

Programme Handbook

PGCE Primary School Centred

2024 – 2025

**School of Education, Language and Psychology**

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## Welcome

Welcome to the Post Graduate Certificate in Education (PGCE) primary School-centred programme. Your programme will offer a stimulating school-based environment in which you will complete a bespoke teacher education programme and study a range of modules. This is Part 1 of your two-part introduction to a career as a primary teacher (Part 2 is your Induction/Early Career Teacher period where you can consolidate your skills and competencies by spending longer time in one classroom).

Introduction to the School of Education, Language and Psychology

The School of Education. Language and Psychology is one of five academic schools within York St John as well as the London campus and degree apprenticeships. Within the sphere of education, the school is responsible for the delivery of undergraduate and postgraduate programmes in initial teacher education, non-QTS education studies and foundation degrees and postgraduate programmes in education.

**Key Staff at YSJ**

Associate Head - ITE: Keither Parker

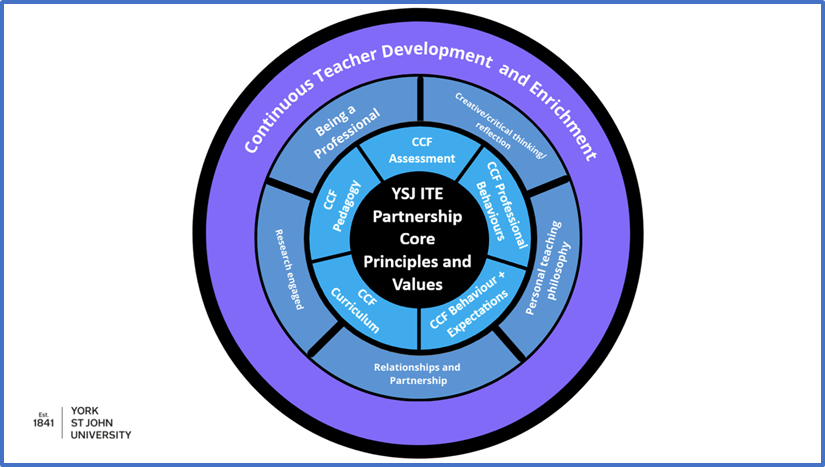
PGCE Primary School-centred Programme Lead: David Scott

Cohort Tutors: David Scott, Andy Atkins and other subject specialists

**Programme Design** - The programme is jointly designed by the partnership and is reviewed and developed each year in response to feedback from a variety of groups. This includes student feedback and is in many forms: within sessions, informal and formal surveys and student representative meetings. Annually, external examiners critically engage with all aspects of the programme and suggest areas for improvement. As a partnership team we analyse outcomes and consider areas for developing linked to national priorities.

Core principles and values underpin the design of the programme and the curriculum reflects the YSJ key themes and ITT Core Content Framework (DfE:2020) as indicated in the diagram below. The programme reflects the ‘Learn that…..’ and ‘Learn how to……’ statements outlined in the Core Content Framework (CCF) and draws on research -led evidence and statements from the framework. This mirrors what you will encounter in your first year as a teacher in the Early Career Framework and will support your transition.

**Expectations -** This is a professional programme and the expectation is that you will engage with all elements of the sessions, including the prior reading and preparation tasks. The curriculum supports the integration of analysis and critique of theory; research and expert practice within programmes is key to high quality training and education. Great teaching is underpinned by evidence and it is crucial that you view the programme in an holistic way rather than as two separate experiences of university and school.

****

## Aims of the Programme

The key aim of the PGCE programme is to enable you to demonstrate the competencies for gaining Qualified Teacher Status (QTS) according to Teachers’ Standards. You will meet these standards by attending all teaching sessions, as well as through meeting the outcomes of modules through a range of assessments and your school placements. Once you have passed all your assessments and school placements, YSJU will recommend you for QTS.

We believe you can do this by experiencing a range of learning and teaching strategies. You will be immersed in a school setting from the start of your programme and will learn a lot from working alongside and observing experienced teachers. Underpinning these experiences will be a range of learning opportunities including lectures, seminars, workshops and tutorials. These will be led and managed by lead partners, school-based mentors and tutors from YSJU. You will prefer some learning strategies over others but as you continue to engage in your programme, you will develop your own critique and philosophy for what is important to you as a learner and a teacher. This philosophy will be shaped by your own values and prior experiences, both within and outside the field of education. We would hope that you would always have an open-minded approach to learning, continually reflecting and evaluating in order to become the most effective primary teacher you can be.

PGCE/ ProfGCE Rationale and Aims

(PGCE: Postgraduate Certificate in Education, ProfGCE: Professional Graduate Certificate in Education)

**Rationale**

The programme has been written to reflect the attributes, skills and knowledge needed to be an effective teacher in today’s schools and learning environments. All PGCE programmes take into account current national priorities (including behaviour management, promoting pupil progress, meeting diverse needs, inclusion, curriculum review and phonics and early reading) and the changing nature of ITE and routes to Qualified Teacher Status (QTS).

All programmes retain sufficient flexibility in terms of structure and organisation so that demands by the government can be addressed to ensure compliance whilst still maintaining enhancement and enrichment experiences to enable student teachers to develop into transformative professionals.

All students will be registered for the PGCE, with the expectation that they will achieve that award. The Professional Graduate Certificate in Education will recognise the achievements of students who have been unable to demonstrate the Level M learning outcomes but have met those specified for Level 6 and achieved the Teachers’ Standards for QTS. Both programmes will lead to the award of QTS once all modules are completed successfully.

**Programme Aims**

The key aim of the PGCE Primary programme is to deliver a high quality current and relevant programme of training and education that equips you with the professional knowledge, understanding, skills and attributes that you need to become outstanding teachers and leaders in our local and national primary schools.

Working in partnership with schools, the programme aims to:

* Integrate theory and practice throughout the programme to support professional learning, subject knowledge and pedagogy, and to promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education;
* Through the provision of an enriched curriculum, and high quality ITE partnerships, develop academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values;
* Enable student teachers to become skilled, creative, reflective and transformative professionals equipped to take responsibility for the progress of all children and young people and demonstrate a commitment to continual professional development.

Programme Learning Outcomes

The Postgraduate Certificate in Education (PGCE) programme is a Masters level programme, made up of two Level 7 modules and 3 school experience modules. If you fail to meet the learning outcomes for Level 7 you are able to be reassessed at Level 6 to achieve a Professional Graduate Certificate in Education (ProfGCE).

Upon successful completion of the programme students will be able to:

**At Level 7 (M Level):**

7.1 Investigate and demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching

7.2 Reflect on the synthesis of theory and practice to create learning opportunities which enhance children and young people’s learning

7.3     Interpret, compare and apply knowledge and understanding of pedagogy to critically evaluate     learning and teaching in order to meet the needs of children/young people

7.4 Evaluate and select appropriate research of educational enquiry to investigate an issue drawn from professional practice

7.5 Critically investigate how research informs policy and reflect on how this influences practice

**Level 6**

6.1 Demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching

6.2 Analyse theory and practice in relation to children’s and young people’s development and learning

6.3 Compare and apply knowledge and understanding of pedagogy to evaluate learning and teaching in order to meet the needs of children/young people

6.4 Select appropriate research of educational enquiry to investigate an issue drawn from professional practice

6.5 Investigate how research informs policy and reflect on how this influences practice

6.6 Meet the standards and competencies required for QTS consistently over a sustained period, meeting all placement expectations and demonstrating the ability to respond effectively to feedback

## Level 6 and Masters Level

You will enrol on the PGCE from the start of the programme. You will study modules at Masters Level. Sometimes students find it difficult to meet Masters Level. You can still gain QTS and an award comprising of Level 6 credits only: this is the Professional Graduate Certificate in Education (ProfGCE). It will not affect your career as a primary teacher and it will not disadvantage you as you apply for jobs. The majority of headteachers want to know how competent you are in the classroom, not at which level your academic skills are.

## Professionalism

As you are now part of the teaching profession simply by enrolling on the PGCE, it is expected that you will maintain and uphold regard for the teaching profession through your behaviour and communication with all whom you will work alongside. This includes the first impression you give when encountering schools and professionals, the way you write emails and the way you conduct yourself at all times. This is something that is pretty straightforward for most PGCE students and is something that will be written about you on your teaching reference. Key expectations once you have enrolled on the programme are:

* to use your YSJ email address at all times when contacting staff
* to maintain professional dress and adhere to the school’s dress code
* to ensure full attendance to all teaching sessions
* to clearly communicate with staff as soon as possible if you encounter difficulties
* to disclose any disability or medical condition that might affect your progress
* to be willing to engage throughout with a positive and open mind.

## Support

You will inevitably be inundated with a range of information and advice in the first few weeks of your programme. This handbook presents you with an opportunity to absorb basic information in a form that is clear and straightforward. It supplements the more detailed information that is available on Moodle, the Virtual Learning Environment (VLE), as well as your alliance and university websites. Moodle & Microsoft Teams are the main formats of communication at YSJU.

One of the strengths of your programme is the support available for you in such a demanding year. OfSTED (2022) commented on the appropriate and effective support for students and stated that ‘Leaders quickly spot and address where support and direction are needed, for mentors and for trainees. Trainees feel very well supported in their academic and personal needs’.

If you ever have any anxieties about your time on the programme, then please contact your lead partner, YSJU academic tutor and/or the central Student Services team for advice. They will always be willing to help.

The PGCE team look forward to working alongside you this year and seeing you achieve your goals.

## Roles and Responsibilities

The majority of your programme will be spent in two of the alliance schools. Key people to support you are listed below.

