

**The Edge Hill BA(Hons) Secondary Religious Education with QTS\* (11-16)**

Curriculum Plan 2024 – 2025

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# Curriculum Plan 2024/25

## The Edge Hill ITE vision

Our EHU ambitious curriculum in the Secondary phase exceeds the full entitlement described in the ITT Early Career Framework (ITTECF) as a baseline and is designed around the three faculty pillars of:

1. Personal and professional attitudes, values, and beliefs.

2. Subject and curriculum knowledge.

3. The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created, and enhanced further when our partnership and our students are guided in an ethos of debate, research and educational curiosity based on reflection and professional enquiry. This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

#### Our ITE vision in the secondary phase is to work creatively with others to enhance life chances for all through a curriculum which enables trainees to develop as subject experts in the subject in which they are training to teach.

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## Curriculum Rationale:

**Rationale of curriculum coverage and sequence**

The curriculum for BA(Hons) Secondary Religious Education with QTS ensures complete coverage of the Initial Teacher Training and Early Career Framework and its associated evidence base (Department for Education, 2024) as appropriate for Secondary ITT and the QAA Benchmark Statement for Religion and Religious Education (2019). As the aim of the course is to produce highly competent, confident, and creative secondary RE teachers, our curriculum goes beyond the ITTECF and is enhanced by the Edge Hill University ITT Pillars. In Year 1, the curriculum is built upon the Faculty of Education values which enable trainees to explore current debates on a wide variety of topics including social justice, equality, inclusion and diversity (Biesta, 2009). Trainees return to these themes in Years 2 and 3, with focus upon the past and future debates. Beginning with the underlying principles of planning, the curriculum in Year 1 introduces trainees to Religious Education curricula, pedagogy and learning theory. They are introduced to educational research and the importance of research informed practice, thus preparing trainees for their Professional Practice (Rosenshine, 2012). This is built upon in Years 2 and 3 when the curriculum returns to this and trainees build upon their knowledge and skills to plan effective sequences of lessons and become creative, independent, effective teachers demonstrated in their final Professional Practice (Ofsted, 2022; Sherrington, 2017). A thematic approach to Studentship throughout the curriculum means trainees also explore, educational research, learning environments and professional identity across the three years of study. For example, in Year 1, trainees are challenged to think about themselves as learners.

Alongside their ITT curriculum, trainees on this course undertake a subject specific curriculum delivered by RE and Religion specialists outside of ITT. Areas of subject knowledge covered include the Abrahamic faiths, the Dharmic faiths and an introduction to religion to consolidate prior knowledge and address gaps. The Year 2 and 3 RE specific course builds upon this solid foundation to extend subject knowledge. In later modules, trainees are asked to draw upon and apply knowledge and skills developed in earlier modules – applying different theoretical lenses to religion in the 21st century, for example. The curriculum is designed so trainees are introduced to increasingly complex concepts and ideas in RE study, drawing upon their previous study to take on new challenges. These modules are designed to give trainees excellent subject knowledge across both disciplines of language and literature and reflect the unique nature of Secondary undergraduate QTS provision.

**Delivery of curriculum outcome(s) into composite and component elements**

The curriculum is segmented to develop trainees into highly competent, creative RE teachers. In Year 1, to ensure that trainees can plan effective lessons, learning is segmented into a logical sequence to consider: the aims of the lesson, activities that would enable pupils to achieve this aim, inclusion and adaptive teaching, classroom management, delivery and evaluation. The overarching themes in education, such as the importance of high expectations are broken down into smaller chunks, such as the importance of a challenging curriculum, why we should have high expectations of all pupils, regardless of their background, how we can support students to meet our high expectations and how we communicate those expectations to pupils. This learning is then developed to consider sequences of lessons and creativity in learning and teaching.

**How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject**

Poor literacy is instrumental in limiting pupils’ success in school and beyond. The Social Mobility Commission Report states: ‘There is a fracture line running deep through … our education system. Those on the wrong side of this divide are losing out and falling behind’ (SMC, 2017). Davison (2020) argues Religious Education teaching is crucial in the success of pupils; in particular the importance of developing literacy. Trainees develop their knowledge and understanding of how to create accessible learning opportunities, designed to allow all learners to make progress. They are encouraged to critique our secondary curricula, considering if it privileges some pupils over others, design lessons and resources that are inclusive and explore representations of all groups, such as LGBTQIA and social classes in literature and non-fiction. For example, during Year 1, week 6 trainees focus on social justice in education when considering its purpose, then in week 12 on how poor literacy limits life chances, in weeks 25 and 26 they consider inclusive learning and barriers to learning and in week 29 the focus is on what inclusive learning Religious Education looks like.

**Opportunities to revisit key learning**

Trainees regularly revisit and develop their knowledge and skills across the programme. For example, the nature of the RE curriculum is first introduced in Year 1 Week 7, developed in Week 8 by looking at the place of religion in the wider school curriculum and revisited in Week 25 when trainees are asked to consider sequencing of the curriculum. Alongside this, when critiquing the curriculum, trainees are encouraged to consider whether our curriculum is inclusive, how we can adapt our teaching of the curriculum to ensure all learners are challenged and how we can gauge if pupils know more and remember more of the RE Curriculum. As they begin to apply their knowledge and skills to planning for peer teaching, they are encouraged to revisit the key concepts, and again, as they begin to plan learning when on Professional Practice.

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## References

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* Department for Education (DfE) 2019. ITT Core Content Framework <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf> (Last Accessed 03/08/22)
* EDUCATION and TRAINING FOUNDATION (ETF), 2022. Professional Standards for Teachers and Trainers – the ETF <https://www.et-foundation.co.uk/professional-standards/> (Last Accessed 03/08/22)
* FORDHAM, M. 2020 What did I mean by ‘the curriculum is the progression model’? <https://clioetcetera.com/2020/02/08/what-did-i-mean-by-the-curriculum-is-the-progression-model/>
* OFSTED Research Review Series: Religious Education 2022

[https://www.gov.uk/government/publications/curriculum-research-review-series-Religious Education/curriculum-research-review-series-Religious Education](https://www.gov.uk/government/publications/curriculum-research-review-series-Religious%20Education/curriculum-research-review-series-Religious%20Education) (Last Accessed 13/09/22)

* OFSTED Improving literacy in secondary schools: a shared responsibility

<https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility>

* ROSENSHINE, B. 2012 Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> (Last Accessed 13/09/22)
* SHERRINGTON, T. 2017 *The Learning Rainforest: Great Teaching in Real Classrooms*
* SOCIAL MOBILITY COMMISSION (SMC), 2017 Report State of the Nation 2017: Social Mobility in Great Britain
* THE QUALITY ASSURANCE AGENCY for UK HIGHER EDUCATION (QAA), 2019. Subject Benchmark Statement for Religious Education [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-Religious Education.pdf](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf) (Last Accessed 12/09/22)

## Delivery methods

During their training period, we use several interconnected and sequential mechanisms to support the development of our trainees’ knowledge and skills including:

* Centre based training led by Expert Practitioners
* School based training led by expert mentors
* Online learning and guided independent self-study
* Managed workload and well being
* Differentiated learning support for individuals and groups of trainees
* Coherence and consistency of the trainee teacher experience
* High quality CPD of mentors and tutors
* University-based assessment and QA mechanisms

Curriculum coverage across the courses is underpinned and mapped against the ITTECF however our curriculum goes beyond this and is ambitious, ensuring that our trainees are equipped as critical and reflective practitioners who recognise the role that high quality teaching plays in social justice and equality.

The curriculum is the progress model. Learning is sequential, not only ensuring that trainees have opportunity to build up foundational concepts but to also assist with managing trainee workload and well-being throughout the course. Teaching utilises PiP (Present in Person) and synchronous/online methods combined with periods of structured guided independent study and periods of Intensive Training and Practice (ITP). Expert colleagues from within the school-partnership are utilised to both support and deliver elements of the curriculum. Such partnership not only allows for greater collaboration between university-based and school-based expert colleagues, but also ensures that trainees are adequately supported in ‘practising key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom’ (DfE, 2019, p.5).

### Engaged Reading as our signature pedagogy

All ITE programmes at Edge Hill share a consistent signature approach in the promotion of **engaged reading** [[1]](#footnote-2)[1]. We believe that simply being present in a session is not enough and in order to maximise the learning opportunities available learners must be appropriately supported to engage in intelligently scaffolded pre-session, in-session, and post-session activities. Drawing out key features of academic success, we believe that the weekly learning cycle on a module should consist of:

1. Purposeful critical engagement with and synthesis of central course texts

2. Opportunities to discuss emerging responses and criticisms of texts

3. Regular feedback on those developing responses in a form that is constructively aligned with the final assessment of the module

The principles of this approach are:

1. Our programme aims and outcomes require students to interpret and synthesise academic literature and articulate thoughtful responses to that literature, and our teaching and learning aims should emphasise this engagement with the literature rather than simply the quality of lecturers’ presentations or lecture attendance (that is, it is not enough simply to be present in order to learn: students must be supported to engage).
2. Lectures and seminars thereby become a valuable opportunity for emergent formative feedback and discussion of preparatory tasks. Students are intended to take an active and directive role in these sessions by identifying areas for discussion.
3. ‘Engagement’ with a module means engagement with the dialogue in and around the central texts.  This might be through group discussion, written responses, blog posts, group tasks such as low-stakes mini-presentations, or diagram creation, and so on.

