

**School of Education, Languages and Psychology**

**Postgraduate Certificate in Education**

**Primary PGCE University Centred**

**2024 - 25**

**Understanding Learning & Teaching**

**Pre- and Post-Key Stage Placements**

# Contents

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# Introduction

The placements and tasks outlined in this booklet are intended to help you make an excellent start to a very intensive course.

The tasks outlined in this booklet are not themselves assessed, although some of their elements will contribute to assessed pieces of work in relation to the professional module. As a student teacher on a professional training programme, you will often be asked to do work which is not assessed, but which forms part of the study required to prepare you to teach well in school.

This initial work is vital in preparation for the programme. The pre- and post-key stage placements are a compulsory part of your PGCE programme and count towards the requirements of a minimum of 120 days of school-based training.

**Key Dates**

The 2024 programme begins:

* Monday 2nd September 2024

You are expected to arrange and complete your Pre- and Post-Key Stage placements in the following allocated days:

Thursday 26th & Friday 27th September; Monday 30th September & Tuesday 1st October

**Resources**

This booklet and all supporting information will be available to you electronically through ITE WordPress blog which can be located [here.](https://blog.yorksj.ac.uk/ite/) Please access the PGCE induction resources through the dropdown menu at the top of the page.

A picture containing text, building, sky, outdoor

Description automatically generatedIntroductory reading

Before you start your time in school, it is important that you begin to understand some of the core responsibilities of the teaching profession. A classroom teacher has many responsibilities and some of you may begin your training with a good understanding already, whilst others still may need to develop this knowledge. However, early awareness in the following three core areas will help to ensure you make a stronger start to your programme.

We would ask you to read the following pre course reading that focuses on the topics of assessment & feedback, behaviour management and special educational needs and disability as well as those children who may be deemed to be vulnerable. Please ensure that this preliminary reading is undertaken before 2nd September 2024 as the following induction tasks will draw upon knowledge contained within the set reading.

**Pre course reading list**

**Assessment & feedback**

Black, P and William, D (2010) Inside the Black Box. Available from <https://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment>

Black, P., Harrison, C., Lee, C. and Marshall, B. (2004) Working Inside the Black Boc: Assessment for Learning in the Classroom. Available from <https://www.researchgate.net/publication/44835745_Working_Inside_the_Black_Box_Assessment_for_Learning_in_the_Classroom>

EEF (2021) Teacher feedback to Improve Pupil Learning. Available from <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1682508297>

Standards and Testing Agency (2024) <https://www.gov.uk/government/organisations/standards-and-testing-agency> (Investigate the range of statutory summative assessment that schools must engage with)

**Behaviour Management**

Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from <https://www.campbellcollaboration.org/better-evidence/reducing-school-exclusion-school-based-interventions.html>

EEF (2021) Improving Behaviour in Schools. Available from <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1707264903>

**SEND and Vulnerable Children**

DfE (2024) Using Pupil Premium: guidance for school leaders. Available from <https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf>

DfE (2014) Special Educational Needs and Disability (SEND) system for children and young people aged 0-25.  Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

EEF (2021) Special Education Needs in Mainstream School. Available from <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702266272>

Jopling. M and Vincent, S. (2016) Vulnerable Children: Needs and Provision in the Primary Phase, Available from <https://cprtrust.org.uk/wp-content/uploads/2015/07/Jopling-and-Vincent-report-20160427.pdf>

Now that you have accessed your pre course reading, you are now able to consider the link between the reading (theory) and the practice you are beginning to observe in school. Please undertake the following tasks during the first two weeks of your programme.

# Placement Requirements

There are two placements that you need to organise and complete totalling 4 days. These placements are to be negotiated by you. You may already have links to some schools or settings that you can use to organise your experiential placements. Please note that there may be other student teachers also contacting the same settings and schools and it is advisable that you organise your placements as early as possible. You may complete these placements in any order.