YSJU staff

|  |  |  |  |
| --- | --- | --- | --- |
| Person | Contact | Role | Responsible for: |
| Andy Atkins (CSTA & MSTA)  David Scott (Esk, Wonder & Polaris) | [a.atkins@yorksj.ac.uk](mailto:a.atkins@yorksj.ac.uk)  [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk) | Cohort Tutor | Consults with your lead partner mentor when appropriate, teaches YSJU sessions, acts as your academic tutor to support and advise you with pastoral issues as well as academic work, will conduct shared appraisals with mentors across the alliance, writes your academic reference if required. |
| Liz Newson | [admin.teachereducation@yorksj.ac.uk](mailto:admin.teachereducation@yorksj.ac.uk) | Programme Administrator | General information and advice, logs module results, amends teaching registers, arranges for resit information to be sent to students, arranges hand-in and hand-back of assessed work. |
| David Scott | [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk) | PGCE Primary School-centred Programme Lead | Leadership of the curriculum and cohort leads, organises timetable and delivery of sessions, quality assurance of the programme in line with university and NCTL regulations. |
| Keither Parker | [K.Parker@yorksj.ac.uk](mailto:K.Parker@yorksj.ac.uk) | Associate Head of ITE | Strategic leadership of all PGCE programmes. |
| Clare McCluskey-Dean | [c.mccluskey-dean@yorksj.ac.uk](mailto:c.mccluskey-dean@yorksj.ac.uk) | Academic Librarian for Education | Advice on using references, library, databases and key educational resources. |

Lead Partners

|  |  |  |  |
| --- | --- | --- | --- |
| Person | Contact | Role | Responsible for: |
| Jane Thackstone | [jane.thackstone@greenlanemiddlesbrough.co.uk](mailto:jane.thackstone@greenlanemiddlesbrough.co.uk) | Lead partner | Middlesbrough Schools Teaching Alliance |
| Helen Weldon  Kyle Porritt | [jfhweldon@junctionfarm.org.uk](mailto:jfhweldon@junctionfarm.org.uk)  [kporritt@bewleyprimary.org.uk](mailto:kporritt@bewleyprimary.org.uk) | Lead partners | Campus Stockton Teaching Alliance |
| Liz Orland | [headteacher@egton.n-yorks.sch.uk](mailto:headteacher@egton.n-yorks.sch.uk) | Lead partner | Esk Valley Alliance |
| Lisa Duffield | [duffield.l@smm.npcat.org.uk](mailto:duffield.l@smm.npcat.org.uk) | Lead partner | Polaris Teaching School Alliance |
| Kirsten Russell | [krussell@wlp.education](mailto:krussell@wlp.education) | Lead partner | Wonder Learning Partnership |

## Programme Dates

The table below outlines the agreed dates for your programme, including university teaching sessions delivered by cohort tutors. There are three assessed placements where you will be formally observed by mentors. At all other times, you will be expected to be in your two alliance schools helping out, working with children, attending enhanced training as arranged by your alliance and other professional duties that your alliance has arranged. The school-centred (School-centred) programme is designed to immerse you in the school setting and therefore you should ensure you make the most of the time available to you.

Your programme starts on WB 2nd September 2024 and ends on 4th July 2025 followed by an additional transition week which allow some time for you to visit your ECT school once your first position has been obtained.

Your lead partner will advise you of other dates for curriculum events and training as well as days when you will be in school.

We request that you do not book holidays immediately after your completion date as there may be a need to extend your programme due to illness or concerns about you meeting the expected standard.

**Campus Tees  - 2024-25 Course Calendar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date (wb) | Mon | Tues | Wed | Thurs | Fri |
| 02 September 2024 | UC | UC | SE1 | SE1 | SE1 |
| 09 September 2024 | SE1 | SE1 | SE1 | UC | UC |
| 16 September 2024 | IT&P UC | IT&P | IT&P | IT&P | IT&P |
| 23 September 2024 | UC | UC | UC | SE1 | SE1 |
| 30 September 2024 | SE1 | SE1 | SE1 | UC | UC |
| 07 October 2024 | SE1 | SE1 | SE1 | UC | SE1 |
| 14 October 2024 | IT&P | IT&P | IT&P | IT&P | IT&P |
| 21 October 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 28 October 2024 | IS | IS | IS | IS | IS |
| 04 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 11 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 18 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 25 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 02 December 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 09 December 2024 | UC | SE1 | UC | UC | UC |
| 16 December 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 23 December 2024 | H | H | H | H | H |
| 30 December 2024 | H | H | H | H | H |
| 06 January 2025 | IT&P | IT&P | IT&P | IT&P | IT&P |
| 13 January 2025 | UC | UC | SE2 | SE2 | SE2 |
| 20 January 2025 | Gym & FA | SE2 | SE2 | SE2 | SE2 |
| 27 January 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 03 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 10 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 17 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 February 2025 | IS | IS | IS | IS | IS |
| 03 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 10 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 17 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 March 2025 | SE3 | SE3 | SE3 | UC | UC |
| 31 March 2025 | IT&P | IT&P | IT&P | IT&P | IT&P |
| 07 April 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 14 April 2025 | H | H | H | H | H |
| 21 April 2025 | H | H | H | H | H |
| 28 April 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 05 May 2025 | H | SE3 | SE3 | SE3 | SE3 |
| 12 May 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 19 May 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 26 May 2025 | H | IS | IS | IS | IS |
| 02 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 09 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 16 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 23 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 30 June 2025 | SE3 | SE3 | SE3 | SE3 | UC |
|  | Transition to ECT | | | | |

|  |  |
| --- | --- |
| UC | University training in York |
| UC | University training in alliance |
| Gym & FA | Football Association training & gymnastics training |
| SE1 | Formal lesson appraisals |
| SE2 | Formal lesson appraisals |
| SE3 | Formal lesson appraisals |
| ITAP | Intensive Inclusion Placement |
| IS | Independent study time |
| H/BH | Holiday/Bank Holiday |

**PGCE Primary School-centred Programme - Esk Valley, Wonder & Polaris** **2024-25 Course Calendar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date (wb) | Mon | Tues | Wed | Thurs | Fri |
| 02 September 2024 | UC | UC | SE1 | SE1 | SE1 |
| 09 September 2024 | SE1 | SE1 | SE1 | UC | UC |
| 16 September 2024 | ITAP | ITAP | ITAP | ITAP | ITAP |
| 23 September 2024 | UC | UC | UC | SE1 | SE1 |
| 30 September 2024 | SE1 | SE1 | SE1 | UC | UC |
| 07 October 2024 | SE1 | SE1 | SE1 | UC | SE1 |
| 14 October 2024 | ITAP | ITAP | ITAP | ITAP | ITAP |
| 21 October 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 28 October 2024 | IS | IS | IS | IS | IS |
| 04 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 11 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 18 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 25 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 02 December 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 09 December 2024 | UC | SE1 | UC | UC | UC |
| 16 December 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 23 December 2024 | H | H | H | H | H |
| 30 December 2024 | H | H | H | H | H |
| 06 January 2025 | ITAP | ITAP | ITAP | ITAP | ITAP |
| 13 January 2025 | UC | UC | SE2 | SE2 | SE2 |
| 20 January 2025 | Gym & FA | SE2 | SE2 | SE2 | SE2 |
| 27 January 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 03 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 10 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 17 February 2025 | IS | IS | IS | IS | IS |
| 24 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 03 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 10 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 17 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 March 2025 | SE3 | SE3 | SE3 | UC | UC |
| 31 March 2025 | ITAP | ITAP | ITAP | ITAP | ITAP |
| 07 April 2025 | H | H | H | H | H |
| 14 April 2025 | H | H | H | H | H |
| 21 April 2025 | BH | SE3 | SE3 | SE3 | SE3 |
| 28 April 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 05 May 2025 | H | SE3 | SE3 | SE3 | SE3 |
| 12 May 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 19 May 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 26 May 2025 | H | IS | IS | IS | IS |
| 02 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 09 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 16 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 23 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 30 June 2025 | SE3 | SE3 | SE3 | SE3 | UC |
| 07 July 2025 | Transition to ECT | | | | |

|  |  |
| --- | --- |
| UC | University training in York |
| FA & Gym | Football Association training & gymnastics |
| SE1 | Formal lesson appraisals |
| SE2 | Formal lesson appraisals |
| SE3 | Formal lesson appraisals |
| ITAP | Intensive Inclusion Placement |
| IS | Independent study time |
| H/BH | Holiday/Bank Holiday |

**Middlesbrough Schools Teaching Alliance** - **2024-25 Course Calendar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date (wb) | Mon | Tues | Wed | Thurs | Fri |
| 02 September 2024 | UC | UC | SE1 | SE1 | SE1 |
| 09 September 2024 | SE1 | SE1 | SE1 | UC | UC |
| 16 September 2024 | IT&P UC | IT&P | IT&P | IT&P | IT&P |
| 23 September 2024 | UC | UC | UC | SE1 | SE1 |
| 30 September 2024 | SE1 | SE1 | SE1 | UC | UC |
| 07 October 2024 | SE1 | SE1 | SE1 | UC | SE1 |
| 14 October 2024 | IT&P UC | IT&P | IT&P | IT&P | IT&P |
| 21 October 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 28 October 2024 | IS | IS | IS | IS | IS |
| 04 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 11 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 18 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 25 November 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 02 December 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 09 December 2024 | UC | SE1 | UC | UC | UC |
| 16 December 2024 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 23 December 2024 | H | H | H | H | H |
| 30 December 2024 | H | H | H | H | H |
| 06 January 2025 | IT&P UC | IT&P | IT&P | IT&P | IT&P |
| 13 January 2025 | UC | UC | SE2 | SE2 | SE2 |
| 20 January 2025 | Gym & FA | SE2 | SE2 | SE2 | SE2 |
| 27 January 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 03 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 10 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 17 February 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 February 2025 | IS | IS | IS | IS | IS |
| 03 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 10 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 17 March 2025 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 March 2025 | SE3 | SE3 | SE3 | UC | UC |
| 31 March 2025 | IT&P UC | IT&P | IT&P | IT&P | IT&P |
| 07 April 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 14 April 2025 | H | H | H | H | H |
| 21 April 2025 | H | H | H | H | H |
| 28 April 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 05 May 2025 | H | SE3 | SE3 | SE3 | SE3 |
| 12 May 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 19 May 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 26 May 2025 | H | IS | IS | IS | IS |
| 02 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 09 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 16 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 23 June 2025 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 30 June 2025 | SE3 | SE3 | SE3 | SE3 | UC |
| 07 July 2025 | Transition to ECT | | | | |

|  |  |
| --- | --- |
| UC | University training in York |
| UC | University training in alliance |
| FA & Gym | Football Association training & gymnastics |
| SE1 | Formal lesson appraisals |
| SE2 | Formal lesson appraisals |
| SE3 | Formal lesson appraisals |
| ITAP | Intensive Inclusion Placement |
| IS | Independent study time |
| H/BH | Holiday/Bank Holiday |

## Module Information

The PGCE programme consists of two academic modules and three school experience modules.

|  |  |
| --- | --- |
| **Module Title** | **Credits** |
| Learning and Teaching in the Primary Curriculum (level 7) | 30 |
| The Developing Professional (level 7) | 30 |
| School Experience 1 (level 6) | 0 |
| School Experience 2 (level 6) | 0 |
| School Experience 3 (level 6) | 0 |

**Learning and Teaching in the Primary Curriculum**

Module Director: David Scott

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to pedagogical theories, learning and teaching approaches;
* apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes;
* develop knowledge and skills in learning, teaching and assessment within the Early Years Foundation Stage and the primary curriculum;
* apply subject specific pedagogies within school-based training;
* audit, reflect upon and develop secure subject knowledge;
* make appropriate links between subjects and themes;
* broaden experience through enrichment placements, for example in those schools with a high proportion of pupils with diverse needs.