## Student Support

A Student Support Plan (SSP) is produced by the university inclusion team with trainees who have declared a disability. These plans are shared with the inclusion lead or professional support team within each department and any relevant information relating to placements is shared with the partnership development team and Link Tutor. Trainees with SSPs are strongly encouraged to share any relevant information with their mentors at the outset of the placement so they can be support appropriately.

All trainees are able to seek support from their Link Tutor and/or the university student support team(s) and links are provided for assistance:

<https://www.edgehill.ac.uk/departments/support/studentservices/>

<https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/>

<https://www.edgehill.ac.uk/departments/support/studentservices/inclusive/>

## Assessing trainee progress in Secondary Religious Education:

At the Secondary and FET phases, we have put the curriculum at the center of our understanding of progression. Each distinct course has its own subject specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. This ensures that, contingent on meeting the milestones in the curriculum, they can be recommended for the award of Qualified Teacher Status (QTS) at the end of the course for the subject in which they are training to teach at the Secondary phase. The ITE curriculum is purposefully sequenced on a week-by-week basis over the duration of each course so that Secondary trainees cover all aspects of the ITTECF and meet the necessary competencies for the award of QTS, however it also goes far beyond this. At the Secondary phase each course curriculum breaks down the required component knowledge and builds to a complex composite understanding which addresses the subject-specific pedagogical content knowledge required within each subject. The curriculum is sequenced across 3 years for our undergraduate course and one year for our PGCE.

The week-by-week curriculum for each course states what trainees should be able to know and do each week for the subject in which they are training to teach and ensures the necessary progression is made to enable QTS recommendation via the summative Professional Reflective Viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of ‘Weekly Development Summaries’ which capture what trainees understand and can do in line with their specific course ITE curriculum.

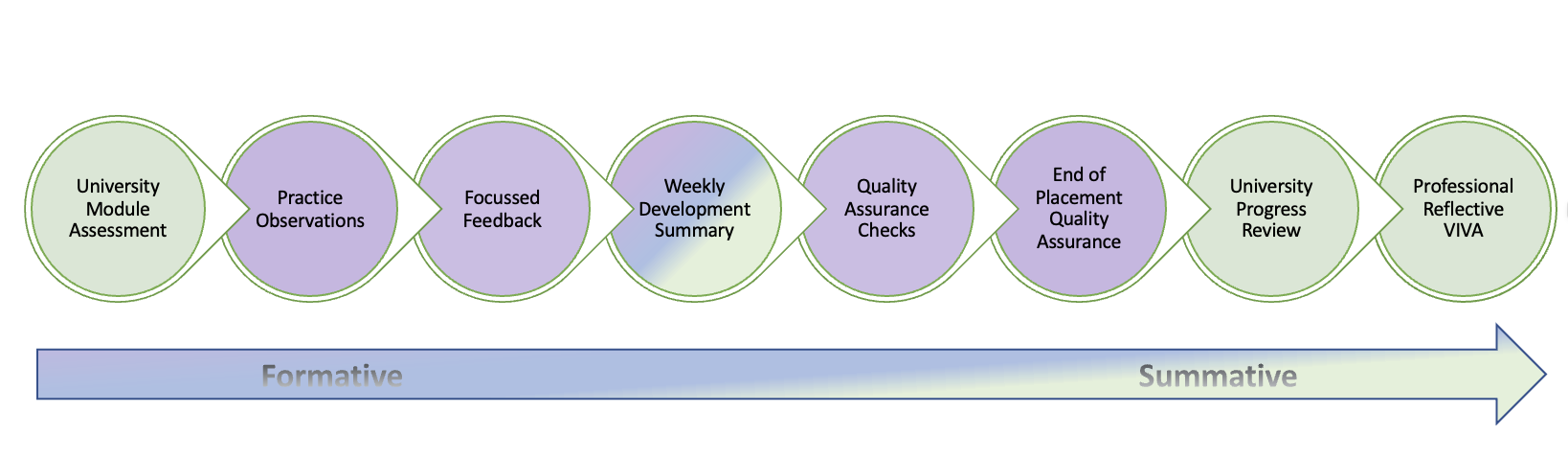
There is no separate curriculum for school-based experience. Instead, the specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITE curriculum by school-based colleagues who are experts in their subject. The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice; introductory, developmental, and consolidation and builds in opportunities for trainees to revisit key learning via a spiralised approach. During their Professional Practice trainees continue to be monitored on a week-by-week basis via the ‘Weekly Development Summaries’. This approach also enables university-based tutors to QA the mentoring which is taking place during the placement and to provide support/intervention to trainees or school-based mentors as appropriate.

Trainees who are not making sufficient progress through their curriculum (as evidenced via the WDS process) are supported via a Progress Support Plan. Details of which can be found in this handbook.

**How is evidence of progress gathered?**

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees through the university-based curriculum. This takes place within a variety of contexts:

* Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries and/or Weely Development Tutorials (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
* Subject Knowledge Audits
* Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.
* Lesson observations during Professional Practice
* Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
* Key assessment points (e.g. Progress Reports)
* Academic submissions related to the level at which the trainee is studying (L4-L7)
* Additional support for trainees who require targeted intervention to make progress.



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## Progress Support Plans

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support and intervention being put in place. Such interventions made include (but are not limited to):

* Signposting to additional material or specific content addressed in taught sessions.
* Additional tutorials and/or sessions with a relevant colleague.
* Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
* Referral to the Student Support Team and the requirement that the trainee engage with their support.
* Department Progress Meetings (DPM)

The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PCP can lead to one of three outcomes for the trainee; sufficient progress has been made and the trainee returns to being monitored via the WDS, partial progress has been made but the trainee requires an additional week to make sufficient progress, or the trainee has not made sufficient progress and is referred to the Associate Head of Department for consideration of next steps. These next steps can include;

* A delay to the trainee undertaking their placement until such a time as progress has been made.
* A request that the trainee undertakes their placement at a second attempt (if the PSP relates to progression through the curriculum whist on Professional Practice).
* The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary) or which makes them ineligible for QTLS (FET).

For a comprehensive guide to the PSP process please see the appendix.

## Key Texts and Debates:

* BIESTA, G. 2009 Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).
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* OFSTED Improving literacy in secondary schools: a shared responsibility

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* ROSENSHINE, B. 2012 Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> (Last Accessed 13/09/22)

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# Weekly Curriculum Map 2024/25: Year 1