* **Lower Primary student teachers: Pre & Post placement**
  + 2 days in a setting where there are children aged between 0 to 3 years old, e.g., a day nursery, crèche or playgroup (early learners). This should be a setting **not part of a school**.
  + 2 days in a Key Stage 2 class (any or all from Year 3 to Year 6)
* **Upper Primary student teachers: Pre & Post placement**
  + 2 days in Key Stage 1 (Year 1 and Year 2). If the setting you visit also has an EYFS (Early Years Foundation Stage) unit, it would be advisable to spend half a morning here too.
  + 2 days in a Key Stage 3 school (from Year 7 to Year 9)

Please use the table below to record the number of days and school or setting you complete. After completing these tasks, you should be able to explain the differences between each phase of learning before and after the ones you will be assessed in. Please blank out the placements not relative to your chosen route.

|  |  |  |
| --- | --- | --- |
| **Focus** | **Name of school** | **Dates in school** |
| Lower primary route: Early learners 0 - 3 |  |  |
| Lower primary route: Key Stage 2 |  |  |
| Upper primary route: KS1 |  |  |
| Upper primary route: Key Stage 3 |  |  |

# Overview of Tasks

These tasks are designed to enhance and broaden your knowledge and understanding of wider issues in primary education. They are part of your programme and you will be expected to complete tasks and reading in relation to these experiences. The priorities within this handbook are not an exhaustive list, and you should also consider the context of your school to help priorities areas of development.

The following tasks provide you with a focus for your early observations in school. We ask you to observe and identify core practice and to reflect upon the implications for your own teaching. The following tasks have been created to support your developing understanding at this early stage of your PGCE programme and should be used to support multiple observations as you spend more time in school. Please ensure that you consider these within the context of any settings you are visiting.

# Task Requirements

# Educational Values

Educational Values make up who you are and how you act as a teacher. Part 2 of the Teachers’ Standards state:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

You will be in many situations during your programme where you have to be clear about your educational values, however, this is often a difficult aspect to understand. This task will help you begin to identify what is important to you as a teacher and a person.

**Task**

Investigate the educational values held and promoted by your mentor /class teachers and how these are put into practice in the school:

1. Arrange to talk to a class teacher or lead practitioner in your settings.

Find out:

What are the values promoted by the school/setting that they identify with?

How do they attempt to embed those values into practice in the day-to-day life of the school/setting?

What helps or hinders them to embed these values into their practice?

Make notes during the interview (or record with permission)

1. Look for evidence of the values discussed in the school e.g.in policies, displays, resources, teaching, learning, day to day interactions and assemblies.
2. Reflect around the following themes:

* How your own values as a teacher are being changed or reinforced?
* How can values be shown implicitly or explicitly as a teacher?
* How are values linked to practice?
* How are the school’s values shared with children and families?

# Assessment Within the Classroom

You have undertaken some initial introductory reading around the subject of formative assessment/feedback and should now have a clear understanding of the value of formative assessment and the impact this can have on pupil progress. You should also access and read any school policies relating to assessment/teaching and learning during you first days in school as these will also allow you to place what you have learnt from the reading into your school’s context.

To support you being able to identify examples of formative assessment within your own observations of teaching, we have provided you with the below proforma to allow you to record your observations and early discussion with professional colleagues. Please use the proforma below to support your observations in all classes but do adapt the proforma to fit the setting or a particular focus.

**Assessment for learning observation proforma**

|  |  |  |
| --- | --- | --- |
| Curriculum area being observed: | | |
| Lesson objective: | | |
| Success criteria being used in the lesson (how do children know they are being successful): | | |
| Formative assessment strategy used by the teacher, e.g., questioning, mini plenary, recall of prior knowledge, peer/self-assessment. | How was this strategy used within the lesson? | What was the impact on learning within the lesson? |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| How might you use the above strategies in your own teaching? | | |

Following your observations, do spend some time discussing key points with the class teacher or school-based mentor. Reflect carefully on the implications for your own practice and prioritise how you will integrate these formative assessment strategies into your own practice.

Consider the following questions carefully:

* Did the strategy observed allow the teacher to identify pupils’ understanding?
* How were misconceptions identified and addressed within the lesson?
* How did the teacher feedback to the pupils, i.e., via marking or verbally?
* What difference did the strategy have? Did it impact on learning?
* How can you plan to use the observed strategies within your placement class?

# Behaviour Management

Now you have undertaken some introductory reading, you should understand that creating a positive ethos within the classroom and school requires a clear policy that is consistently implemented. Expectations for social behaviour and academic engagement should be made clear to all learners. Settings and schools employ a range of strategies although the fundamental principles are likely to be the same.

It is imperative that you access and read your school’s behaviour management policy and fully understand the strategies the school uses. Pay careful attention to the use of rewards and sanctions as you will be expected to follow this guidance within your teaching.