**The Developing Professional**

Module Director: Andy Atkins

* The module aims to provide opportunities for student teachers to:
* explore and critically appraise literature relating to key learning theories, child development, learning and teaching approaches;
* build upon existing pedagogical skills, knowledge and understanding in order to provide consistent and effective learning and teaching opportunities within primary settings;
* reflect on and critically evaluate their learning, in the context of their developing professional practice;
* work with increasing professional autonomy during school experience;
* develop a critical understanding of schools as organisations within the context of local and national policy;
* develop their professional ability to reflect on a specific research issue and relate this to an educational setting.

**School Experience Modules**

The three school experience modules provide progressive opportunities to meet the following aims:

* meet the current standards for teachers;
* consolidate and refine their professional skills/ attributes and fulfil wider professional responsibilities;
* engage critically with their own continuing professional development as teachers and learners;
* apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes;
* consolidate knowledge and skills in learning, teaching and assessment within appropriate curriculum;
* work with professional autonomy;
* further apply subject specific pedagogies to practice.

**General progress on the programme**

Should anyone have cause for concern about your progress, they will speak with you. Ongoing concerns will result in mentors or tutors consulting with the programme lead. A meeting may be convened if there is sufficient evidence that you are not meeting the expectations of the programme or not demonstrating professional conduct. In most instances, the outcome of the meeting will be to establish the most appropriate support needed for you to be able to succeed on the programme.

In a minor number of instances, the outcome of this meeting is a formal warning. If this warning remains unheeded, a fitness to practice meeting will be called at YSJU which may result in termination of your programme. A member of Registry is present at this meeting to ensure all procedures and options are outlined in accordance with university policy. Students have the right of appeal in the case of programme termination.

Please see the student website for details of all procedures.

**Timescale for completing the programme**

This programme may be termed as a ‘fast-track’ programme to gain QTS. There is so much to learn in a short space of time and there is limited opportunity to ‘catch up’ on any missed days in school or academic work. Some students may need to extend their programme due to mitigating circumstances or failed placements. Your alliance will arrange resit placements in negotiation with YSJU. If you are unable to complete the programme within a reasonable time from enrolment, the programme may be terminated. This may be because you have been unable to continue to demonstrate the skills, understanding and knowledge required of a primary teacher.

Teachers’ Standards

This handy reference guide outlines the standards that you will be expected to meet by the end of your programme.

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| **PART ONE: TEACHING** |
| **TS1 A teacher must set high expectations which inspire, motivate and challenge pupils** |
| TS1 (a) Establish a safe and stimulating environment for pupils, rooted in mutual respect |
| TS1 (b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| TS1 (c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| **TS2 Promote good progress and outcomes by pupils** |
| TS2 (a) Be accountable for pupils’ attainment, progress and outcomes |
| TS2 (b) Plan teaching to build on pupils' capabilities and prior knowledge |
| TS2 (c) Guide pupils to reflect on the progress they have made and their emerging needs |
| TS2 (d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| TS2 (e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **TS3 Demonstrate good subject and curriculum knowledge** |
| TS3 (a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
| TS3 (b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| TS3 (c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject |
| TS (d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| TS (e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| **TS4 Plan and teach well-structured lessons** |
| TS4 (a) Impart knowledge and develop understanding through effective use of lesson time |
| TS4 (b) Promote a love of learning and children’s intellectual curiosity |
| TS4 (c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |
| TS4 (d) Reflect systematically on the effectiveness of lessons and approaches to teaching |
| TS4 (e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** |
| TS5 (a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| TS5 (b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| TS5 (c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |
| TS5 (d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **TS6 Make accurate and productive use of assessment** |
| TS6 (a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| TS6 (b) Make use of formative and summative assessment to secure pupils’ progress |
| TS6 (c) Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| TS6 (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **TS7 Manage behaviour effectively to ensure a good and safe learning environment** |
| TS7 (a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
| TS7 (b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| TS7 (c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| TS7 (d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **TS8 Fulfil wider professional responsibilities** |
| TS8 (a) Make a positive contribution to the wider life and ethos of the school |
| TS8 (b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| TS8 (c) Deploy support staff effectively |
| TS8 (d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| TS8 (e) Communicate effectively with parents with regard to pupils’ achievements and well-being. |

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| **PART TWO: PERSONAL AND**  **PROFESSIONAL CONDUCT** |
| **A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.** |
| 1. **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** |
| A (1) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| A (2) Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
| A (3) Showing tolerance of and respect for the rights of others |
| A (4) 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 |
| A (5) Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. |
| 1. **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.** |
| 1. **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |

## University Curriculum Overview, Reading and Tasks

**University Curriculum Overview, Reading and Tasks**

You will engage in a range of learning opportunities during your time on the programme. This will include direct teaching from expert colleagues. Attendance to all workshops, sessions and training is compulsory but this is only part of how you will learn to become a teacher. There will be focussed readings, tasks to carry out in school when you aren’t teaching, independent writing and reflections on your experiences. These will help you build upon your learning and consolidate your understanding. You will then be expected to demonstrate how you are applying this theory to your practice in the classroom and the wider school. To support this, additional follow-up activities have been identified

The schedule below is the overview of the taught curriculum in university so you can note what will be included each week. Additional sessions may be added/adapted as necessity arises so that your programme is as current as possible and reflects the changing landscape of primary education. Your alliance will provide you with details about their curriculum. You should insert this into this folder.

Some sessions are likely to change because your programme needs to be flexible enough to respond to educational initiatives. You can add notes for further curriculum sessions at the end of each week.

**The PGCE primary school-centred programme is taught in conjunction with our strategic partners and alliance training content must also be considered when reflecting on CCF coverage.**

**Induction Week: WB 2nd September 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 2/9/24  10:00-12:00  Whole cohort lecture | DS, AA,  Teaching Unions | PGC7015M  Welcome to the programme and the teaching profession | Be introduced to the university and the support available and learn who to contact. Be introduced to the CCF and understand its significance in relation to the PGCE programme.  Learn the role of the teachers’ union and how support can be provided during the PGCE. | Professional behaviours  Being a professional | Read through the Student Handbook to ensure you are aware of expectations.  Access Moodle and locate your modules. | Learn how to join a union and how to access support and CPD opportunities.  Research union services following input and talk to expert colleagues in school about being a member of a teaching union. |
| 2/9/24  12:30-14:00  Group workshop | DS, AA | PGC7015M  Introduction to the library, VLE and programme assessments | Know how to access the library website.  Know how to access Moodle modules.  Have an overview of the academic assessments and expectations. | Professional behaviours  Research engaged  Being a professional | Read through the Assessment Handbook in  Read Chapters 1 & 2 in Denby et al (2008) Master’s Level Study in Education: Reading and writing at M level. | Know how to log on to library web pages and to search data bases. Know how to locate resources on Moodle.  Access the library guidance on referencing: <https://www.yorksj.ac.uk/students/referencing/> |
| 2/9/24  14:30-16:30  Group workshop | DS, AA | PGC7015M  Professionalism and British Values | Know what is meant by being a professional. To understand that teachers are role models and so can influence behaviours and values. To know that sharing positive values can create a supportive school culture.  Identify what is meant by British Values and how these are shared within the school culture. | Professional behaviours  Behaviour & high expectations  Being a professional  Personal teaching philosophy  Relationships and partnerships | Read the information at <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf>  Reflect on what it means to ‘uphold public trust in the profession’ and bring thoughts to the workshop on how you are going to achieve this. | Begin to know how to identify educational/societal values within the school environment.  Look around your school and identify how it is helping children understand British values.  Access the website and review some of the resources:  <https://www.educateagainsthate.com/what-are-my-schools-responsibilities-under-the-prevent-duty/> |
| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 3/9/24  10:00-13:00  Whole cohort | RM | PGC7015M  Safeguarding, child protection and teacher responsibility | Become familiar with recent safeguarding policy and advice.  Know how to access specialist help and support. | Professional behaviours  Relationships and partnership  Being a professional | Read the 2022 DfE document [‘Keeping Children Safe in Education’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)  Access ‘Preventing and Tackling Bullying’ at  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf> | Know what procedures to follow when raising safeguarding concerns.  Read school policy relating to safeguarding and wellbeing.  Speak to the Designated Safeguarding Person in school. |
| 3/9/24  14:00  -  16:00  Whole cohort | ST | PGC7015M  Children’s mental health awareness | To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. To understand that building effective relationships is easier when pupils believe that their feelings will be considered and understood. | High expectations  Professional behaviours  Relationships and partnership  Being a professional | Access guide to CAMHS and understand how this service supports pupils, parents and carers.  <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/> | To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. Review wellbeing servicers offered by York St John and understand how these services can support your own mental health.  <https://www.yorksj.ac.uk/student-services/health-and-wellbeing-/> |
| 3/9/24  16:00 – 17:00 | BR | PGC7015M  E-Safety & online bullying | Staying safe on line, bullying and child protection. | Professional behaviours  Relationships and partnership  Being a professional | Read the 2022 DfE document [‘Keeping Children Safe in Education’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf) | Discuss procedures in school that monitor online activity and know who to report issues to. |

**WB 9th September 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 12/9/24  10:00-12:00  13:00  -  16:00  Group Workshop | DS, AA, | PGC7014M  Learning Theories 1:  overview of current theories of child development  Introduce first assignment but detailed guidance to follow after SE1. | Understand that learning provides a lasting change in children’s understanding and capabilities. Know that pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”) and to facilitate learning teachers must plan to sequence the introduction of new knowledge. | Pedagogy  Creative and critical thinking  Research engaged | Engage in reading related to Learning Theories (child development, influences on children’s development, learning theorists. Read Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: <http://bit.ly/2OvmvKO> | Gather evidence of children’s prior knowledge and learn how to use this information to plan next steps.  Look for evidence of children’s development in school and relate this to theory. Reflect on the National Curriculum age related expectations in light of child development. Continue with induction tasks and relate these to workshop content. |
| 13/9/24  10:00-  12:00  Whole cohort lecture | AA  CMcD | PGC7015M  Introduction to study at M-Level  Introduction to the academic assignments & library services | Begin to understand the expectation of M-Level study. Be aware of what critical reading and writing involves. | Professional behaviours  Creative and critical thinking  Research engaged | Bell, J. and Waters, S. (2018) ‘Doing your research project a guide for first time researchers’  Chapter 1. available to view online from the PGC7004M reading list.  <https://ebookcentral.proquest.com/lib/yorksj/reader.action?docID=6212151> | Begin to consider an area of your practice that might interest your research focus. |
| 13/9/23  13:00-  16:00  Group workshop | DS, AA, | PGC7015M  IT ROOMS  Introduction to documentation and the online portfolio | To begin to become familiar with key documentation, the online portfolio and how to keep accurate records to provide evidence towards engagement with the formative framework. Discuss expectations of weekly reflections. | Professional behaviours  Being a professional | Read [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](https://www.researchgate.net/publication/323344838_The_Effect_of_Teacher_Coaching_on_Instruction_and_Achievement_A_Meta-Analysis_of_the_Causal_Evidence) and reflect on the key messages of professional development in relation to the role of the mentor and student teacher. | Know how to access and record evidence on Pebblepad.  Speak to your mentor about expectations relating to your records of progress and mentor expectations for your weekly progress meeting |