| Week number (beginning 02.09.24) | To make progress through the ITE curriculum in Religious Education, trainees should know: | To make progress through the ITE curriculum in Religious Education, trainees should be able to: | To make progress, trainees could be given the following opportunities: | Questions for the weekly tutorial/ mentor meeting: |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| Engaged reading |  | | | |
| 2 |  |  |  |  |
| Engaged reading |  | | | |
| 3 |  |  |  |  |
| Engaged reading |  | | | |
| 4 |  |  |  |  |
| Engaged reading |  | | | |
| 5 |  |  |  |  |
| Engaged reading |  | | | |
| 6 | **Induction Week** | | | |
| **Start of ITE curriculum (Year 1)** | | | | |
| 7  *What is the point of education?* | * Religious Education teachers are key role models, who can influence the attitudes, values, and behaviours of their pupils. * A school’s RE curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the basic and national curriculum within a coherent wider vision for successful learning. | * Communicate a belief in the academic potential of all pupils in RE. * Contribute positively to the wider school culture and develop a shared responsibility for improving the lives of all young people in school. | SEN1006  *Lead Lecture 7/10*  *PS*  *Seminar 10/10*  *MW* | *What is the purpose of ‘education’?* |
| Engaged reading | Forward to the New Edition (ppv-viii) in The Lazy Teacher’s Handbook: Smith, J. and Gilbert, I. (2017) *The lazy teacher's handbook : new edition*. Revised and updated edn. Carmarthen, Wales: Independent Thinking Press.  Chp 1 *What is education for?*  in Biesta, G. J. J. (2010) *Good education in an age of measurement : ethics, politics, democracy*. Florence: Taylor and Francis. Available at: <http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4186085> | | | |
| 8  *What makes a good learning experience?* | * A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils. * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE. * A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. | * Begin to evaluate what a ‘good’ learning experience looks like. * Develop an understanding of different pupils’ needs. * Develop a positive, predictable, and safe environment for pupils in Religious Education lessons. | SEN1006  *Lead Lecture 14/10*  *MS*  *Seminar 17/10*  *MW* | *What role should an RE teacher have to create a successful learning experience?* |
| Engaged reading | PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: <https://doi.org/10.1787/22260919> | | | |
| 9  *What is a curriculum? Why do we need one?* | * A school’s RE curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the basic and national curriculum within a coherent wider vision for successful learning. * Secure subject knowledge helps teachers to motivate pupils and teach effective RE lessons. * RE is a statutory part of the basic curriculum in all maintained schools for all pupils. | * Discuss the rationale for curriculum choices, the process for arriving at current curriculum choices in RE. * Reflect on progress made, recognising strengths and weaknesses, and identifying next steps for further improvement. * Identify gaps in their own subject knowledge and plan to rectify these. | SEN1006  *Lead Lecture 21/10*  *PS*  *Seminar 24/10*  *MW* | *Why do we need a curriculum?*  *What is the place of RE within the School Curriculum?* |
| Engaged reading | Fordham, M. 2020 What did I mean by ‘the curriculum is the progression model’? <https://clioetcetera.com/2020/02/08/what-did-i-mean-by-the-curriculum-is-the-progression-model/> | | | |
| 10  Prof. Week  ITaP (5 days)  Professional Behaviours | * DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. * RE Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. | * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. * Develop as a professional, by receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards in a partner high school. | ITaP  Professional visit to a High School | *What have you learnt about teachers’ professionalism and how pupils learn from your visit to a high school?*  *What are the legal responsibilities of schools and teachers in safeguarding children?* |
| Engaged reading | DfE Keeping Children Safe in Education 2022. Accessible from: [**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1101454/Keeping\_children\_safe\_in\_education\_2022.pdf**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)  Chapter 1 of Mary Baginsky, Jenny Driscoll, Carl Purcell, Jill Manthorpe and Ben Hickman (2022) Protecting and Safeguarding Children in Schools: A Multi-Agency Approach. Policy Press, Bristol. | | | |
| 11  *What are the key principles of planning?* | * Learning involves a lasting change in pupils’ capabilities or understanding. * Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed in RE. * Explicitly teaching pupils the knowledge and skills they need to succeed within RE is beneficial. * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in RE lessons. | * Establish routines at the beginning of the school year, both in the RE classroom and around the school. * Engage critically with research and using evidence to critique practice. * Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of RE. | SEN1006  *Lead Lecture 4/11*  *GM*  SEC1003  *Seminar 7/11*  *MW* | *What are the foundational concepts in RE?*  *What is the Engaged to successful learning and how will we know it is successful?* |
| Engaged reading | Chp 2 *Planning for Learning* in Evans, C. *et al.* (2009) *Teaching Religious Education: developing as a reflective secondary teacher*. London: Sage Publications | | | |
| 12  Wk Bg 11/11 | **Reading Week** | | | |
| 13  *What are the practicalities of planning a lesson?* | * Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. * Modelling helps pupils understand new processes and ideas; good models make abstract ideas, such as creativity, concrete and accessible. * Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. * In RE and all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. | * Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. * Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. * Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. * Balance exposition, repetition, practice of critical skills and knowledge in RE lessons. | SEN1006  *Lead Lecture 18/11*  *MS*  *Seminar 21/11*  *MW* | *What does effective teaching and learning look like in RE and how can this be achieved?* |
| Engaged reading | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>.  Chp 1 'Why don't students like school? In Willingham, D. T. (2009) Why don’t students like school? San Francisco, CA: Jossey Bass. | | | |
| 14  *What is good classroom practice? Direct instruction vs constructivist learning* | * Effective RE teaching can transform pupils’ knowledge, capabilities and beliefs about learning. * Practice is an integral part of effective RE teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. * In order for pupils to think critically in RE, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. | * Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. * Break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). * Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. | SEN1006  *Lead Lecture 25/11*  *PS*  *Seminar 28/11*  *MW* | *How can we develop pupils as independent learners in RE?*  *How could you model critical thinking to pupils, in RE?* |
| Engaged reading | Chp 4 *Why is it so hard for students to understand abstract ideas?* in Willingham, D. T. (2009) Why don’t students like school? San Francisco, CA: JosseyBass | | | |
| 15  Prof. Week  Literacy  *What is the Religious Education Teacher’s role in developing literacy?*  *What is Systematic Synthetic Phonics?* | * To access the RE curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension. Systematic synthetic phonics is the most effective approach for teaching pupils to decode, enabling pupils to understand Engaged RE vocabulary. * Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. * High-quality RE teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | * Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. * Model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).   promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).   * To model reading comprehension by asking questions, making predictions and summarising when reading and teach pupils metacognitive strategies linked to subject knowledge of emergent reading. | Literacy Conference Day  MS 2/12  Literacy in the real-world visit???  Museum / Ormskirk / Library? | *How could you introduce unfamiliar vocabulary in a new topic?*  *How can we approach promoting reading for pleasure?*  *What does research tell us about the effectiveness of SSP?*  *How could we use SSP in our secondary RE classrooms to support emergent readers/writers?* |
| Engaged reading | Chp 1 *Literacy and Social Class* in Daly, C. and Davison, J. (eds) (2020) *Debates in English teaching*. Second edn. Abingdon, Oxon: Routledge Available at: <https://www.taylorfrancis.com/books/e/9780429506871> (Accessed: April 3, 2023).  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>. | | | |
| 16  *What is Assessment for Learning?* | * Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. * 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. | * Use assessments to check for prior knowledge and pre-existing misconceptions. * Monitor pupil work during lessons, including checking for misconceptions. * Focus on specific actions for pupils and providing time for pupils to respond to feedback | SEN1006  *Lead Lecture 9/12*  *FO*  *Seminar 12/12*  *MW* | *What constitutes good assessment practice in RE?*  *How will you use the data and information from assessment to inform your planning and adapt your teaching?* |
| Engaged reading | 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> | | | |
| 17  *How are questioning and assessment linked?* | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs in RE. * Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. * Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. | * Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). * Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps) | SEN1006  *Lead Lecture 16/12*  *FO*  *Seminar 19/12*  *MW* | *How can questioning be used as a form of formative assessment?*  *What is the difference between formative and summative assessment?*  *Why are both important?* |
| Engaged reading | Chp 1 *More Effective Questioning* in Pearsall, G. 2018 *Fast and Effective Assessment : How to Reduce Your Workload and Improve Student Learning*, Association for Supervision & Curriculum Development. *ProQuest Ebook Central*, <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=5342306>.  Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) *What Does This Look Like in the Classroom? Bridging the gap between research and practice*. Woodbridge: John Catt | | | |
| 18 | **Christmas Vacation** | | | |
| 19 |
| 20  *How do we promote mental health and wellbeing?* | * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | * Use and personalise systems and routines to support efficient time and task management. * Draw explicit links between new content and the core concepts and principles in RE. * Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing. | SEN1006  *Lead Lecture 6/1*  *NR*  *Seminar 9/2*  *MW* | *How do you understand wellbeing and self-care in education?*  *How can we develop these skills in our pupils?* |
| Engaged reading | Estrada, C.A.M., Lomboy, M.F.T.C., Gregorio, E.R. *et al.* Religious education can contribute to adolescent mental health in school settings. *Int J Ment Health Syst* **13**, 28 (2019). https://doi.org/10.1186/s13033-019-0286-7 | | | |
| 21 | **Assessment Week – Review of Padlet Portfolios** | | | |
| 22 | **Assessment Week** | | | |
| 23  Start of Sem 2  *What makes effective learning in RE?* | * Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. * Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned in RE. * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | * Provide tasks that support pupils to learn Engaged ideas securely (e.g. quizzing pupils so they develop fluency with Engaged Religious terminology). * Give manageable, specific and sequential instructions. * Check pupils’ understanding of instructions before a task begins. * Avoid overloading working memory, by taking into account pupils’ prior knowledge when planning how much new information to introduce. | SEN1006  *Lead Lecture 27/1*  *PS*  *Seminar 30/1*  *MW* | *How can intrinsic and extrinsic rewards be used to support behaviour management in RE?*  *Why is it important to give pupils the opportunity to practise skills in RE?* |
| Engaged reading | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>. | | | |
| 24  *How do we develop High Expectations?* | * Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential in RE * Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. * A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils. * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure in RE. | * Set tasks that stretch pupils, but which are achievable, within a challenging RE curriculum. * Create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). * Sequence RE lessons so that pupils secure foundational knowledge before encountering more complex content. | SEN1006  *Lead Lecture 3/2*  *SPC*  *Seminar 6/2*  *MW* | *What are the key RE skills that support learning and how can they be developed?*  *What are considered high expectations at the different key stages?* |
| Engaged reading | Rathmann K., Herke M., Hurrelmann K., Richter M. (2018) Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. PLoS ONE 13(2): e0189335. <https://doi.org/10.1371/journal.pone.0189335> | | | |
| 25  Prof.  Week  LOTC | * There are various approaches within RE that support all children with context embedded and cognitively demanding work. * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | * To support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. * Celebrate culture, languages and difference in RE classes and beyond school. | Monday – Creativity in teaching: LOTC launch and workshops.  Thursday  LOTC in Action  Visit to Rufford Old Hall  Eng/maths/RE | *How can LOTC be used to enhance the study of RE?* |
| Engaged reading | *Part 1: Questions* pages 19-42 in Grigg, R. and Lewis, H. (2016) A to Z of learning outside the classroom. London: Bloomsbury. | | | |
| 26  *What is the Differentiation Debate?* | * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of RE teaching. * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in RE. * Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. | * Adapt RE lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. * Decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. * Apply high expectations to all groups, and ensure all pupils have access to a rich RE curriculum. | SEN1006  *Lead Lecture 12/2*  *PS*  *Seminar 15/2*  *MW* | *What differences are there between adaptive teaching and differentiation?*  *How can we assure that learning in RE is inclusive?* |
| Engaged reading | Sherrington, T. 2019b ‘Rescuing Differentiation from the Checklist of Bad Practice.’ <https://teacherhead.com/2019/01/24/rescuing-differentiation-from-the-checklist-of-bad-practice/>  Titchmarsh, A. 2019 ‘Meeting Individual Differences’ in Capel, S, Leask, M, & Younie, S (eds) 2019, *Learning to Teach in the Secondary School: A Companion to School Experience* (8th edn), Taylor & Francis Group, Milton | | | |
| 27  *How do teachers help pupils overcome barriers to learning?* | * Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. * In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing RE teaching to facilitate this process is important. * Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. | * Identify essential concepts, knowledge, skills and principles within RE. * Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within RE. * Sequence lessons so that pupils secure foundational knowledge before encountering more complex content. | SEN1006  *Lead Lecture 19/2*  *GM*  *Seminar 22/2*  *MW* | *How would you sequence learning activities in an RE lesson to help remove barriers to learning?* |
| Engaged reading | Howard Johnson summarises Bruner’s work on the spiral curriculum in this article: <https://files.eric.ed.gov/fulltext/ED538282.pdf> | | | |
| 28  Wk bg 3/3 | **Reading Week** | | | |
| 29  *How do you manage your classroom: pupil motivation?* | * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success in RE. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | * Establish a supportive and inclusive environment with a predictable system of reward and sanction in the RE classroom. * Give manageable, specific and sequential instructions. * Use consistent language and non-verbal signals for common classroom directions. | SEN1006  *Lead Lecture 10/3*  *GM*  *Seminar 14/3*  MW | *What are the particular difficulties in motivating pupils to study RE and how might the teacher overcome them?*  *How might we challenge negative perceptions of elements of the RE curriculum?* |
