice and guidance from the Students' Union.
- Facility for students and staff to use plagiarism e:detection software - Turnitin.
- Briefings on academic misconduct provided at student induction events and during relevant modules.

**Academic misconduct is defined by the College as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.**

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following two types:

**Academic Negligence:** This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students and which is considered to have resulted from ignorance or carelessness.

**Academic Malpractice:** This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, cheating, collusion and subsequent cases of Academic Negligence.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the College. The processes and penalties are described in The Student Guide to Academic Misconduct. If you are found guilty of academic misconduct

after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The following tips may help you to avoid academic misconduct:

### **Do**

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

### **Don't**

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing web sites don't always keep their promises and have been known to inform universities of students who have purchased work).

## **6.3 Are there any regulations relating to use of social media?**

Social media provides wonderful opportunities for life and for learning. The term social media describes the online tools, websites and services that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself. These tools include social networks, blogs, message boards, podcasts, microblogs, livestreams, social bookmarking, wikis and vlogs. The feature that all these tools, websites and services have in common is that they allow conversations and online interactions between groups of people. These guidelines are not intended to deter individuals from using these communication tools but are necessary to help protect staff and students and to prevent them damaging the college either inadvertently or intentionally.

All students should be aware that failure to follow these guidelines could lead to disciplinary action and in more serious cases could be considered gross misconduct and may lead to exclusion.

Leeds City College is committed to the responsible use of social media. The College may routinely monitor social media and it reserves the right to instruct relevant parties to remove unauthorised sites. Any information posted on social media sites must comply with the Data Protection Act.

For further information and full details please refer to the Student IT and Social Networking Policy which can be found on the Student Intranet.

#### **6.4 Are there any regulations relating to research?**

All work related and research projects will have to be agreed by your tutor to make sure that your plans conform to the College's Research Ethics Guidelines. These can be found on the VLE.

### **7 Quality Control**

The course is not subject to an external examination regime. All student work is continually assessed by the lecturers and is subject to internal and external moderation.

A range of checks and safeguards is in place to ensure that the qualification you receive at the end of the course continues to be acceptable to the College, HE institutions and employers.

The Awarding Body is The Open University. In order to be able to offer this qualification, the College has been subject to stringent approval processes with the university, considering aspects such as staffing, resources and quality systems. The Open University also monitors the quality of the awards through a range of ongoing measures and activities. The College is also subject to inspections undertaken by the QAA (Quality Assurance Agency) in order to ensure that prescribed quality standards are being maintained.

Finally, each year your tutors are observed teaching by the College's Learning Observation Team.

#### **7.1 End of Year Procedures**

Once you have completed all of your assessments and these have been marked, moderated and seen by the External Examiner, your tutor will compile your mark profile. These profiles will then be submitted to the Examination Board.

The Examination Board looks at the mark profiles of each student and will make a decision as to whether you can progress onto the next level or whether you have passed the course.

**NB. If you have not paid your fees in full your profile will not be presented to the Examination Board and you will not be able to proceed into the second year or receive your award.**

Within 15 working days of the Board, the Chair of the Examination Board will write to you informing you of the decision of the Board and will give you a copy of your grade profile. If you, when you consider your grade profile, think you might have grounds to request an Academic Appeal (see the Academic Appeal Regulations/Guide for information relating to grounds) you must initially engage in an informal discussion with the Higher Education Policy and Compliance Officer within 10 days of the results being published.

Any issues that cannot be resolved through an informal discussion may result in the submission of an application for an Academic Appeal – please see the Student Guide to Appeals, which can be found on the VLE, for further information.

**N.B. It is your responsibility to ensure that your Head of Department and Programme Manager have your correct address. The College will not be responsible for results which are sent to old addresses if you have not updated your contact details. If you do not receive your results within the agreed time it is your responsibility to contact the Higher Education Registry Assistant at [heregistrar@ucl Leeds.ac.uk](mailto:heregistrar@ucl Leeds.ac.uk) to obtain a replacement letter.**

## 7.2 Programme specification

A programme specification is a concise description of your course's aims and objectives and how you will be taught and assessed to achieve the required learning outcomes. It includes information on admissions, course structure and the maintenance of academic standards. This can be found on our website at the following link: <https://ucl Leeds.ac.uk/programme-specifications/>

## 7.3 External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An external examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified. The external examiners' reports are made available to students on the VLE.