Observe the displays around school and in the classrooms and note any that refer to the school’s values, promoting children’s self-esteem, behaviour, conduct and ethos. How are these displays making clear the messages in the school’s behaviour policy?  Also consider how these clear messages are communicated with parents and carers. Take opportunities to shadow playground duties and observe how behaviour is managed outside and during transitional moments. i.e., bringing children back into lessons following playtime or lunch.

Questions to ask yourself might include:

* How might I implement and follow a policy for behaviour?
  + What are advantages and disadvantages of a positive versus negative approach?
* How might you demonstrate being a ‘positive role model’?
  + What might you have to consider when you first enter a classroom as a teacher on placement?
* How do you manage a ‘firm but fair approach’ to children?
* What are your thoughts at this stage on sanctions?
* What are my own values and beliefs as a beginning teacher?

On the next page, you will find a proforma to support your observations of behaviour management within lessons. Please use this to make notes of your observations and carefully analyse the impact on the learning environment as well as how the children’s learning is supported.

**Behaviour Management Observation/Analysis Sheet**

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | **How I could use this in my own practice** |
| How does the teacher gain the attention of the children? |  |  |
| Transitions (movement from one phase of learning to the next) – what strategies are used? |  |  |
| Tone of voice/body language |  |  |
| Use of praise – what strategies are used? |  |  |
| Interaction with children – how are teacher-child relationships? |  |  |

# Special education needs and vulnerable children

Supporting children who have additional needs is a core responsibility of all teachers and teachers must adapt their practice to provide inclusive opportunities for all children. The range of need within a single class can often appear daunting for a new PGCE student teacher, so it is worthwhile taking time during the induction period to observe how classroom teachers adapt their practice to ensure vulnerable groups of children continue to make progress.

During your induction period, compare how different vulnerable children are supported in your placements. Discuss, if possible, with the class teacher or other appropriate professionals in school, e.g. inclusion manager or SENCO how SEND/vulnerable children are integrated into whole class learning and how they are supported. Be aware that each child is unique and therefore, provision will need to be personalised, but to support your understanding, you may wish to consider the following groups of children and how their needs are being met.

* Children with a special educational need or disability.
* Children who have English as an additional language (new to English or those children whose second language is English).
* Looked after children.
* Gypsy, Roma and Traveller children.
* Asylum seekers, refugees and new migrants.

Discuss with the SENCO/inclusion manager how vulnerable pupils are identified within the setting and read any school polices that relates to how these children are supported. Identify any children in your class with a specific Education and Health Care Plan (EHCP) and investigate how the child’s needs are being met.

Further consideration should be given to how pupil premium funding is used to prioritise the needs of children who may be identified as being vulnerable and identify how intervention is planned for? Observe learning in classrooms with vulnerable children and reflect on how are they are catered for in terms of adult support, adaptation to tasks and learning outcomes or resources?  Are there other ways in which the teacher/school meets their needs?

To support you in identifying a child’s needs, it is valuable for you to undertake detailed observations of that child (child study) over a prolonged period. This will allow you to analyse their needs at different times of the day and during different activities, i.e., during lessons, playtimes, assemblies etc.

At the beginning of your programme, you should study at least one child in your placement setting or school for one day or half a day (whatever is the most appropriate). This will enable you to begin to understand the experience of the setting from a child’s point of view and to understand the range of learning experiences a child has during a ‘typical morning or afternoon’.  At this stage you are not expected to analyse your findings in great depth, but we do want you to draw tentative conclusions. You need to begin to understand how to make observations and draw conclusions from what you observe. You may wish to repeat this task if you have different children with a range of needs.

Throughout the course of one full or one-half day, observe the child for units of 15 minutes at a time and then at the end of each 15 minutes summarise what the child did and what the adults do and say to support their needs.

Your material should be recorded using the pro forma provided.  Simple notes are acceptable, but they should be legible.  Samples of the child’s work could be collected to allow you to identify the child’s current level of understanding and should be annotated with dates, contexts in which they were produced, the code name of the child (as you will not be using the child’s real name) and referenced to your observation notes.

**Remember that you should ask the school/class teacher whether you need to gain the permission of the child’s parent or carer for the study.  Be sensitive if you talk to the child; probing questions about their family circumstances are not appropriate. The child’s real name should not be used and the study should state this if another name is used.**

Try to come to conclusions about the learning experience for each child across the day in relation to:

* the teaching and learning strategies adopted
* the teaching arrangements, e.g., grouping, layout, setting
* teacher expectations of the children
* the curriculum.