| Engaged reading | Bennett, T. 2018 THE BEGINNING TEACHER’S BEHAVIOUR TOOLKIT:  A SUMMARY [https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom\_Bennett\_summary.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftombennetttraining.co.uk%2Fwp-content%2Fuploads%2F2020%2F05%2FTom_Bennett_summary.pdf&data=05%7C01%7CNakhlag%40edgehill.ac.uk%7C16165b855ec540e78caf08db6b41cc36%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638221702565764524%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bJl8iWTmBdUxoUx8wJ%2Fcpcr%2Fqba55a0KQ%2Fo5YMafAwU%3D&reserved=0)  Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation> | | | |
| 30  *How do pupils learn: Knowledge and Science of Learning* | * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. * Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. * There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. | * How to take into account pupils’ prior knowledge when planning how much new information to introduce. * How to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). * How to use retrieval and spaced practice to build automatic recall of Engaged knowledge and how to deconstruct this approach. * Engage critically with research. | SEN1006  *Lead Lecture 17/3*  *PS*  *Seminar 20/3*  *MW* | *What is the difference between working memory and long-term memory?*  *What is spaced retrieval practice?*  *Are Learning Styles simply a myth?* |
| Engaged reading | Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, *9* (3).  Willingham, D. T. (2010) The Myth of Learning Styles, *Change*, 42(5), 32–35. | | | |
| 31  Prof. Week  *How do schools support pupils with additional needs?* | * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of RE teaching. * Teaching assistants (TAs) can support pupils more effectively when they are prepared for RE lessons by teachers, and when TAs supplement rather than replace support from teachers. * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | * Support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. * Work with the SENDCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. * Discuss with expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. | *Adaptive Teaching Conference Day 24/3*  *Professional Visit to a SEND school* | *What have you learnt from your visit to a SEND school?*  *How were experienced teachers using TAs to support students?* |
| Engaged reading | Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf> | | | |
| 32  *What does current learning theory teach?*  *Transformative Pedagogy* | * Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. * High-quality classroom talk can support pupils to articulate Engaged ideas, consolidate understanding and extend their vocabulary. * Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. | * How to consider the factors that will support effective collaborative or paired work * Plan activities around what you want pupils to think hard about. | SEN1006  *Lead Lecture 31/3*  *SH*  *Seminar 3/4*  *MW* | *How can we use high quality talk to support reflection in the RE classroom?* |
| Engaged reading | Read the Introduction and Theories of Transformative Pedagogy in: Alam, A. 2022 Mapping a Sustainable Future through Conceptualization of Transformative Learning Framework, Education for Sustainable Development, Critical Reflection, and Responsible Citizenship : An Exploration of Pedagogies for Twenty-First Century Learning *ECS Transactions* 107:1 | | | |
| 33  *What are PSHE and RSE?* | * High-quality PSHE teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. * Explicitly teaching pupils the knowledge and skills they need to succeed within PSHE is beneficial | * Use resources and materials aligned with the school PSHE curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content) * Be aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts | SEN1006  *Lead Lecture 7/4*  *HM*  *Seminar 10/4*  *MW* | *What does a good PSHE curriculum look like?*  *How can we relate learning in the RE classroom to the PSHE curriculum?* |
| Engaged reading | Davies, E. L., & Matley, F. (2020). Teachers and pupils under pressure: UK teachers' views on the content and format of personal, social, health and economic education. Educational Studies, 46(1), 4-22. [https://doi.org/10.1080/02643944.2020.1713868](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1080%2F02643944.2020.1713868&data=05%7C01%7CNakhlag%40edgehill.ac.uk%7C16165b855ec540e78caf08db6b41cc36%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638221702565764524%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=car4kKxnctgmeawM1cHphjeAemmmGDo0rnqoxO5IoYE%3D&reserved=0) | | | |
| 34 | **Easter Vacation** | | | |
| 35 |
| 36  How do we become *Reflective Practitioners and succeed on placement?* | * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. * Engaging in high-quality professional development can help teachers improve. * Trainees should know that there are certain standards of professional behaviour expected from teachers such as: attendance, punctuality, and appropriate communication. | * Engage critically with research and using evidence to critique practice. * Work as part of a professional team in an RE department. * Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). * Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. | SEN1006  *Lead Lecture 15/4*  *PS*  SEC1003  *Seminar 18/4*  *MW* | *What type of RE teacher do you want to be?*  *Beyond teaching RE, how might you contribute to the wider school culture?*  *How will you demonstrate your professionalism whilst on placement?* |
| Engaged reading | Read the Executive Summary (pp1-3) in 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>  Chp 1 *Reflective Practice*  in Sellars, M. (2017) Reflective practice for teachers. 2nd edn. London: SAGE Publications | | | |
| 37 | **Assessment Week** | | | |
| **Start of Introductory Placement** | | | | |
| 38  ITaP (5 days)  Adaptive teaching | * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of Religious Education teaching. * Teaching assistants (TAs) can support pupils more effectively when they are prepared for RE lessons by teachers, and when TAs supplement rather than replace support from teachers. * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | * Support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. * Work with the SENDCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. * Discuss with expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. | ITaP | How do professionals work together to ensure individual needs of pupils are being met? |
| Engaged reading |  | | | |
| 39  Introductory Placement 1  19/5 | * Setting clear expectations can help communicate shared values that improve classroom and school culture. * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment in Religious Education. * The school’s Safeguarding policy, DSO and safeguarding team and their role and the process for reporting concerns | * Model courteous and aspirational behaviour. * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. * Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine | Professional Practice in school offers opportunities to:   1. Observe how your mentor model and set high expectations including their language, behaviour and teaching. 2. Read the school’s behaviour policy. 3. Observe how expert colleagues establish a supportive and inclusive environment. 4. Become familiar with the school’s safeguarding policy, the DSO and safeguarding team and know your role in this. 5. Contact the DSL and related colleagues and how to report safeguarding concerns (and what such concerns may look like | * What have you learnt about the importance of having high expectations? * How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? * Are there any specific safeguarding challenges within RE? What are they? |
| Engaged reading | Tom Sherrington’s Teacherhead Blog: <https://teacherhead.com/2018/09/02/great-teaching-the-power-of-expectations/> | | | |
| 40  26/5 | **Half Term Week** | | | |
| 41  Introductory Placement 2  2/6 | * Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils in RE lessons. * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success in RE. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | * Set clear behavioural expectations and routines which establish a consistent and inclusive learning environment. * Apply rules, sanctions, rewards, and praise in line with the school policy. * Respond to any behaviour or bullying which threatens pupil’s emotional safety * Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names) | Professional Practice in school offers opportunities to:   1. Read the school policy on how to deal with bullying. 2. Speak to your mentor about any structures or routines that are embedded in the school. 3. Ask your mentor for a class list of a class you will be teaching so you can start to learn names. 4. Become familiar with the rewards and sanctions according to the school’s behaviour policy | * Have you been able to identify any inspirational or challenging language? What impact did this have on the learning in that classroom? * What do you think a positive learning environment looks like in your subject? How would you plan for this? * How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective/ineffective examples of this? * *Choose the pupil that will be the focus of the case study which forms part of the module assessment.* |
| Engaged reading | Alex Quigley’s Confident Teacher Blog: <https://alexquigley.co.uk/> | | | |
| 42  Introductory Placement 3  9/6 | * 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. * Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed in RE. | * Identify essential concepts, knowledge and skills within a carefully sequenced and coherent curriculum. * Provide opportunity for all pupils to learn and master essential concepts, knowledge and skills in that subject. * Plan and deliver a carefully sequencing curriculum which encompasses the school’s vision for its knowledge, skills and values. * Ensure that pupils’ thinking is focused on Engaged ideas and principles within RE | Professional Practice in school offers opportunities to:   1. Observe how expert colleague ensures pupil master the foundations before moving on 2. Discuss with your mentor how they have planned their RE curriculum taking the school ethos/vision into account. 3. Review with your mentor how SoWs transition pupils from foundational knowledge to more complex ideas. 4. Observe an expert colleague and discuss with them the essential skill/knowledge delivered as part of that lesson. | * What are your areas for subject knowledge development? How will you address these? * What are the essential skills, knowledge, concepts and principles in your subject area? Can you identify this in the department’s approach to T&L? * Have you been able to identify how students are supported in mastering important concepts in your subject? What made this effective? * *Discuss what you have learnt about your case study pupil.* |
| Engaged reading | Myatt, M, & Tomsett, J 2021, Huh : Curriculum Conversations Between Subject and Senior Leaders, John Catt Educational, Limited, Melton, Suffolk | | | |
| 43  Introductory Placement 4  16/6 | * Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable, particularly in the teaching of literacy. * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs in RE. * Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | * Collaborate with colleagues to effectively use resources and materials (such as shared planning or textbooks) * Ensure that learning is sequenced so that pupils’ master foundational concepts before moving on. * Anticipate, plan for and encourage pupils to share common misconceptions to they can be addressed, and pupils have relevant and accurate subject specific knowledge. * Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions). * Promote/improve pupils’ literacy levels (inc. the use of subject specific language) | Professional Practice in school offers opportunities to:   1. Create a resource which could be used to address a common misconception in RE. 2. Observe expert teachers’ use of questioning to check knowledge and understanding, develop pupil responses and challenge for deeper thinking. 3. Discuss with expert colleagues how to develop pupil’s literacy. 4. Observe how expert colleagues demonstrate a clear understanding of systematic synthetic phonics in everyday teaching. | * How do experienced colleagues use formative assessment methods to check pupil understanding? * How effectively do you utilise your formative feedback to help pupils progress? * How effective have you been in helping to address pupils’ misconceptions? How could you develop this? * How do you feel you are developing in supporting and improving pupils’ literacy in your lessons? * *Check that the draft of the case study is accurate and includes sufficient details.* |
| Engaged reading | Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf> | | | |
| 44  Introductory Placement 5  23/6 | * Prior knowledge plays an important role in how pupils learn; committing some Engaged facts to their long-term memory is likely to help pupils learn more complex ideas in RE. * Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. * Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. * 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. | * Start expositions at the point of pupil understanding. Avoid overloading working memory by taking prior learning into account when introducing new content and breaking such content into smaller steps/the constituent parts. * Sequence learning so pupils are secure in foundational knowledge before introducing more complex material. * Use modelling, scaffolding and explanations to assist with structuring learning, and recognise the need to remove this when pupils can apply such structures to prior learning. * Provide pupils with opportunity to consolidate and practise new knowledge and skills * Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions. * Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task. | Professional Practice in school offers opportunities to:   1. Discuss with your mentor how pupils’ prior knowledge is taken into account when planning. 2. Practise breaking complex materials into smaller steps(e.g using partially completed examples to focus pupils on specific steps). 3. Discuss with your mentor how to sequence lessons so that pupils build upon prior knowledge and have opportunities to consolidate learning through practice. 4. Look at your lesson plans so far- how have you embedded formative assessment opportunities? 5. Discuss with your mentor the bigger picture of assessment in the department- when and how does it happen? | * How is learning structured in your department? Can you link this to any of your university learning? * How have pupils learnt in your lessons this week? How do you know this? What promotes this? What hinders? * In what ways have aspects of learning been broken down into manageable chunks for the pupils – when have things needed to be broken down and why? * How do you plan for formative assessment tasks linked to lesson objectives? * *How do specialist colleagues in school support pupils – particularly your case study pupil?* |
| Engaged reading | Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://deansforimpact.org/resources/the-science-of-learning/>.  Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5-31 | | | |
| 45  Introductory Placement 6  30/6 | * Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed in RE. * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success in RE. * Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. | * Identify pupils who need new content further broken down and/or who benefit from additional adaptions. * Support pupils with a range of educational needs including how to use guidance in the SEND code of practice. * Ensure that all pupils have the opportunity to meet high expectations, rather than artificially creating distinct tasks for specific classes/pupils. * Plan and include questions and discussions to extend and challenge pupils. | Professional Practice in school offers opportunities to:   1. Discuss with the teacher (and TA) how they adapt teaching to meet the needs of your case study pupil. 2. Use this knowledge at plan a lesson, adapting your teaching to support your Case Study pupil. 3. Observe how experienced teachers scaffold learning and how that scaffolding is gradually withdrawn. | * How have you adapted your teaching to meet the needs of SEND pupils? How effective has this been? * What does challenging pupils look like in your lessons? How could you develop this? * Thinking about one of your lessons this week, how did this fit into the broader curriculum picture? * *Ensure that you have taught your case study pupil.* |
| Engaged reading | Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit:  Special Educational Needs in Mainstream Schools Accessible from <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | | | |
| **End of introductory placement & End of ITE curriculum (Year 1)** | | | | |