The main external examiner for your course is **to be confirmed**. Sometimes, your modules may have a different external examiner and your module leader can provide details on request.

Please note that students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Programme Manager.

## **8 Have your say**

### **8.1 Student course representatives**

Our College is committed to ensuring that the views of students are heard and responded to. This is partly achieved through course-level student course representatives, which are recruited across all courses.

Each course will elect a representative whose responsibility it will be to represent the course group at Course Committee meetings.

Course Committee meetings are an essential part of the College's quality assurance process and provide opportunities for both staff and students to use a range of feedback and indicators to ensure that issues affecting students on the course are promptly dealt with alongside a broader discussion of academic matters.

Course Committee meetings will take place twice per academic year – dates for your Course Committee meetings are:

**Friday 25<sup>th</sup> November 2022 (provisional)**  
**Friday 24<sup>th</sup> March 2023 (provisional)**

All meeting papers will be made available on the VLE.

Course Representatives will also be invited to a Student Pathway meeting in May. This provides an opportunity for all Higher Education Student Representatives to meet together to discuss issues and share good practice.

Our College and the Students' Union work together to raise awareness of student academic representation and to provide training and development for elected representatives. The Students' Union office is located in the Park Lane Campus and they can be contacted at [su.enquiries@leedscitycollege.ac.uk](mailto:su.enquiries@leedscitycollege.ac.uk)

### **8.2 Module evaluation**

We value your feedback. Our College undertakes module evaluations to give you the opportunity to tell us what you think about module delivery, assessments and the learning resources available to you. We are interested in hearing about areas that have exceeded your expectations as well as those that have not met your needs or requirements. There is also a free text comments section where you can submit additional remarks and suggestions.

Module evaluations are confidential and completed anonymously. This feedback is used at both course and faculty level so that the student experience can be continuously improved. By undertaking module evaluations you can help us to refresh and revise our module delivery to enhance the learning experience and continue to improve upon our academic provision.

### **8.3 Your feedback**

There are many ways that you can tell us about your experience here at our College. The Students' Union runs regular meetings where you can come along, meet students from other courses and discuss your concerns with members of staff from across all faculties and services.

The faculty will also organise a Course Committee meeting to cover your course and level twice yearly, where you can give feedback on your experience of the course to a range of academic staff. Any issues noted at these groups will be fed into the formal monitoring and review process.

If you are entering into your final year you may also be invited to participate in the National Student Survey. This is a survey for all final year students in all universities in England and the results are made public to help prospective students make choices about where and what to study. Again these results are used by staff on your course to make improvements and to share good practice. Your feedback matters – so take these opportunities to get involved.

### **8.4 What happens with my feedback?**

We take your comments very seriously and you can find out what actions have been taken in response to your feedback through your Course Representative, the Students' Union, your tutors or your course Moodle page.

The feedback provided by students has meant that we have further developed our online support and content to offer greater flexibility and support to students.

### **8.5 How would I make a complaint?**

We always hope that your experience of the college and your course will be a positive one, however at times things do go wrong. If you have cause for complaint, we would encourage you to talk to your Programme Manager in the first instance, however if you wish to make a formal complaint you will find information on the VLE – Complaints Process.

## **9 Where to get help**

### **9.1 Student Support**

As a HE student you can access a wide range of services from our dedicated support services team. This includes support for:

- Additional learning needs
- Mental health
- Wellbeing
- Finance (e.g. student finance applications, bursaries, disabled students' allowance)
- Progression and careers advice

We are here to make sure that your time with us is as trouble free as possible. If you have a question or want information or need help over and above that which your tutors are able to provide then contact the Higher Education Registry Office. If we cannot help you immediately, we will let you know who can help you and in many cases, book an appointment for you if required.