Then reflect on the comparative learning experience of the children. Your reflections should be recorded using the pro forma on the next page but do adapt this where appropriate to match the setting.

**An example of observations may be:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Teacher Name: *Andy Observer*** | | **Child: *A Female***  ***Year 6  age 11 years*** | **Date of observations:**  ***8th Sept*** |
| **Description of context: primary school, 350 children, urban** | | | |
| **Identified need: Child has English as an additional language** | | | |
| **Time:** | **What is the role of the child, what activities are they engaged in?** | **What are the adults doing/saying** | **Context of the lesson/session** |
| ***9:00 – 9:15***        ***9.15 – 9.30***        ***9:30 -9:45***        ***9:45 – 10.00***        ***10.00– 10.15*** | *Talking with others at the table*  *Answering register*  *Completing board task (spellings)*  *Sitting at desk, listening to the teacher*  *Not putting up hand answering*      *Listens to teacher explaining*        *Working on work sheet as an individual*  *Some social conversation with child in next seat*  *Writing at a table, using pencil and worksheet*  *Answering teacher’s questions* | *Talking to individuals as they arrive*  *Taking register*  *Checking all homework has been given in.*  *Teaching from the front of the class. Shares Learning objectives with children. Asking questions about equivalent fractions (oral and mental starter)*  *Teacher explains key vocabulary and the relationship between fractions and decimal fractions to class using IWB as a teaching resource*  *Teacher working with a focus group. Reminds other children they should be working in dependently*  *TA support child throughout with vocab. Reminding pupils of success criteria. Asking questions. Inviting explanation.* | *Whole class group of 34. Register,*  *Mathematics lesson: decimal fraction taken from NC.*  *Resources: teacher -interactive white board child- small white board/pen, work sheets*  *Children sit in small groups of six around a table for individual work and whole class input. Tables set according to achievement in English.*  *Displays: children’s paintings, language and maths information sheets.* |

**Pro forma for Child Study**

(You will need to photocopy one for each of the observed children and you may need multiple sheets to record your observations of a period of time)

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Teacher Name:** | | **Child:** | **Date of observations:** |
| **Description of context:** | | | |
| **Identified need:** | | | |
| **Time:** | **What is the role of the child, what activities are they engaged in?** | **What are the adults doing/saying** | **Context of the lesson/session** |
|  |  |  |  |

# Core texts to buy or download

**Professional Issues**

Denby, N et al (2008). Master’s Level Study in Education. OUP: McGrawHill.

DfE 2021 Statutory Framework for the Early Years Foundation Stage

Setting the standards for learning, development and care for children from birth to five. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf>

 DfE (2013) The National Curriculum in England – key stage 1 and 2 framework document available from:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf>

DfE (2011) Teachers’ Standards Effective from 1 September 2012

Available at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012->

Glazzard, J, Chadwick, D, Webster, A & Percival, J. (2010) Assessment for Learning in the Early Years Foundation Stage. London: SAGE

Jolliffe, W. & Waugh, D (2017) The Beginning Teacher's Guide to Outstanding Practice. London: SAGE Available at: <https://books.google.co.uk/books?hl=en&lr=&id=6DTCDgAAQBAJ&oi=fnd&pg=PA66&dq=primary+school+positive+behaviour&ots=sKe6G3S-dr&sig=2nXllv8AnlOhfyiABxctVcYhoDc#v=onepage&q=primary%20school%20positive%20behaviour&f=false>

Pollard, A. (2014) Reflective Teaching: Evidence-Informed Professional Practice 4th Ed. London: Continuum

Smith, P. K, Cowie, H. & Blades, M. (2015) Understanding Children’s Development6th Ed. West Sussex: John Wiley & Sons Ltd

**Subject Knowledge**

Harlen, W. and Qualter, A. (2014) The Teaching of Science in Primary School 6th Ed.  London:  Routledge

Haylock, D. (2019) Mathematics Explained for Primary Teachers6th Ed.  London: SAGE

Medwell, J et al. (2017) Primary English: Teaching Theory and Practice *8*th Ed.  Exeter: Learning Matters.

Medwell, J et al. (2017) Primary English: Knowledge and Understanding8th Ed. Exeter: Learning Matters.