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# Weekly Curriculum Map 2024/25: Year 2

| Week number (beginning 02.09.24) | To make progress through the ITE curriculum in Religious Education, trainees should know: | To make progress through the ITE curriculum in Religious Education, trainees should be able to: | To make progress, trainees could be given the following opportunities: | Questions for the weekly mentor meeting: |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| Engaged reading |  | | | |
| 2 |  |  |  |  |
| Engaged reading |  | | | |
| 3 |  |  |  |  |
| Engaged reading |  | | | |
| 4 |  |  |  |  |
| Engaged reading |  | | | |
| 5 |  |  |  |  |
| Engaged reading |  | | | |
| 6 |  |  |  |  |
| Engaged reading |  | | | |
| **Start of ITE curriculum (Year 2)** | | | | |
| 7  *What does the curriculum need to deliver high quality RE?* | * The curriculum is the Progression model; getting better at Religious Education means pupils knowing more and remembering more of the RE curriculum they have been taught. * Explicitly teaching pupils the knowledge and skills they need to succeed in RE is beneficial. * Research informs good practice in Teaching RE | * Use literature to inform RE teaching. * Understand how to revisit the big ideas within the RE curriculum over time and teach Engaged concepts through a range of examples. | SEC2001 Val  *Lead Lecture 8/10*  *Enlightenment values, FBV and Educational Change: an introduction.*  SEC2002  *Seminar 10/10*  *GM* | What does research tell us about the best ways to improve Religious Education and how does this relate to the Engaged concepts on the RE Curriculum?  How has what is valued in RE Education changed over time? |
| Engaged reading | Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).(Read the abstract & Introduction) | | | |
| 8  *What is curriculum intent and disciplines in RE?* | * Learning involves a lasting change of pupils’ knowledge or capabilities. * The Religious Education Curriculum encompasses the disciplines of Language and Literature. * Research informs good practice in Teaching RE | * Ensure pupils’ thinking is focused on Engaged ideas in RE * Ensure pupils have relevant discipline-specific knowledge, especially when being asked to think critically within RE | SEC2001 Val  *Lead Lecture 15/10*  *Enlightenment and Education.*  SEC2002  *Seminar 17/10*  *GM* | *How might a teacher teach Religious Education through various disciplines for example sociology, theology or philosophy?* |
| Engaged reading | 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> | | | |
| 9  *What does an RE teacher need to consider in planning effective learning?* | * A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. * High quality RE can be taught in a variety of ways. * Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases. * Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. | * Include appropriate learning activities in an RE lesson * Enable critical thinking by first teaching the necessary foundational content knowledge. * Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills in RE lessons. | SEC2001 Val  *Lead Lecture 22/10*  *Duty of Care including H&S in the Classroom*  SEC2002  *Seminar 24/10*  *GM* | *What do RE teachers need to consider before beginning to plan and teach new knowledge and skills?* |
| Engaged reading | Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002> | | | |
| 10  Professional Week  TransitionKS2-KS3 | * Have an understanding of the challenges and concerns of transitioning from KS2-3. * In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. * To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. | * Support pupils transitioning from Engaged stage 2-3 in RE. * Draw explicit links between new content and the core concepts and principles in the subject. * Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. | SEC2001 Val  *Day 1- Tuesday*  *Transition launch*  Day 2-  Visit to a primary school  Day 3-  Subject trip | *Explore the roles and concerns of major stakeholders (the pupils, their parents/carers & teachers).*  *How do we ensure for progress and continuity in RE?* |
| Engaged reading | Transition from Engaged Stage 2 to 3  Learning Cultures. CPD for Teachers [Transition from Engaged Stage 2 to 3 (learningcultures.org)](https://learningcultures.org/news/transition-from-key-stage-2-to-3/) | | | |
| 11  *How do we plan for progression in RE?* | * Pupils make progress at different rates but are all capable of meeting the high expectations set for them in RE. * Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed in RE. * RE lessons need clear learning objectives – a Engaged question for each lesson is useful in focusing learning | * Connect learning to pupils’ prior knowledge. * Sequence RE lessons so that pupils secure foundational knowledge before encountering more complex content. * Explicitly teach pupils the knowledge and skills they need to succeed in RE. * Address some simple misconceptions in pupils’ knowledge and understanding. | SEC2001 Val  *Lead Lecture 5/11*  *What progress is valued in education, and has been in the past?*  SEC2002  *Seminar 7/11*  *GM* | *What does progression look like in RE?*  *How do we know if our pupils are making progress?* |
| Engaged reading | 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://doi.org/10.1177/1529100612453266> | | | |
| 12  Wk bg 11/11 | **Reading Week** | | | |
| 13  *What is a spiral curriculum?* | * Prior knowledge plays an important role in how pupils learn; committing some Engaged facts to their long term memory is likely to help pupils learn more complex ideas. * A spiral curriculum is important in helping pupils build cumulatively enough knowledge and develop skills in RE. | * Plan sequences of learning in RE that build upon prior knowledge. * Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of RE. | SEC2001 Val  *Lead Lecture 19/11*  *Development of Learning Theory*  SEC2002  *Seminar 21/11*  *GM* | *Do you agree that you can teach any concept in RE to pupils at any age?* |
| Engaged reading | Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5>  Howard Johnson summarises Bruner’s work on the spiral curriculum in this article: <https://files.eric.ed.gov/fulltext/ED538282.pdf> | | | |
| 14  *How do children learn in RE?*  *Recalling and retrieving* | * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. * Committing some Engaged facts to their long-term memory is likely to help pupils learn more complex ideas. * A variety of recall and retrieval activities, regularly planned as part of the RE curriculum can be beneficial in helping pupils make progress | * Present information to pupils clearly and in small chunks. * Successfully use modelling techniques, to aid pupils’ cognitive skills. | SEC2001 Val  *Lead Lecture 26/11*  *The psychology of learning*  SEC2002  *Seminar 28/11*  *GM* | * *What is the difference between modelling and demonstrating? Why is it important?* * *How would an RE teacher use retrieval practice?* |
| Engaged reading | Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002>. | | | |
| 15  **Professional week**  **X Curricular Teaching** | * In RE pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. * Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. | * Draw explicit links between new content and the core concepts and principles in the subject. * Observe how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach. | Tuesday  Lead lecture on cross curricular teaching.  Workshops  Thursday  X Curricular Teaching in Action  Visit day Jodrell Bank | *How could we use learning from other subject areas to help pupils make connections to new Religious Education knowledge and form schemata?* |
| Engaged reading | **Cross** **Curricular** Teaching and Learning in the Secondary School ... Science (2012) Eleanor Byrne & Marilyn Brodie  Read Introduction- Chapter 1 | | | |
| 16  *How do RE Teachers develop the confidence and resilience of pupils so that all are able to progress?* | * Pupils make progress at different rates but are all capable of meeting the high expectations set for them in RE. * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. * Technology and social media present learning opportunities when used well. | * Plan and adapt learning based on formative assessment. * Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). | SEC2001 Val  *Lead Lecture 10/12*  *The evolution of motivation theory*  SEC2002  *Seminar 12/12*  *GM* | * *How can we engage pupils and help build their resilience when facing challenging material such as the Sutras and Ramayana?* * *What are the potential benefits and dangers of technology and social media in RE?* |
| Engaged reading | Chapter 7 of O’Neill, 2021 *Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners*  Revealing Reality (2023) Anti-social Media: The violent, sexual and illegal content children are viewing on one of their most popular apps <https://revealingreality.co.uk/wp-content/uploads/2023/06/Revealing-Reality_Anti-social-Media_06-06-23.pdf> | | | |
| 17  *How are motivational environments fostered in RE?* | * A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | * Ensure activities chosen clearly link to the intended learning outcomes of each lesson, and build towards the ambitious end goal of the sequence. | SEC2001 Val  *Lead Lecture 17/12*  *The evolution of motivation theory*  SEC2002  *Seminar 19/12*  *GM* | * *How did the best teachers encourage you to work hard in school? How did teachers encourage pupils on Year 1 placement to work hard?* * *How did you motivate yourself to overcome the challenges when faced with ‘difficult’ material?* |
| Engaged reading | Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832> | | | |
| 18 | **Christmas Vacation** | | | |
| 19 |
| 20  What is good RSE and PSHE? | * PSHE and RSE provides information, which is realistic and relevant, which reinforces positive social norms and is responsive to the needs of the school community. * It is important in PSHE and RSE to start with identifying pupil needs, including starting lessons where students are at. * PSHE and RSE is relevant and applicable across many important areas of their pupils lives. | * Utilise useful data sources, including Public Health England Child and Maternal Health (CHIMAT) data sets, your local authority’s joint strategic needs assessment (JSNA), as well as their own knowledge of pupil needs in their PSHE teaching and planning. * Plan to revisit and reinforce earlier learning through learning that ‘connects’ it to contexts that are relevant to the Engaged stage. * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint * Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships. | SEC2001 Val  *Lead Lecture 7/1*  *RSE*  SEC2002  *Seminar 9/1*  *GM* | What is the role of the form Tutor in developing pupils?  *What does good PSHE and RSE look like?* |
| Engaged reading | Chapter 6 and 8 of O’Neill, 2021 Proactive Pastoral Care: Nurturing Happy, Healthy and Successful Learners | | | |
| 21 | **Assessment Week** | | | |