The College provides a good support system but can only help if you use it. If you do have problems contact either your tutor or a member of Higher Education Registry Office staff.

## **9.2 The Virtual Learning Environment (VLE)**

All programmes are supported by the College's VLE which provides a range of resources, activities and information for students. The College utilises Google Classroom as a VLE and you will find that there is a section that provides general information, made available to all Higher Education students, in addition to a programme specific area, which only students on your programme will have access to. It is important that you familiarise yourself with both areas to ensure that you have access to all the relevant information you need.

## **9.3 Students' Union advice**

If you need independent advice, information or representation, the Students' Union Advice Service provides a free, confidential and non-judgemental advice service.

The service is staffed by professionals, who are specialists in providing information and advice on all regulations, policies and procedures, including academic appeals, student complaints, disciplinary hearings, cheating and plagiarism.

## **9.4 Safety, health and well-being**

### **Fire safety procedures**

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing our College no-smoking policy

### **Fire information**

Fire information is present on Fire Action Notices displayed in all College buildings. These are normally present in corridors or inside classrooms.

They inform you of the appropriate action to take, the location of the nearest Fire Alarm Call Point, the location of fire fighting equipment and the location of fire assembly points.

All fire exit routes are clearly identified. You should take the opportunity to familiarise yourself with the location of fire exit routes and fire assembly points for the buildings that you may use in the course of your studies.

### **If you discover a fire**

If you discover a fire, you should sound the alarm by operating the Fire Alarm Call Point. You should report the circumstances and site of fire by calling 999 – indicated on the Fire Action Notice.

Do not tackle the fire unless you have been trained to do so. Evacuate the building to the fire assembly point indicated on the Fire Action Notice. Do not re-enter the building until officially authorised to do so.

### **Fire evacuation**

On hearing the Fire Alarm, everyone should proceed calmly to the nearest available safe fire exit, as indicated by the green and white fire exit signage. Please assist visitors.

Follow the route to get out of the building and continue on to the fire assembly point so as not to impede the remaining evacuees exiting the building.

Take appropriate action to assist mobility impaired persons or wheelchair users to a safe refuge.

- Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs.
- Do not attempt to use the lifts.
- Do not restrict emergency service access routes.
- Do not re-enter building until officially authorised to do so

Evacuation is practised through fire drills. However, you should regard any continuous sounding of the alarm as a fire incident and act accordingly.

### **Disabled students**

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. hearing impairment or the use of a wheelchair.

If you are referred to the Disability Adviser, a Personal Emergency Evacuation Plan (PEEP) will be developed for you, as appropriate.

## First Aid

First Aid Notices (green and white) are displayed in all College buildings alongside the Fire Action Notices (predominantly blue and white) and alongside, or adjacent to, each First Aid box. Each first Aid Notice gives the following information:

- The location and contact number of the nearest First Aiders(s)
- The location of the nearest First Aid box
- The College emergency telephone number 3333 (Park Lane campus – for other campus' please check
- Other emergency contact numbers

The names and telephone numbers of the nearest First Aiders can also be obtained from the Health and Safety team at [health&safety@leedscitycollege.ac.uk](mailto:health&safety@leedscitycollege.ac.uk)

## Accident and incident reporting

All accidents, incidents and dangerous occurrences must be reported to and recorded by College staff.

Accident report forms (HS1) are available on the intranet.

## Policy statement

Leeds City College Corporation accepts both moral and legal responsibility as an employer to ensure; so far as is reasonably practicable, the safety, health and welfare at work of all its employees. The College will ensure to conduct its undertakings in such a way that persons not in direct college employment (i.e. students, contractors and members of the general public) who may be affected, are not exposed to risks to their safety and health. In addition, the College will actively endeavour to limit the adverse effects on the environment in which operations are carried out.

All safety, health and welfare matters will be treated as a management responsibility equal to that of any other managerial function.

Leeds City College Corporation is committed to continuous improvement in health and safety performance and to attaining the highest possible practice standards throughout the college.