**WB 16th September 2024 Managing Transition – ITAP**

This is an intensive period of training that focuses on developing knowledge of behaviour management and practising the skills of managing transitional points within lessons and school routines

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | | **Practical Application & CPD**  **Learn how to…** | |
| 16/9/24  09:00 - 10:00  Whole cohort lecture | AA, DS, | PGC7015M  Introduction to ITAP and managing routine and transitions | Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. | Behaviour and expectations  Pedagogy  Research engaged  Being a professional  Personal teaching philosophy | Read the ITAP Handbook.  EEF (2021) [Improving Behaviour in School](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)  Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>. | During this week you have opportunities to practice and develop your skills. Please read the ITAP Handbook for more information  You will focus on:  Creating and explicitly teaching routines in line with the school ethos  that maximise time for learning (e.g. setting and reinforcing  expectations about key transition points).  • Reinforcing established school and classroom routines | |
| 10:30- 12:30  Workshop | AA, DS | PGC7015M  Behaviour management theories  Behaviour management practice – Establishing Expectations routine and transitions | Teachers are key role models who can influence the attitudes, values and behaviours of their pupils.  Setting clear expectations can help communicate shared values that improve classroom and school culture.  Establishing and reenforcing routines including through positive reinforcement can help create an effective learning environment.  The voice is an important part of the teacher persona; the voice can be trained and protected | Behaviour and expectations  Pedagogy  Research engaged  Being a professional  Personal teaching philosophy | Read Ch 1:  [Porter, L. (2014) Behaviour in Schools: Theory and Practice for Teachers. McGraw-Hill Education, Maidenhead.](https://ebookcentral-proquest-com.yorksj.idm.oclc.org/lib/yorksj/reader.action?docID=6212071&ppg=8)  What is your teacher voice? [Blog link](https://www.theconfidentteacher.com/2016/09/what-is-your-teacher-voice/) | Establish routines, both in classrooms and around the school.      Use intentional and consistent language that promotes challenge and aspiration.    Create a positive environment, where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. | |
| 13:30- 16:00  Workshop | AA, DS | PGC7015M  Behaviour management – policy in action  Behaviour management – teacher voice |

**WB 23rd September 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 23/9/24  Group 1 , Esk, Wonder & Polaris  10:00-  16:00  Group workshop | DS | PGC7014M  Subject knowledge 1 English | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Read Letters and Sounds Notes of Guidance and Teaching Programme. Access phonic area of Moodle and use the independent study material to support subject knowledge. Read Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514>.  Use the subject knowledge audits & NC glossary to revise grammar content. | Observe phonics teaching in different age groups. Use the weekly planning pro forma to retrospectively plan the observed lesson.  Speak to EYFS/KS1 colleagues to identify school schemes of work/resources that support SSP. |
| 23/9/23  Group 2  CS & MSTA  10:00  -  16:00  Group workshop | LM | PGC7014M  Subject knowledge 1 Maths | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Suggested further reading:  Drews, D. (2011) Errors and misconceptions: the teacher’s role In: Hansen, A. Children’s Errors in Mathematics. 2nd Exeter, Learning Matters. Pp.11-19  Matthews, J. (2014) Children Talking about Mathematics In: Taylor, H. and Harris, A Learning and Teaching Mathematics 0-8 London, Sage, pp. 20-31 | Ask the Maths Leader in school how they plan to address misconceptions. Observe maths lessons across the age ranges and make notes on these. |

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| 24/9/24  Group 2 , CT & MSTA  10:00-  16:00  Group workshop | DS | PGC7014M  Subject knowledge 1 English | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Read Letters and Sounds Notes of Guidance and Teaching Programme. Access phonic area of Moodle and use the independent study material to support subject knowledge. Read Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514>.  Use the subject knowledge audits & NC glossary to revise grammar content. | Observe phonics teaching in different age groups. Use the weekly planning pro forma to retrospectively plan the observed lesson.  Speak to EYFS/KS1 colleagues to identify school schemes of work/resources that support SSP. |
| 24/9/24  Group 1 , Esk, Wonder & Polaris  10:00  -  16:00  Group workshop | KB | PGC7014M  Subject knowledge 1 Science | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Use the audit results to identify gaps in your subject knowledge and start addressing these through planned revision. | Identify how your school plans for and teaches working scientifically. |

**WB 23rd September 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | | **Practical Application & CPD**  **Learn how to…** | |
| 25/9/24  10:00 - 12:00  Group workshop | AA, DS, | PGC7014M  Introduction to planning and a focus on the importance of prior knowledge. | Know what a LT, MT and lesson plan looks like and how this supports curriculum design and sequence of learning. Learn that effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. Explore the importance of learning objectives and success criteria. Consider how to effectively structure a lesson or learning opportunity making links to prior learning. | Pedagogy  Subject & Curriculum  Creative and critical thinking  Being a professional  Personal teaching philosophy | Use the assessment cycle in the Planning and Assessment Guidance Handbook to understand the planning process. | Begin to know how to plan a lesson that is based upon clear objectives that move learning forward.  Gather examples of planning from school. Talk to teachers about how these are written.  Use the YSJ session plan to retrospectively plan an observed lesson. | |
| 25/9/24  13:00 - 16:00  Group workshop | AA, DS, | PGC7014M  Introduction to assessment | Understand how AFL informs future planning. Learn that planned and clear assessment provides evidence of progression. Understand the value of both written and verbal feedback and how this supports intervention and leads to progress. Become familiar with ways of recording assessment information to evidence pupil progress. | Assessment  Pedagogy  Subject & Curriculum  Relationships and partnerships  Being a professional | Read [Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.](https://kclpure.kcl.ac.uk/portal/files/9119063/Black2009_Developing_the_theory_of_formative_assessment.pdf)  Access [Teacher Feedback to Improve Pupil Learning](https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/) and identify effective strategies for effective feedback | Begin to plan for formative assessment opportunities and reflect on how this informs future planning, teaching and learning.  Investigate school assessment, feedback and tracking procedures and talk to teachers about how they use these. Discuss with expert colleagues how assessment inform intervention and progression. | |

**WB 30th September 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 3/10/24  Group 1  Esk, Wonder & Polaris  10:00  -  16:00  Group workshop | LM | PGC7014M  Subject knowledge 1 Maths | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Suggested further reading:  Drews, D. (2011) Errors and misconceptions: the teacher’s role In: Hansen, A. Children’s Errors in Mathematics. 2nd Exeter, Learning Matters. Pp.11-19  Matthews, J. (2014) Children Talking about Mathematics In: Taylor, H. and Harris, A Learning and Teaching Mathematics 0-8 London, Sage, pp. 20-31 | Ask the Maths Leader in school how they plan to address misconceptions. Observe maths lessons across the age ranges and make notes on these. |
| 3/10/24  Group 2  CT & MSTA  10:00  -  16:00  Group workshop | KB | PGC7014M  Subject knowledge 1 Science | Learning outcomes will be driven by student audits and key priorities within each subject. | Curriculum & subject knowledge  Personal teaching philosophy  Creative & critical thinking | Use the audit results to identify gaps in your subject knowledge and start addressing these through planned revision. | Identify how your school plans for and teaches working scientifically. |

**WB 30th September 2024**

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &**  **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 4/10/24  10:00  -  16:00  Group workshop | AA, DS | PGC7014M  Learning Theories 2:  Cognitive load, working memory & long-term memory, growth mindset, | Memory is a significant factor in pupils’ learning and begin to understand the importance of short term and long term memory. Understand that new information is stored in our short term memory and its capacity can be limited. Know that new information, once processes can be stored in the long term memory and this is how new learning can happen. However, to facilitate this, new learning must be linked to prior learning and broken down into sequential steps.  Begin to understand the significance of meta cognition and this supports self-regulated learning, encouraged independence and has an impact on progression.  Consider the place of mindset theory and how this supports progression and educational values. | Pedagogy  Curriculum and subject knowledge  Research engaged  Personal teaching philosophy  Creative & critical thinking | Selected readings:  Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. [*Psychological Science in the Public Interest, Supplement*, *14*(1), 4–58.](https://journals.sagepub.com/doi/full/10.1177/1529100612453266)  Read [Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. *Theory Into Practice*, *41*(2), 64–70](https://www.jstor.org/stable/1477457?seq=1#page_scan_tab_contents.). | Begin to plan lessons that limit cognitive load and are based upon known prior understanding.  Look for examples of theories within the classroom and make notes in your reflections .  Consider the application of cognitive load on the planning process and discuss with expert colleagues how this allows teachers to break learning down into sensible sequential steps. |

**WB 7th October 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &**  **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 10/10/24  09:00-12:00  Whole cohort lecture | LS | PGC7014M  EAL learners | Explore the needs of different minority groups.  Consider the potential barriers to learning within these groups and how they can be overcome through the use of adaptive teaching | Professional behaviours  High expectations  Pedagogy  Personal teaching philosophy  Relationships and partnerships | Research the Diversity & Inclusion Moodle page. Research EAL and consider the impact on your own development    <https://moodle.yorksj.ac.uk/course/view.php?id=28445> | Learn how to adapt your own practice to meet the needs of specific children in your class.  Gather evidence to demonstrate how your school promotes inclusion and include in weekly reflections and spend time discussing adaptive teaching approached with your mentor/SENCo |
| 10/10.24  13:00-16:00  Whole cohort lecture | LS | PGC7014M  SEND learners | Consider how the SEND Code of Practice impacts on your role as trainee teacher and future ECT.  Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. | Professional behaviours  High expectations  Pedagogy  Personal teaching philosophy  Relationships and partnerships | Read [Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study](http://dera.ioe.ac.uk/6059/1/RR516.pdf).  Access [Special Educational Needs in Mainstream Schools](https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/)  Read the SEND Code of Practice  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf> | Know how to adapt your practice to meet the needs of children in your class. Speak to expert colleagues and school SENCO to discuss SEND provision in school. Reflect upon how the code of practice supports individual children and families in your school setting. Observe and reflect on how adaptive teaching supports individual children with specific needs. |

**WB 14th October 2024 Develop Automaticity in the Decoding Process – ITAP**

This is an intensive period of training that focuses on developing knowledge of the decoding process and how to support automaticity. Opportunities to observe expert colleagues and practise specific pedagogical approaches will inform future practice.