| 22 | **Assessment Week** | | | |
| **Start of Semester 2**  23  *How do we adapt teaching in RE?* | * Teachers can inspire pupils by having high expectations. * Scaffolds are useful, such as writing frames or sentence starters, but must be temporary and need removing. * There are formal SEN diagnosis which some pupils have. | * Set challenging objectives for all pupils. * Support learners by scaffolding tasks – look at layers of scaffolding and consider when these could be removed. * Accommodate learners with Specific difficulties such as dyslexia, dyspraxia, ADHD. | SEC2001 Val  *Lead Lecture 28/1*  *Empire, Race and Education*  SEC2002  *Seminar 30/1*  *GM* | * *Explain how adaptive teaching helps pupils learn.* * *Some interpret adaptive teaching as giving pupils different tasks. Why might this be problematic for*   *a) the pupil*  *b) the teacher?* |
| Engaged reading | Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641. | | | |
| 24  *What is Inclusive Teaching?* | * Some pupils need more support than others to progress through the RE curriculum. * Additional adults and peers can be used to help pupils to learn, when they are used effectively. * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. | * Make accurate decisions – with support from colleagues, about the kinds of support that individual learners need. * Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues | SEC2001 Val  *Lead Lecture 4/2*  *Gender, class and values*  SEC2002  *Seminar 6/2*  *GM* | *What does an inclusive curriculum look like?*  *How can an RE department be a part of this?* |
| Engaged reading | Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342/>. | | | |
| 25  **Professional week**  **Focus on questioning** | * Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. * High-quality classroom talk can support pupils to articulate Engaged ideas, consolidate understanding and extend their vocabulary. * 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. | * Provide ‘just enough’ help to enable a pupil to correct a wrong answer. * Probe a student to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement. | Tuesday- Lead lecture- Introduction; video analyse; digital approximation  Wednesday  Bring pupils in from school -  Up Holland HS | *Explain how questioning is used in the classroom to*   1. *assess knowledge and understanding.* 2. *challenge pupils to develop knowledge and understanding.* |
| Engaged reading | Gershon, M. and Bloom, B. S. (2018) *How to use Bloom's taxonomy in the classroom : the complete guide*.  Sayers, J. (2013) Questioning *John Sayers Geography Blog*  Keeping learning on track: formative assessment and the regulation of learning(2005) by *Dylan Wiliam-*  [AAMT 05 paper (US) (dylanwiliam.org)](https://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/AAMT%2005%20paper%20%28US%29.pdf) | | | |
| 26  *How do we manage behaviour in the RE classroom?* | * Behaviour is built upon routines, responses and relationships in the RE classroom. * A consistent whole school approach to behaviour works. * Non-verbal signals can be useful in quietly managing behaviour in the class. * Careful lesson planning can minimise potential disruption, looking for potential ‘hot spots’ such as transitions during collaborative learning. | * Have high expectations of pupils’ behaviour and remind pupils of expectations. * Use a school’s behaviour system consistently. * Manage low level misbehaviour behaviour, including the use of praise. * Seek the right level of support when dealing with challenging behaviour. | SEC2001 Val  *Lead Lecture 18/2*  *Legal Aspects of BM*  SEC2002  *Seminar 20/2*  *GM* | *Why are opening and closing routines important?*  *What systems and policies have you observed?*  *How were these applied by teachers?*  *How do you consider behaviour management when planning your lessons?* |
| Engaged reading | Sabornie, C. Evertson, & C. Weinstein (Eds.).(2013) Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge.  Hendrick, C, & Macpherson, R (eds) 2017, What Does This Look Like in the Classroom? : Bridging the Gap Between Research and Practice, John Catt Educational, Limited, Melton, Suffolk | | | |
| 27 | **Assignment workshop for Issues, pedagogy, and critical reading** | | | |
| Engaged reading | Hopkins, D. and Reid, T. 2024 The academic skills handbook : your guide to success in writing, thinking and communicating at university 2nd ed London : SAGE Publications | | | |
| 28 | **Reading Week** | | | |
| 29  *How do we use collaborative learning in RE*? | * Paired and group activities can increase pupil success in RE, but to work together effectively pupils need guidance, support and practice. * How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. | * consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). | SEC2001 Val  *Lead Lecture 11/3*  *Collaborative learning*  SEC2002  *Seminar 13/3*  *GM* | *When planning for collaborative learning, what should teachers consider ensuring it will enable learning?*    *What different types of groups might we use in the classroom?*  *What are the advantages and disadvantages of each?* |
| Engaged reading | Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962>.  Alexander, R. (2017) Towards Dialogic Teaching: rethinking classroom talk. York: Dialogos (Pages 15-18)  [Dialogic Teaching | EEF (educationendowmentfoundation.org.uk)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducationendowmentfoundation.org.uk%2Fprojects-and-evaluation%2Fprojects%2Fdialogic-teaching%23%3A~%3Atext%3DDialogic%2520Teaching%2520aims%2520to%2520improve%2Chigher%2520order%2520thinking%2520and%2520articulacy.&data=05%7C02%7CObadafe%40edgehill.ac.uk%7Cf1cd039681964cc8c47708dc74cc46d2%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638513667919409774%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=wSCpc5q4liGyzpk6d8Hg5rKAlemO2cvbMm6aU0XXs0I%3D&reserved=0) | | | |
| 30  *What is good RElearning out of school?* | * Homework can improve pupil outcomes in RE, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. | * Plan home learning that extends or reinforces learning in school. * Consider the barriers some pupils may face when learning at home. | SEC2001 Val  *Lead Lecture 18/3*  *Class and Education Policy in England GM*  SEC2002  *Seminar 20/3*  *GM* | *What homework policies have you observed in school?*    *How do we ensure homework is meaningful and purposeful?* |
| Engaged reading | The Pros and Cons of Homework(2023) [The Pros and Cons: Should Students Have Homework? (uopeople.edu)](https://www.uopeople.edu/blog/the-pros-and-cons-of-homework/#:~:text=Endless%20surveys%20have%20found%20that%20homework%20creates%20a,of%20homework%20have%20not%20been%20backed%20up%20enough.) | | | |
| 31  Professional week  LOTC  25/03 | * There are various approaches within RE that support all children with context embedded and cognitively demanding work. * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | * To support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. * Celebrate culture, languages and difference in RE classes and beyond school. | Tuesday  LOTC on campus and individual tasks  Thursday  Subject visit  Dove Cottage and Rydale Mount | *How can LOTC be used to enhance the study of RE?* |
| Engaged reading | *Part 1: Questions* pages 43 – 75 in Grigg, R. and Lewis, H. (2016) A to Z of learning outside the classroom. London: Bloomsbury. | | | |
| 32  *How do we assess in RE?* | * Effective assessment is critical to RE teaching because it provides teachers with information about pupils’ understanding and needs. * Formative assessment is ‘in the moment’ and should help pupils to make progress. It happens subtly and consistently. * Summative Assessment is a tool for judging how much of the RE curriculum a pupil has learnt at a moment in time. * Formative assessment, done well, helps to improve summative assessment results in RE | * Ask questions that enable pupils to know more and remember more in RE. * Use questioning and non-verbal reactions as formative feedback during RE lessons. * Include summative and formative assessments as part of planning. * Adapt teaching so that all pupils progress through the RE curriculum in order to succeed in summative assessments. | SEC2001 Val  *Lead Lecture 2/4*  *Decolonising the Curriculum*  SEC2002  *Seminar 4/4*  *GM* | *Consider summative and formative assessment. Who benefits from each? Which is more important to:*  *a) pupils*  *b) teachers*  *c) parents / carers* |
| Engaged reading | Lau, A.M.S. (2016) ““Formative Good, Summative Bad?”-A Review of the Dichotomy in Assessment Literature,” Journal of Further and Higher Education, 40(4), pp. 509–525. | | | |
| 33  *Building on Prior Knowledge* | * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. * Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. * Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | * How to take into account pupils’ prior knowledge when planning how much new information to introduce. * How to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). | SEC2001 Val  *Lead Lecture 8/4*  *Cultural Capital*  SEC2002  *Seminar 10/4*  *GM* | *How could you gauge pupils’ prior knowledge when beginning a new topic?*    *Look at the lesson plan you produced for your SEC1002 assessment – Are there distractions in your plan that might take attention away from your learning objective?* |
| Engaged reading | Counsell, C. (2018) Senior Curriculum Leadership 1: The indirect manifestation of knowledge: (B) final performance as deceiver and guide <https://thedignityofthethingblog.wordpress.com/2018/04/12/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-b-final-performance-as-deceiver-and-guide/> | | | |
| 34 | **Easter Vacation** | | | |
| 35 |
| 36  *How do I develop as a reflective practitioner on placement?* | * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * RE teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. | * Engage critically with research and using evidence to critique practice. * work as part of a professional team in an RE department * Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). | SEC2001 Val  *Lead Lecture 29/4*  *Placement Briefing*  SEC2002  *Seminar 1/5*  *GM* | *How has your knowledge of teaching and learning developed so far?*  *Beyond teaching RE, how might you contribute to the wider school culture?* |
| Engaged reading | Reflective Practice for Teacher-Maura Sellars- Read chapt 1  The caring teacher- Pots- Chapt 8- pots 2021 How to make a positive difference in the classroom | | | |
| 37 | **Assessment Week** | | | |
| **Start of developmental placement** | | | | |