## Appendix 2 Assessment grid

### Year 1

	Annotated Bibliography	Individual Progress Journal (IPJ)	Case Study
Professional Practice 1: Contemporary School Based Education	50% 3000 words	50% 3000 words (equivalent)	
Behaviour, Wellbeing and Safeguarding			100% 6000 words

### Years 1 and 2

	Individual Progress Journal (IPJ)	Investigative Report
Professional Practice 2: Reflecting on Professional Practice	100% 6000 words equivalent	
Teaching Learning and Assessment in School Based Education		100% 6000 words

### Year 2

	Individual Progress Journal (IPJ)	Action Research Project	Research Project Outline	Project
Professional Practice 3: Subject Specific Theory and Practice	100% 6000 words equivalent			
Inclusive Professional Practice		100% 6000 words		
Major Research Project			30% 3600 words	70% 8400 words



## Appendix 3 Assessment timetable

### Level 6: Year 1

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
<b>Professional Practice 1: Contemporary Primary School Based Education</b>	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement reviewed against the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required.	<p><b>Task 1 Annotated Bibliography</b> 50% - 3000 words <b>Submission:</b> Wk.17</p> <p><b>Task 2 Individual Progress Journal (IPJ)</b> 50% - 3000 words (equivalent) <b>Submission:</b> Wk.25</p>
<b>Behaviour, Wellbeing and Safeguarding in Primary Education</b>	Observation of performance during collaborative teaching; observation of responses and contributions to classroom dialogue during Suggestion Circles; observation of performance in Problem Solving Protocols; feedback and feedforward from peer observation; discussion with the tutor using the Critical Incident Method.	<b>Case Study</b> 100% - 6000 words <b>Submission:</b> Wk.33

### Level 6: Years 1-2

Module Name	Formative Assessment Type	Summative Assessment Type and Week of Submission
<b>Professional Practice 2: Reflecting on Professional Practice in Primary Education</b>	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement. These will be reviewed against the indicated learning outcomes which have also been mapped to the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required. Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; feedback and feedforward from mentor; completion of reflective log to monitor understanding of how experts utilise their skills within alternative provision.	<b>Individual Progress Journal (IPJ)</b> 100% - 6000 words (equivalent) <b>Submission:</b> Wk.15

<b>Teaching Learning and Assessment in Primary School Based Education</b>	Observation of contributions to Learning Circles; teacher-learner and peer dialogue through the Experiential Learning Method; group summary of key issues in Video Analysis; Self-Regulated Learning and Research; discussion around exemplars in discussion seminars and observation of responses generated using the Critical Thinking Method.	<b>Investigative Report</b> 100% - 6000 words <b>Submission:</b> Wk.39
---	--	---

**Level 6: Year 2**

<b>Module Name</b>	<b>Formative Assessment Type</b>	<b>Summative Assessment Type and Week of Submission</b>
<b>Inclusive Professional Practice in Primary Education</b>	Peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; subject-specialist and context-specific feedback through professional supervision and subject-specific mentoring; individual and whole-class feedback through discussion seminars; observation of responses generated using the Critical Thinking Method.	<b>Action Research Project</b> 100% - 6000 words <b>Submission:</b> Wk.32
<b>Professional Practice 3: Primary Stage Specific Theory and Practice</b>	Weekly completion of the Trainee Review and Action Plan (TRAP) which forms part of the Individual Progress Journal (IPJ). Lesson observations completed by the school-based mentor and the link tutor. The End of Placement Development Review (EPDR) identifies the overall performance of the student during the placement reviewed against the five core areas of the ITT Core Content Framework. Identification of areas of strength and where additional support and expert input is required.	<b>Individual Progress Journal (IPJ)</b> 100% - 6000 words (equivalent) <b>Submission:</b> Wk.36
<b>Major Research Project</b>	Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning.	<b>Task 1 Research Project Outline</b> 30% - 3600 words <b>Submission:</b> Wk.15  <b>Task 2 Project Implementation and Write-Up</b> 70% - 8400 words <b>Submission:</b> Wk.36