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | | **Practical Application & CPD**  **Learn how to…** | |
| 14/10/24  09:00 - 10:00  Whole cohort lecture | DS, RC | PGC7015M  Introduction to ITAP and the importance of automaticity | Decoding is significant within the SVoR.  The teaching of phonics plays a significant role in developing automaticity.  Automaticity is needed if children are to become fluent readers | Pedagogy  Subject & Curriculum  Creative and critical thinking  Being a professional  Personal teaching philosophy | Read the ITAP Handbook.  Read Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American  Economic Journal: Economic Policy, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514> | During this week you have opportunities to practice and develop your skills. Please read the ITAP Handbook for more information  You will focus on:  Observing expert colleague and how a specific scheme of work supports the teaching of decoding  How to assess children’s barriers to automaticity  How to model automaticity in your practice | |
| 10:30- 12:30  Workshop | DS, RC | PGC7015M  How to identify children’s barriers to automaticity and set targets to ensure progress is made | Assessment is used to diagnostically identify barriers to automaticity.  Target setting should identify logical next steps |  | Read DfE (2023) [The reading Framework](https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf) | Observing how expert colleagues demonstrate a clear understanding  of systematic synthetic phonics, particularly if teaching early reading  and spelling, and deconstructing this approach. | |
| 13:30- 15:30  Workshop | DS, RC | PGC7015M  How to model automaticity with your practice and why this supports progress in reading | Modelling of decoding supports reading expectations and can support early blending as well as fluency in decoding.  Teachers are reading role models |  | Read EEF (2021) [Improving Literacy In Key Stage 1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) or [Key stage 2](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | Discussing and analysing with expert colleagues how to support  younger pupils to become fluent readers and to write fluently and  legibly. | |

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| Half term study week | DS, AA, RD, RC | Academic tutor meeting | Please contact your academic tutor and make arrangements for a progress tutorial to discuss expectations for upcoming academic submissions and further support that may be needed. |

**WB 28th October 2024**

**WB 9th December 2024**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 9/12/24  10:00  –  16:00  Group workshops | AA, DS, | PGC7014M  Introduction to the wider curriculum.    Curriculum design. How to construct and plan a broad and balanced curriculum that meets the needs of children.  How to ensure children are challenged and motivated.  Input for essay and proposal for policy presentation | Demonstrate your understanding of cross-curricular planning, teaching & assessment. Consider the balance of the curriculum as the central core of a school and how to plan to ensure children are motivated by relevant content. Understand 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. | Curriculum and subject knowledge  Pedagogy  Assessment  High expectations  Being a professional  Creative & critical thinking  Personal teaching philosophy | Read Ofsted's Chief Inspector, Amanda Spielman, discusses findings from recent research into the primary and secondary curriculum.  <https://www.gov.uk/government/speeches/hmcis-commentary-october-2017> | Know how to structure/plan a topic which builds upon prior knowledge and matches the age-related expectations of the curriculum.  Speak to subject leaders within school to investigate how they contribute to curriculum design and ensure progression is achieved within foundation subjects. |

**WB 9th December 2024**

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| 11/12/24  All groups  1  2 | LS, SJ, RU | PGC7014  Foundation subjects – MFL, history & music  Subject and phase specific expectations. | To understand the subject and phase specific requirements for the foundation subjects. To become familiar with key research and policy that underpins each of the foundation subjects. To develop greater subject knowledge relating to each of the foundation subjects and consider how this translates into your own practice.  These workshops will then feed into subjects specific training within your alliances that has a greater focus on subject specific pedagogies. | Curriculum and subject knowledge  Pedagogy  Creative & critical thinking  Personal teaching philosophy | See Moodle for subject specific resources | Ensure you are familiar with the age-related expectations for the wider curriculum relating to your SE2 class.  Use your curriculum tracker to identify where you may lack experience of teaching specific foundation subjects and use CPD time to observe subject leaders in school and audit school resources.  During SE2 observe and gain experience of teaching the wider curriculum. |
| 12/12/24  All groups  1  2 | JH, SJ  JC | Foundation subjects – art, history & RE  Subject and phase specific expectations. |
| 13/12/24  All groups  1  2 | JH, RS, MJ | Foundation subjects – DT, computing & PSHCE  Subject and phase specific expectations. |

**WB 6th January 2025** **Modelling – ITAP**

This is an intensive period of training that focuses on developing knowledge of. Opportunities to observe expert colleagues and practise specific pedagogical approaches will inform your understanding of how to support children with additional needs

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 6/1/25  Modelling language & Developing confidence with Inclusion conference | AA,, DS, & guest speakers | PGC7015M  Developing a deeper understanding of inclusion | Students will build on the previous training in SEND and inclusion and receive training from a range of inclusion specialists. Students will learn how to adapt their practice to meet the needs of a range of children and families who all have differing needs. | Professional behaviours  High expectations  Pedagogy  Personal teaching philosophy  Relationships and partnerships | Access the Diversity and Inclusion [Moodle page](https://moodle.yorksj.ac.uk/course/view.php?id=28445) and review the resources available to you. Focus on one area where you lack experience and research needs. | Access the supporting handbook and undertake tasks whilst on the ITAP placement. |

**WB 16th January 2025**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 13/1/25  9:00-12:00  Whole cohort | KP | PGC7015M  The nature of educational research and the link to Policy & analysis on one example | Changes in practice should be evidence informed.  It is important to keep up to date with current policy and guidance but a background knowledge of seminal research will deepen your understanding | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Alexander, R. (2022) Education in spite of policy. London: Routledge | Begin to investigate one area of school practice that has been informed by current educational policy |
| 13/1/25  13:00-16:00  Group workshops | AA,, DS, | PGC7015M  Guidance for the second assignment and selecting an appropriate focus | Current practice in school is driven by changes in central policy and this leads to rapid change | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy |

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 14/1/25  10:00-12:00  13:00-  16:00  Group workshops | DS, AA, | PGC7015M  A focused case study. Deep dive into one area of educational policy.  A review of research and the link to current practice | A deeper understanding of school policy can improve teaching confidence and practice.  School policy is informed by central policy and research. | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Cooper, H. & Elton-Chalcraft, S. (eds.) (2022) Professional studies in primary education, 4th ed. London: Sage | Select an area of policy that will be your focus.  Discuss your focus with key staff, e.g. SenCo or behaviour lead.  Investigate central policy and research that informs school policy. |

**WB 20th January 2025**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  Curr | **Theoretical Perspective**  **Learn that…**  **Reading, Preparation & SOL** | **Practical Application & CPD**  **Learn how to…** |
| 20/1/25  9 – 12  Polaris, Wonder & Esk  9am-12 noon  16/12/23  1pm-4pm  CT & MSTA | FA staff  At YSJ Sports Barn, Haxby Road, York | PGC7014  FA primary teachers award  This practical workshop provides opportunities for you to apply what has been learnt following completion of the online FA modules. | To plan, teach and assess primary physical education and put into practice the modules already covered within this programme. | Curriculum & subject knowledge  High expectations & behaviour  Assessment  Being a professional | Following the completion of the FA remote modules and links to theory, this workshop gives you the opportunity to apply this in a practical way. | Reflect on your own teaching of PE and consider changes you could make to your own practice. Speak to your PE lead in relation to progression and assessment of PE within school. |
| 20/1/25  9am -12  CT & MSTA  1pm – 4pm  Polaris, Wonder & Esk | Gymnastics & dance Training  RM  At York gymnastics club | PGC7014  A practical workshop that teachers the skills and knowledge needed to teach the gymnastics curriculum | To plan, teach and assess primary physical education and put into practice the modules already covered within this programme. | Curriculum & subject knowledge  High expectations & behaviour  Assessment  Being a professional | Access the FA remote modules prior to the face-to-face workshop. | [Access this website to support planning a sequence of gymnastics lessons](https://www.thepespecialist.com/gymnastics/) |

**WB 17th or 24th February 2025**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| Half term study  week  Individual support | Tutors | PGC7015M  Tutorials to support assignment submission | To begin to reflect on selected policy and consider how this is informing your practice | Being a professional  Research engaged  Creative and critical thinking  Personal teaching philosophy | Continue to read around your focus and consider what key themes are emerging from your reading | Continue to investigate and research area of policy |

**WB 24th March 2025**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcome**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 27/3/25  10:00 -  12:00  Group workshops | AA, DS, | PGC7014M  Using whole school and class data to evidence progress and inform intervention and next steps | To be of value teachers use information from assessments to inform the decisions they make and in turn, pupils must be able to act on feedback for it to have an effect. To understand that systems of assessment should not be too onerous and should support teacher workload. | Assessment  Curriculum and subject knowledge  Being a professional | Access Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in *Assessment. Review of Research in Education*, 34, pp. 254-284. | Know how to track progress in your class and how to record assessment outcomes using school systems.  Consider statutory assessment requirements in school and speak to expert colleagues to understand how workload is balanced. |
| 13:00 – 15:00  Group workshops | AA, DS, | PGC7015M  Effective communication with parents | Understand that building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. Understand the role of reporting progress to parents is a key role of the teacher. | Being a professional  Being a professional | Access [Working with Parents to Support Children’s Learning](https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/) | Speak to expert colleagues to identify how your setting works with parents to support pupils’ learning. Participate in parent consultation meeting. Investigate reporting systems in school. |
| 15.00 – 16.00 | AA - DS | PGC7015M  Support for policy presentation | Presentation skills are an important aspect of CPD  A successful research project culminates in the presentation of findings | Professional behaviours  Critical thinking  Research engaged | Alexander, R. (2022) Education in spite of policy. London: Routledge | Begin to plan and rehearse presentation ensuring that the M level requirement of criticality is at the forefront. |

**WB 25th March 2025**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 28/3/25  10:00 – 12:00  Group workshops | PGC7003M  AA, DS, | PGC7014M  Adaptive Teaching | Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Understand the significance of prior learning and how this supports a pupil’s potential to make progress. Understand that individual pupils have specific barriers to learning and adaptive teaching can support attainment and should not be reliant upon the provision of separate tasks for specific pupils. | Pedagogy  Personal teaching philosophy  Being a professional | Read [Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education.](https://doi.org/10.1016/j.edurev.2018.02.002) | Reflect on your current provision and how targeted intervention will support individual pupils.  Speak to expert colleagues to reflect on how your feedback informs next steps and what possible intervention might be need for individual children. |
| 13:00- 16:00  Group workshops | PGC7004M  AA, DS, | PGC7015M  Support with applications and interviews | Reflect on the strengths and areas of development in preparation for SE3. Learn to adapt planning expectations in relation to workload. | Assessment  Curriculum & subject knowledge  Being a professional | Using the formative assessment criteria, be clear on SE3 expectations and areas to prioritise. | Speak to school-based mentors about identified priority areas at the beginning of SE3. |

**WB 31st March 2025 - Feedback – ITAP**

This is an intensive period of training that focuses on developing knowledge of assessment and the value of effective feedback. Opportunities to observe expert colleagues and practise specific approaches will inform your understanding and practice.