| 38  Developmental Placement 1 | * RE Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. * A school’s RE curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. * DSLs and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort in RE. * Set tasks in RE lessons which stretch pupils, but which are achievable. * Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. * Contact the DSL and related colleagues and how to report safeguarding concerns (and what such concerns may look like) | Professional Practice in school offers opportunities for:   1. Observe how expert colleagues establish a supportive and inclusive environment. 2. Become familiar with the school’s safeguarding policy, the DSO and safeguarding team and know your role in this. 3. Model positive, inspirational language and behaviour in the classroom reflecting high expectations of pupils. | * What have you learnt about the importance of having high expectations? * What do you think a positive learning environment looks like in RE? How would you plan for this? * How do staff in your school ensure there is a culture of respect and trust? Have you seen any effective examples of this? |
| Engaged reading | Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents’ Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. <https://doi.org/10.1080/15427609.2016.1164552> | | | |
| 39  Developmental Placement 2 | * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. * Effective RE teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. * Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. | * Plan sequences of lessons that ensure foundational knowledge is secure before moving onto new, or more complex content and break complex material into small steps and also ensure sequences of lessons build upon pupils' prior knowledge. * Ensure sequences of lessons consider possible misconceptions and are not overly 'cluttered', distracting from the Engaged content being taught. * Consider strategies for adapting teaching by identifying pupils who may need new content breaking down and liaising with the SENDCO/staff to support individual needs within lesson interventions. * teach key concepts through a range of examples. | Professional Practice in school offers opportunities to:  1 Observe how expert colleagues introduce new material to pupils.  2 Discuss planning with your mentor.  3 Analyse a SoW from the dept. How are lessons linked together? How are learning objectives sequenced?  4 Begin planning for your case study class. | * What have you learned about the importance of carefully sequencing content of RE lessons? * Have you identified clear learning objectives / outcomes for each lesson that focus on the key concepts being learned? * What have you learned about the nature of your classes, including any individuals with specific needs? |
| Engaged reading | Education Endowment Foundation (2018) SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS  High-quality teaching for pupils with SEND. [Online] Accessible from: EEF\_High\_Quality\_Teaching\_for\_Pupils\_with\_SEND.pdf (educationendowmentfoundation.org.uk ) | | | |
| 40 | **Half Term Week** | | | |
| 41  Developmental Placement 3 | * Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. * Setting clear expectations can help communicate shared values that improve classroom and school culture. * RE must be objective, critical and inclusive. A culture of mutual trust and respect supports effective relationships between RE teachers and their pupils. | * Manage low level disruption in the RE classroom, particularly through positive reinforcement. * Review lesson plans to ensure correct level of challenge / pupil activity to avoid drift. * Apply rules, sanctions, rewards, and praise in line with the school policy. * Establish and build positive and professional relationships which assist with managing behaviour (e.g. learning pupil names) | Professional Practice in school offers opportunities to:  1 Become familiar with the school’s rewards / sanctions according to the behaviour policy.  2 Obtain class lists / seating plans and begin to learn pupil names.  3 Discuss planning with your mentor to identify potential ‘hot spots’ for BM and prepare for them.  4 Practise using non-verbal signals to manage behaviour. | * How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? * How do experienced teachers use non-verbal signals to manage their classroom? * When should sanctions be escalated - according to the school's BM policy? * How does careful planning support behaviour management by avoiding or minimising issues?   *Identify your Case Study class and the three focus pupils.* |
| Engaged reading | Education Endowment Foundation (2018) Improving behaviour in schools. Accessed from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | | | |
| 42  Developmental Placement 4 | * Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. * Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. | * Consider the effectiveness of adaptive teaching. Are the strategies in place supporting individuals to access learning and make progress? * Contribute to the wider life of the school and its culture to enable a shared responsibility for improving the lives of pupils. * Personalise systems and routines which promote efficient time and task management. * Protect time for rest and recovery and how to promote good mental well-being. | Professional Practice in school offers opportunities to:   1. Discuss with your mentor how they manage their workload, particularly marking. 2. Think about how you are contributing to the wider school life through professional responsibilities and pastoral care. 3. Practise using a variety of techniques to adapt teaching and scaffold learning with your Case Study class. | * What strategies have you used to adapt your teaching? What has worked well / not so well? * What opportunities are you able to take to up to become involved in wider school life and beyond the RE department? * Why are professional duties/responsibilities important (eg break duty)? * How do experienced RE teachers manage their workload? |
| Engaged reading | Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. <https://doi.org/10.1177/0956797617739704>.Education Endowment Foundation (2018) SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS | | | |
| 43  Placement 5 | * Good assessment helps RE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. * 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 in RE. * Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. | * Plan formative assessment tasks linked to lesson objectives and how to think ahead about what would indicate understanding (e.g. using hinge questions) * Structure assessment tasks to check for prior knowledge, knowledge gaps, and pre-existing misconceptions. * Prompt pupils to elaborate on their responses to check secure understanding. * Monitor pupil understanding during lessons (inc. checking for misconceptions) as opposed to how busy they are or their understanding of the task. | Professional Practice in school offers opportunities to:  1 Observe how expert colleagues use questioning for a variety of purposes in the classroom.  2 Practise your questioning technique in the classroom.  3 Discuss the school’s marking policy with your mentor.  4 Plan for a variety of formative assessment opportunities in lessons. | * Where have you been able to utilise summative and formative assessment in your RE teaching? How effectively do you utilise your formative feedback to help pupils progress in RE? * How does the RE department assess pupils? How is this reflected in your planning and teaching? * How do you plan for formative assessment tasks linked to lesson objectives? How could you develop this area of your practice? |
| Engaged reading | Chp 4 ‘Assessment in the Round’ in Gershon, M. (2015) How to be outstanding in the classroom: raising achievement, securing progress and making learning happen. Milton Park, Abingdon, Oxon: Routledge. Available at: <http://site.ebrary.com/id/11005924> | | | |
| 44  Developmental Placement 6 | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs * Over time, feedback should support pupils to monitor and regulate their own learning. * Working with colleagues to identify efficient approaches to assessment is important; | * How to utilise externally validated material (such as past papers) to structure assessment tasks. * Draw conclusions about pupil learning based on patterns of performance over a period and structure self and peer assessment, making use of model answers which highlight Engaged details. * Provide specific and helpful feedback which assist pupils in progressing, focussing on specific actions for pupils and giving them time to respond to such feedback (e.g. responding to feedback in their book). | Professional Practice in school offers opportunities to:   1. Review marking and feedback with your mentor – are you following department/school policy? Is there enough/too much feedback? Does the quality of feedback aid progress? Is there evidence of pupils engaging with feedback/making progress? 2. Practise techniques such as live marking during lessons to aid with workload. 3. Become familiar with your school’s exam. board for Religious Education. What does the syllabus look like? How are terminal exams. Structured? How does assessment at KS3 prepare pupils for KS4? | * How do assessment practices in the RE department motivate pupils to take ownership of their learning? How does it prepare them for GCSE or future study? * What are some of the misconceptions pupils can have in RE? How do you plan to check for prior knowledge and these pre-existing misconceptions? * How are you managing the workload of assessment? Have you been able to identify any effective practice which would make assessment less onerous? |
| Engaged reading | Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> | | | |
| 45  Developmental Placement 7 | * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | * Reflect on progress made, recognising strengths and weaknesses and identify next steps for improvement. * Seek challenge, feedback and critique from mentors and other colleagues in an open, trusting and professional environment. * Reflect upon their own personal and professional conduct and seek appropriate support when dealing with specific issues (such as dealing with misbehaviour). * Continually reflect on their teaching and pupils’ progress to improve their own teaching abilities. | Professional Practice in school offers opportunities to:   1. Reflect upon progress with your mentor – what have you developed over the course of this practice? What opportunities would you like in your Consolidation practice next year? 2. Consider your professional behaviour beyond the Religious Education classroom. How have you contributed beyond teaching Religious Education? 3. Have you been able to work with colleagues to apply school policies, such as behaviour and safeguarding consistently? | * How well are you collaborating with other expert colleagues in your department and/or school? * How effective is your understanding of the school’s safeguarding policy? Has this knowledge been put to the test? * Thinking about your personal and professional conduct, attendance, and punctuality, could these be improved? Why are they important? |
| Engaged reading | Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. | | | |
| **End of developmental placement & End of ITE curriculum (Year 2)** | | | | |