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 31/3.25  Whole cohort lecture 09:00- 10:00 | AA,, DS, | PGC7015M  Establishing effective feedback cultures and characteristics | 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.  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.  Over time, feedback should support pupils to  monitor and regulate their own learning. | Assessment  Personal teaching philosophy  Relationships and partnerships | Read ITAP Handbook  Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the  Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>  Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112.  <https://doi.org/10.3102/003465430298487> | The feedback ITAP will allow you to develop knowledge and skills but will specifically provide you with guidance to develkop the following:  Discussing and analysing with expert colleagues how pupils’ responses to feedback can vary depending on a range of social  Factors.  Focusing on specific actions for pupils and providing time for pupils  to respond to feedback.  Discussing and analysing with expert colleagues how to identify  efficient approaches to marking and alternative approaches to  providing feedback and deconstructing this  approach. |
| Group workshops10:30-12:30 |  | Flexing verbal feedback to guide pupil outcomes.  The power of feedback during the learning instance |
| Group workshops  13:30-15:30 |  | Using summative tests as formative classroom tools  Reflection from ITAP and evaluations |

**WB 30th June 2025**

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| **Date** | **Staff** | **Focus for Session** | **Learning Outcomes**  **Student teachers will:**  **Learn that…** | **Links to CCF &** **YSJ**  **Curr** | **Theoretical Perspective**  **Learn that…**  Reading, Preparation & SOL | **Practical Application & CPD**  **Learn how to…** |
| 4/7/25  10:00 – 12:00  lecture  12:30 – 13:30  workshop  14:00 – 16:00  workshop | DS, AA,  Union | PGC7015M  ECT development and transition | To understand the expectations of the ECT period and develop a deeper understanding of the extended role of the class teacher. To understand the expectations of the ECF and the support available throughout this time. | Being a professional  Being a professional  Relationships and partnerships | Preparation of your CEDP and investigate the ECF provided during the transition to ECTs. | Know how to access continued support provided by your alliance and YSJ ECT leader.  Use the remainder of the academic year to support transition and investigate support for your ECT period |

## School Placements

Documentation for all school placements sets out key requirements related to roles and responsibilities, planning, teaching, assessment, evaluation, reporting and accountability and is included in this folder.

The lead partner organises and manages your assessed placements.

**Intensive Teaching & Practice Placements (ITAPs) & Programme Enrichment**

These are designed throughout the programme to provide you with a specific focus on aspects of your practice. Time is allocated within the programme for you to receive both training and opportunities within school to practise and apply focused knowledge and skills.

There are four ITAPs timetabled within the programme and these will focus on:

* managing routines and transitions
* automaticity in the decoding process
* modelling of language
* formative assessment and feedback

See separate ITAP handbooks books for more information.

**SE1 Placement**

This is your first opportunity to start teaching and experience the feeling of being a teacher in a class. You will be expected to plan and teach or manage a whole group or class lessons and activities, under the supervision of the class teacher. You will start planning by using the teacher plans but add in your own ideas. You will be involved in teaching across the whole curriculum where appropriate. You will practise planning and teaching lessons, giving instructions and explanations, developing a positive and professional manner within school, and using your voice and body language effectively. You will contribute to the wider life of the school by attending staff meetings (where appropriate), helping with extra-curricular activities after school and school visits (where appropriate). You will be appraised in lessons. You will receive feedback from experienced mentors and agree targets to take into your next placement. Your teaching responsibility will be between 30-50% throughout this placement.

**SE2 Placement**

You will be in a different school and possibly a different year group or Key Stage for this placement. You will have preparation time during the first two weeks but will quickly move to teaching for 50%-70% of the time. You will be expected to work alongside the class teacher and also independently throughout the whole of the block. There will be formal appraisals which will record your strengths and areas for development. Again regular meeting with your mentor will support target setting and development.

**SE3 Placement**

You return to your base school either in the same class or a different year group for this placement. This placement will involve you planning and teaching for up to 80% of the time with the whole class and prepare you for taking on full responsibility in school in your NQT year. You will be expected to be working independently as soon as possible and further develop a full range of teaching skills. There will be formal appraisals and you will be expected to achieve a grade of good or outstanding by the end of the placement.

## Expectations and Progress during Placements

All placements will be graded as pass/fail and you will be formatively assessed against a criteria that sets out ley expectations as you progress from SE1, into SE2 and finally complete SE3. These expectations ensure that you meet the Teachers’ Standards and are prepared to meet the challenges of your ECT period.

As you progress into your second placement, you will build upon your evidence in a different setting. Learning to be a teacher is not linear and there will be times when you may seem to be going backwards. This is where additional support will be put in place in the form of an action plan. Your mentor will use the appraisals and weekly meetings with you to identify when you may need this additional support. A pro forma will be completed with a set date by which you should be able to demonstrate that you have made sufficient progress to be on track to successfully complete and pass your placement. Further details are found in the Additional Support Procedures handbook.

**School Placement Files & Documentation**

From the start of your programme, you will be expected to set up and maintain electronic files and an electronic portfolio (Pebblepad) to support your development during your assessed placements.

* Planning folders
* Assessment folders
* Online Pebblepad Portfolio

**Logging of Numbers of Placement Days**

Qualified Teacher Status cannot be recommended for any student who has not completed the required number of days of assessed school placements. If you have a sustained period of absence or have several short absences, you will be required to compensate for this by undertaking placements which may be outside of the normal placement periods. You will keep a careful log of your placements which will be checked by your lead partner mentor. Please note that, in any request for references by schools when you are applying for their first teaching posts, comments about your health and attendance will be required. It is vitally important that you demonstrate you are in good health and that you have a very good record of attendance.

**Professionalism and Part 2 of the Teachers’ Standards**

You are expected to be good role model for children. In particular, you should conform to the dress and appearance codes for staff in operation in your placement schools. You will be warmly welcomed into schools and treated as a valued colleague by staff. You should have the courtesy to clarify arrangements for refreshments. You are expected to use the school's resources with care and following negotiation with relevant staff. You will be expected to use Standard English in your oral and written communications with children, parents and all staff on your programme. Regional accents are perfectly acceptable but non-standard English and dialect are unacceptable. You must communicate in a professional manner at all times.

Should there be any concerns about your ability to demonstrate a high and consistent level of meeting the Teachers’ Standards, a Case Consultation may be called. Becoming a teacher is a highly regarded profession and you will be expected to demonstrate professional behaviours accordingly. This includes use of email and professional language, attendance to all aspects of the programme, punctuality and appropriate dress. Professional colleagues often share concerns and information about students: make sure you provide a good impression from the start.

**Health & Safety in Placement Schools**

Whilst in schools, you must conform to the policies in place in those schools. If in any doubt about these issues, you should seek advice from the headteacher or school mentor. Please disclose and medical needs to the school that may impact on your health and safety whist on the programme. This includes any allergies that may require intervention.

**Resit or Deferred Placements**

A deferred placement is when there is an unexpected halt to your placement but you were making the expected progress. This may be because:

* you have become ill and are unable to meet the demands of the school experience for the rest of the block
* there has been a change in your personal circumstances which means you are unable to focus on your placement at the present time
* in a small minority of cases, there has been an issue with the support provided by the school.

The list of actions below will explain to you what you can expect to happen following a deferred placement.

A Case Consultation meeting will be arranged with any of the following people: you, alliance mentor, YSJU representative if appropriate, minute-taker. This is to determine the nature of the unexpected delay or end of your placement and to discuss the evidence. Evidence will be drawn from the school placement report and further relevant information from your mentor. It is helpful for you to provide your own action plan to present at this meeting. A usual outcome of the Case Consultation meeting is an agreed plan of support and actions so you can continue with your programme.

It may be possible that you can return to your current school at a later date in order to compete the rest of your placement. This will be negotiated with you, the lead partner mentor and the cohort tutor. If this is not practical, a different placement will need to be organised.

If a new placement is required, you will negotiate with lead partner mentor to decide which schools to approach and who is best placed to do this.

**Failed Placements**

Reasons for a failed placement could be:

* an inability to meet the placement expectations
* an inability to reflect upon your practice, listen to and act upon advice provided from experienced professionals
* you have withdrawn from your placement without any consultation with alliance and university staff
* a serious professional issue of misconduct, such as the health and safety of children has been compromised
* the placement setting or school has withdrawn the placement.

A resit placement is sometimes granted after a failed school experience. **All resit placements will incur a fee.**

In the event of a professional misconduct issue or a school terminating the placement, a Standards Review meeting will be held. This is because of the serious nature of the issue and attendance will include all of the people identified in a Case Consultation and also a member of staff from Registry. Registry ensures that all policies and procedures are adhered to regarding the progression of your programme. There are two outcomes of a Standards Review meeting: you may be granted an opportunity to continue on the programme providing certain conditions are met; the programme will be terminated. If a programme is terminated, you have the right of appeal. Please see the guidance on the Student Services area of the website.

## Use of social media

You must be mindful that using social media to discuss any work or training you complete in schools and settings must be avoided completely.

## Criminal convictions and formal cautions

If you are unfortunate enough to receive a formal caution or a criminal conviction whilst studying on your programme, you must immediately inform your lead partner mentor, the designated officer in the Faculty.  The designated officer for ITE programmes is the Deputy Head of the School. This may affect your continuation on the programme and will be subject to investigation under the policy entitled Policy and Procedure for Dealing with Student Health and Conduct in Respect of programmes Leading to Professional Registration and Practice with the Public.

## Feedback about the programme and ECT Survey

Your programme must be evaluated at the end of each year and included in a Programme Evaluative Report written by the Director of Postgraduate. This report is reviewed by the school, your alliance and the university senior leadership team. Strengths and areas for development are identified in order to provide the best possible experience for students on the programme. You will therefore be required to complete evaluations at the end of the programme. However, there may be occasions where feedback is requested during your programme. This is so that any issues can be dealt with immediately as required.

## Group and Programme Representatives

It is expected that your alliance will have one student representative as part of the Student Union requirements for communicating with all students on YSJU programmes. The student representative will be responsible for communicating with your alliance and the university on your behalf. They will work with staff to resolve issues so that you have the best possible experience during your time on the programme. Student representatives will be required to attend meetings at YSJU.

## ECT Survey

Every year, the DfE sends an electronic survey to ECTs in their spring term. The purpose of this survey is to analyse how good initial teacher education training is. The data is used by the DfE to trigger Ofsted inspections for programmes providing initial teacher education. As part of YSJU’s monitoring of programmes, you will be required to complete the same questions as in the ECT survey during your programme. This is so that programme teams can make improvements to your programme whilst you are studying and ensure you are prepared for your ECT period as best as you can be.

You should take a look at the questions below so that you are familiar with them. You should use this to make comments against each question to help provide feedback to your group representative. This will also enable the programme team to monitor the effectiveness of their modules and workshops.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very good** | **Good** | **Satisfactory** | **Poor** | **Comments** |
| What is the overall quality of your training? |  |  |  |  |  |
| How good was your training in preparing you to: | | | | | |
| be aware of pupils' capabilities and prior knowledge? |  |  |  |  |  |
| guide pupils to reflect on the progress they have made and their emerging needs? |  |  |  |  |  |
| integrate the theoretical elements of your programme with your practical experiences? |  |  |  |  |  |
| understand the National Curriculum? |  |  |  |  |  |
| teach in the primary education age range? |  |  |  |  |  |
| use new technology more effectively to support learning? |  |  |  |  |  |
| use data to support learning? |  |  |  |  |  |
| plan your teaching to achieve progression for pupils? |  |  |  |  |  |
| teach across a range of abilities? |  |  |  |  |  |
| use a range of teaching methods that promote pupils' learning? |  |  |  |  |  |
| teach pupils from minority ethnic backgrounds? |  |  |  |  |  |
| establish and maintain a good standard of behaviour in the classroom? |  |  |  |  |  |
| understand how to assess pupils' progress? |  |  |  |  |  |
| understand how to record and report pupils' progress? |  |  |  |  |  |
| teach pupils with special educational needs in your classes, using appropriate support? |  |  |  |  |  |
| teach pupils with English as an additional language? |  |  |  |  |  |
| work with teaching colleagues as part of a team? |  |  |  |  |  |
| work with teaching assistants (including other support staff) to achieve learning objectives? |  |  |  |  |  |
| communicate with parents and carers? |  |  |  |  |  |
| identify and address your own professional development needs on an on-going basis? |  |  |  |  |  |
| with reference to the training you received from YSJ, understand subject knowledge? |  |  |  |  |  |
| with reference to the training you received from YSJ, understand pedagogy? |  |  |  |  |  |
| integrate the theoretical elements of your programme with the practical placements? |  |  |  |  |  |
| teach reading, including phonics and comprehension? |  |  |  |  |  |
| specifically to teach systematic synthetic phonics? |  |  |  |  |  |
| specifically to teach language comprehension? |  |  |  |  |  |
| teach writing? |  |  |  |  |  |
| teach primary mathematics? |  |  |  |  |  |
| access educational research in your teaching practice? |  |  |  |  |  |
| assess the robustness of your educational research? |  |  |  |  |  |
| understand and apply the findings from your educational research? |  |  |  |  |  |
| How good was your training in preparing you for your teachers' responsibility for the safeguarding of pupils? |  |  |  |  |  |

## Programme Support

You will find there is a great deal of support for you on your programme and this will mainly come from your lead partner mentor and school-based colleagues. However, you are expected to be responsible for your own management of time and tasks.

School-based General Mentor

Your school-based mentor will visit you during your school placements, observe you teaching, check your files and provide individual support as required.

Lead partner/Lead Mentors

The person who will arrange your programme across the year and collaborate with the schools in the partnership. They will also have responsibility for quality assuring your placement experience and ensuring school-based mentor judgements are accurate.

**Cohort/Academic Tutor**

Your cohort tutor will be a YSJU tutor who will teach your university sessions during the programme. S/he will also act as an academic tutor who can discuss your progress and advise on pastoral or academic issues. S/he will also ensure that you have met the requirements to be recommended for QTS.

**Programme lead**

Your programme lead oversees your university curriculum and works in partnership with all lead partners to ensure your programme is compliant and meets DfE requirements.

## General University Support

For further information, please refer to the appropriate sections of the web-based Student Homepage: <https://www.yorksj.ac.uk/students/>

**Wellbeing Team**

This is a university-wide facility which is well publicised. Trained counsellors can assist you with problems which you may not feel able to cope with alone or with help from friends, tutors, or, indeed, family. This is a confidential service available to you at all times. <https://www.yorksj.ac.uk/student-services/>

**Chaplaincy**

The university Chaplain performs many roles: vicar, counsellor, tutor and, particularly, friend to the whole of the University community. This unique office is part of the University’s pastoral support. You can make arrangements to see the Chaplain or the assistant at any time to discuss any issue.

**Library (Fountains Learning Centre)**

The Learning Centre, housed in the Fountains Building, is a university-wide facility. As a student new to the university, you will be introduced to its service. A proportion of your programme work will involve research and academic writing. You can use the library freely to support this dimension of your studies.

**IT Services**

IT Services manages the ICT provision at the University, including networks of PC workstations in teaching and open-access rooms. You will register with IT Services when you enrol on-line in August and then can begin to use the facilities, including e-mail and Moodle.

**Learning Support**

This is provided by tutors to help you to improve your written and verbal communication skills. If you have any problems tackling text-based assignments and would like some assistance to improve your skills, then you are advised to contact this group for help. This also includes support for dyslexic students and students with other needs.

**University Careers Service**

The University Careers Service exists to help students to research the various fields of careers and work and to help students structure, objectively, a plan to make applications to potential employers. The service offers particular support to teacher training students in finding a first teaching post.

## YSJU Equal Opportunities Policy

York St John University is committed to the principles of equal opportunities in all aspects of university life and activity. The aim of these principles is that no person is to be treated less favourably than another on grounds of social class, sex, race, colour, nationality, ethnic or racial origin, family commitments, sexual orientation, disability, age, religious or political belief or trade union activity, or is to be disadvantaged by conditions or requirements which cannot be shown to be justified. Our policy is underpinned by the Equality Act 2010 and additional government guidance can be found [here.](https://www.gov.uk/guidance/equality-act-2010-guidance)

For its part, the University will keep under review all policies, procedures and practices to fulfil the principles of equal treatment. In the event of any conflict, the Equal Opportunities and Race Equality Policy will prevail. Please see below guidance in the event of any complaint.

* Student teacher approaches an alliance mentor or tutor. They encourage student teacher to discuss the issue, or
* Student teacher approaches Student Advice Team, or
* Student teacher approaches Student Union

The mentor who is approached should ascertain the seriousness of the complaint. If the complaint is a sensitive issue that the student teacher does not want to be taken any further/disclosed, the issue needs to be raised as a general issue. The mentor will need to alert the cohort lead to the issue so this can be logged. Any issue raised will be logged by the university. This will include: race, gender, disability and sexuality. The incident will be investigated by the Head of School.

All members of the University and its agents, together with all those involved in University activities, whether academic, administrative or commercial, are required to conduct themselves in accordance with this Equal Opportunities Policy and to have personal responsibility for their own actions.

Please also refer to the University’s Equal Opportunity Policy.

**Discrimination**

Discrimination/abuse on the grounds of race, religion, gender, disability, age or socio/economic status will not be tolerated in relation to you as a student or in relation to the way you behave towards others, especially the children.

Where you are the victim of such discrimination you should, report the incident to your lead partner mentor or programme lead. If you prefer not to involve staff in the first instance you should approach the Student Union. The incident will be investigated and appropriate action will be taken.

Where you are the perpetrator of such discrimination the incident will be investigated and appropriate action will be taken. Such action is considered a serious professional breach, especially when it involves the children you teach.

Where you witness discrimination/abuse you should report the incident to your lead partner mentor, cohort lead or Student Union immediately.

## Health and Safety at YSJU

All students shall:

* make themselves familiar with the University Health and Safety Policy and that of their School and be fully familiar with those areas of the policies which directly affect their particular activities
* at all times, make full and appropriate use of any protective equipment, clothing or devices provided
* report to management or supervisory staff any accidents or incidents, whether an injury has been sustained or not, and any unsafe practices, systems of work or working conditions which they consider put themselves or others at risk
* accept individual responsibility to take all reasonable care for the health and safety of themselves and of any other person who may be affected by their acts or omissions
* co-operate with the University so far as is necessary to enable it to comply with the law
* have any personal items of portable electrical equipment fully tested by a competent person prior to using them onto site
* not intentionally or recklessly interfere with or misuse anything provided by the University in the interests of the health, safety and welfare
* at all times whilst on University premises or using its facilities or taking part in activities, follow the Health and Safety policy and comply with any specific health and safety instructions given to them by University staff
* not, without the consent of the member of staff in charge of the area or activity, interfere with any equipment, alter any fixed installations, alter, cover or remove any health and safety notices, signs or equipment or otherwise take any action which may create hazards for other people at the University.

**Health & Safety in Alliance Schools**

You will be provided with information about this in your alliance induction sessions.

## Absence and Illness

As this is a professional programme, you are required at all times to conduct yourselves in the manner expected of all professional teachers and in line with the Teachers’ Standards Part 2: Personal and Professional Conduct. You will be provisionally registered with the main teaching unions as part of your student programme. **Students are expected to attend all components of a module: placements, lectures, seminars, tutorials and other visits**.**100% attendance is expected.** Education is not just listening: it includes participating and being responsible, in partnership with others, for the success of the module. Attendance will be checked and you will be warned in cases where it is poor. Should your absence come under question, you will be called to a Case Consultation with your lead partner mentor to discuss your suitability for the profession of teaching.

It is likely, however, at some time in your programme, some minor illness will conflict with your studies. If you are suffering from a contagious illness, like flu, it is best not to return to school and you should follow the school policy. For most minor ailments lasting less than seven days, you should ‘self-certificate’ yourself, but please be aware that Boards of Examiners will lend little credence to these when deciding whether marks should be adjusted. If you miss a week, you will be expected to catch up. However, while workshop and lecture notes may be retrieved, missed practical work cannot easily be recovered. If domestic or family problems require your specific attention, you need to make judgements about the impact of these on your studies. You are the only person who has first-hand information about your various responsibilities. Earlier in this document, you were informed that you should assume that ALL teaching sessions contribute towards the accumulation of evidence that you have satisfied the requirements for a recommendation for the award of QTS.

There is an implicit expectation that if you have accepted a place to study for the PGCE you have made proper provision in respect to your personal and domestic arrangements in order to attend all aspects of your programme. However, we are aware that very occasionally unexpected circumstances may arise which cannot be covered by your normal arrangements. If you do need to be away, for whatever reasons, you will need to complete a Leave of Absence Form to be sent to the lead partner mentor and programme administrator. This must be done in advance of the time you are intending to be absent. You will be notified by email as to whether leave of absence has been granted. You will be expected to ensure that you have left details of any teaching that needs to be covered or any notes or handouts from missed teaching sessions. Leave of Absence forms are available from the Education Office.

Absences greater than seven days should be subject to usual medical certification, which should be sent as soon as possible to the lead partner mentor and programme lead.

Self-certification will not be acceptable in the following instances:

* presentations (whether group or individual)
* exhibitions of work scheduled for specific dates involving the presence of external examiners
* school practice assessments or other examined placements involving external examiners or assessors
* unseen written (i.e., “traditional”) examinations
* theatre performances and screenings of video productions involving the presence of external examiners or assessors.

Justifiable absences must be supported by medical evidence from a medical practitioner or equivalent documentation which should be provided as early as possible and without prompting.

## Who should I ask? Frequently Asked Questions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic | Lead partner/ Lead Mentor | Cohort Tutor | Module Director | General Mentor | Education Office | Other |
| Notification of absence from placement | ü |  |  | ü |  |  |
| Notification of absence from university-based day |  | ü |  |  | ü |  |
| Questions about required or missing course documents | ü | ü | ü |  | ü |  |
| Questions about required or missing Moodle modules |  | ü | ü |  |  | 01904 876987 |
| Questions about required or missing school placement documents | ü |  |  | ü |  |  |
| Submission and collection of assignments |  | ü | ü |  | ü |  |
| Questions about the requirements of an assignment |  | ü | ü |  |  |  |
| Questions about coursework | ü | ü | ü | ü |  |  |
| Questions about audit results and re-sits |  | ü | ü |  |  |  |
| Request for mitigating circumstances | ü | ü |  |  |  |  |
| Arrangement of school placements | ü |  |  |  |  |  |
| Difficulties or issues with placement | ü | ü |  | ü |  |  |
| Discussion of personal issues or problems | ü | ü |  | ü |  | Student Advice  01904 876400 |
| Requests to take time out | ü | ü |  |  |  |  |
| IT problems (e.g. problem with accessing university email or Moodle) |  |  |  |  |  | IT Helpdesk  01904 876696 |
| Financial issues (e.g. with loans or bursaries) |  |  |  |  |  | Student Funding  01904 876939 |
| Change of name or address | ü | ü |  | ü | ü | Registry  01904 876676 |
| Support, financial support, disability assistance, counselling | ü |  |  |  |  | Student Advice  01904 876400 |
| Education Office  Liz Newson  [admin.teachereducation@yorksj.ac.uk](mailto:admin.teachereducation@yorksj.ac.uk) | YSJ Cohort Tutors  Andy Atkins /David Scott  [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk)  [a.atkins@yorksj.ac.uk](mailto:a.atkins@yorksj.ac.uk) | | | | | |
| PGCE Primary School Centred Programme Lead  David Scott  01904 876227  [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk) | Associate Head  Keither Parker  [K.Parker@yorksj.ac.uk](mailto:K.Parker@yorksj.ac.uk) | | | | | |

## York St John University Initial Teacher Education (ITE) Partnership Student Teacher Professional Code of Conduct

**Introduction**

All Initial Teacher Education (ITE) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), are programmes of professional training and education. As a student teacher studying on an ITE programme you are expected to conduct yourself at all times in an appropriate professional manner.

The expectation is that your professional school experience placements reflect the professional experience of a teacher. Schools will expect you to present and conduct yourself in a way that is consistent with the professional expectations of a teacher.

The Professional Code of Conduct is additional and complementary to the York St John University Student Regulations. Each student teacher on a York St John University ITE programme is a student of York St John University and you are therefore both bound by, and protected by, the entitlements included in the Academic Student Regulations in force at the time of enrolment and study.

The code takes into account the relevant and current policy and legislative frameworks including the Teachers’ Standards in England, 2012, the current Initial Teacher Training Criteria, the Disclosure and Barring Services legislation and Safeguarding legislation.

This code sets out the university’s expectations of you as you engage with a professional programme and complements other ITE programme handbooks. You are signing this document in order to evidence and agree to abide by the behaviour, attitudes, responsibilities and agreements outlined to you both as a student teacher and as a representative of the university, from the point of enrolment onwards.

**Behaviour and attitude:**

As a student teacher following an ITE programme at York St John University you are expected to demonstrate consistently high standards of personal and professional conduct. You will maintain and model the highest standards of ethics and behaviour.

For all aspects of the programme you are following, you will:

Demonstrate high standards of honesty and integrity.

Treat pupils in all settings, and others, including fellow student teachers and all staff in the York St John University Partnership, with humility and dignity

Show respect for the rights of others including individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Show due regard for the ethos and values of the university and any other setting. You will follow the policies, procedures and codes of practice and conduct, including safeguarding pupils’ well-being, in accordance with statutory provision.

Demonstrate professional use of technology, including the use of mobile devices, in all settings.

Demonstrate professional behaviour and relationships towards all staff, pupils and student teachers in both formal and informal contexts, including both written and oral communication and via social media. You will observe boundaries in line with a teacher’s professional position and responsibilities.

Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme, including the reading and engagement of all programme documentation.

Take responsibility for managing the demands of the profession by looking after your personal well-being and actively developing strategies to support self-efficacy.

Show an active willingness to engage with, listen to and act on feedback and advice from colleagues across the York St John University ITE Partnership.

Actively reflect on your learning and teaching experiences in order to set appropriate targets for improvement.

Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as student teacher surveys, student teacher consultation and focus groups.

**Attendance:**

Please be aware that 100% attendance is the expectation and must be sustained throughout your programme to support your recommendation for QTS.

* Demonstrate high levels of attendance at all times and commit to attend all teaching and professional sessions.
* You will maintain an exemplary attendance record that can be reported within your completed reference from the York St John University ITE Partnership. You will follow the procedures for notifying absence which are clearly set out in the programme documentation and can be found [here](https://www.yorksj.ac.uk/students/your-student-record/report-an-absence/).
* Fully engage with the programme that you have enrolled upon, as required by the teaching and learning strategy for your programme; including attendance at all Academic Tutor meetings.
* Be punctual at all times and avoid last minute cancellations of meetings wherever possible. Any changes to agreed arrangements will be communicated professionally and in good time.
* Be aware that attendance is monitored and that low attendance will trigger an appropriate intervention.

**Professional responsibilities:**

In addition, this will mean that you are required to:

* Complete, adhere to and retain all compliance-related documentation in an appropriate manner. This will include DBS Enhanced Disclosure, good health and a Disqualification Declaration.
* Take responsibility to access, read, fully understand and engage with the policies, procedures and practices across your ITE programme; and ensure all safeguarding procedures are fully adhered to.
* Maintain a professional approach to all communications, including e-communications and social networking, ensuring that comments made do not bring yourself, your colleagues, the communities of partnership schools or the York St John University Partnership into disrepute.
* Use the York St John University email system to communicate professionally with staff, to maintain an appropriate approach to e-safety and to comply with the university’s and setting’s policy.
* Use the guidance in programme documentation to raise any issues/concerns you may have with your training.
* Maintain an appropriate standard of professional dress and appearance, particularly whilst on professional practice.
* Ensure that all assessed work relevant to your programme is available if requested.
* Take full advantage of the range of professional development opportunities, including the ECT programme, in order to support your ongoing training and development.

Breaches of the Professional Code of Conduct

When at York St John University:

**1. Code of Discipline for Students and Disciplinary Procedures**

The York St John University Code of Discipline for Students and Disciplinary Procedures sets out the code of acceptable behaviour and disciplinary procedures to deal with misconduct.

You must comply with all rules and regulations of the university. The current versions of all university policies are housed on the York St John University website and it is your responsibility to make yourself aware of these. Some rules and regulations may be supported by sanctions, including fines, or exclusion from facilities and services.

**2. Academic and Professional Requirements**

The academic and professional requirements of each ITE programme are specified in programme documentation.

The Student/Programme Handbook sets out what is expected and required of you in relation to academic performance and professionalism.

**3. Interventions (*maybe susceptible to a name change)***

The Additional Support Procedures handbook outlines the interventions that may be requires to support student progression and manage unsatisfactory progress or breaches of this code.

More serious breaches may be dealt with immediately under the university’s Student Disciplinary Policy and Procedure.

**Whilst on professional school experience placement:**

Minor breaches of the Code of Conduct will be dealt with initially by discussion with the York St John University ITE Partnership colleagues. An informal warning, and/or improvement targets may be set through the normal training process. Provided that you act on such warnings and/or targets, and comply with the Code of Conduct, there will be no further consequences. Failure to act on such warnings and/or targets is likely to constitute a serious breach of the Code of Conduct and the procedure outlined below will apply.

If you commit a serious breach of the Code of Conduct and your behaviour gives rise to concern about professional standards, the head, manager or principal of the setting will follow normal procedures in relation to staff discipline as appropriate. Relevant York St John University tutors and partnership staff will also be notified and appropriate action will be taken. This may include the triggering of an intervention.

Behaviour that is regarded as a grave breach of the Code of Conduct will normally result in your immediate removal from the school/setting/college and serious disciplinary consequences.

|  |
| --- |
| *York St John University Initial Teacher Education (ITE) Partnership Student Teacher Professional Code of Conduct*  I confirm that I have read and understand the York St John University Partnership Initial Teacher Training (ITE) Professional Code of Conduct and agree to abide by its terms  Signed  (student teacher):  Print name:  Date:  Signed    (Programme Lead):  Print name: David Scott Date: September 2024 ITE programme: PGCE Primary School-centred |

## 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**

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

McCrory, A. and Worthington, K. (2018) Mastering Primary Science. London: Bloomsbury Academic

Medwell, J et al. (2021) Primary English: Teaching Theory and Practice9th Ed.  Exeter: Learning Matters.

Medwell, J et al. (2021) Primary English: Knowledge and Understanding9th Ed. Exeter: Learning Matters.