# Weekly Curriculum Map 2024/25: Year 3

| Week number (beginning 02.09.24) | To make progress through the ITE curriculum in Religious Education, trainees should know: | To make progress through the ITE curriculum in Religious Education, trainees should be able to: | To make progress, trainees could be given the following opportunities: | Questions for the weekly mentor meeting: |
| --- | --- | --- | --- | --- |
| 1 |  |  |  |  |
| Engaged reading |  | | | |
| 2 |  |  |  |  |
| Engaged reading |  | | | |
| 3 |  |  |  |  |
| Engaged reading |  | | | |
| 4 |  |  |  |  |
| Engaged reading |  | | | |
| 5 |  |  |  |  |
| Engaged reading |  | | | |
| 6 |  |  |  |  |
| Engaged reading |  | | | |
| **Start of ITE curriculum (Year 3)** | | | | |
| 7  How do we inspire pupils to succeed? | * Religious Ecucation is intellectually challenging and personally enriching. It affords pupils both the opportunity to explore religion in real life, and the opportunity to make sense of their own place in that world. * A culture of mutual trust and respect supports effective relationships. * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | * Articulate their personal vision for Religious Education and help pupils to see how these are related to their success in school and after. * Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. * Strengthen their pedagogical and subject knowledge by participating in wider networks. | SEC3001  Lead lecture on High Expectations: what might we expect of pupils in the future?  SEC3002 Seminar  *GM* | 1 What is your ‘vision’ for RE?  2 What do we mean by ‘to succeed’ in RE?  3 How do we support pupils in setting/managing aspirational goals? |
| Engaged reading | Chapter 1 of  Aronson, J. (Ed.) (2002) [Improving academic achievement: Impact of psychological factors on education.](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=300581) New York: Academic Press.  Pett (2022) [Draft Worldviews in the Classroom Resource](https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2022/09/REC-Worldviews-Project-single-pages-Revised-cover-v1.2.pdf) | | | |
| 8  How do we support learners with EAL? | * There are various approaches within Religious Education that support all children with context embedded and cognitively demanding work. * It is important to manage children’s behaviour by building effective routines and relationships and recognising whether the behaviour is related to feelings of isolation and/or language barriers. | * Use the stages for assessment. * Celebrate culture, languages and difference in RE classes and throughout a school. * Be sympathetic to the needs of pupils with EAL and those who are refugees. * Address ways of supporting families who have EAL. | SEC3001  Lead lecture on EAL – including the future of multilingual learning.  SEC3002 Seminar  GM | How would you adapt your teaching and working if you have EAL learners in your class? |
| Engaged reading | [https://padlet.com/FSedgehill/Religious Education-as-an-additional-language-mqds0qxeoxzraj99](https://padlet.com/FSedgehill/english-as-an-additional-language-mqds0qxeoxzraj99) - review the Padlet and explore the Refugee section. | | | |
| 9  How do we ensure Equality and Opportunity for all pupils? | * Education has an important role to play in ensuring social justice, including racial literacy. * It is important in RE, PSHE and RSE not to make assumptions about pupils, taking a measured, rather than value-laden approach. * Good adaptive practice helps Religious Education, PSHE and RSE teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear and task completion. * Working with colleagues to identify efficient approaches to assessment in RE is important; assessment can become onerous and have a disproportionate impact on workload. | * Balance input of new content in Religious Education so that pupils master important concepts, avoiding pedagogy that may be misleading and contribute to injustice, shame and stigma. * Apply a wide variety of adaptive approaches to teaching and learning, including those with an emphasis on equality and justice. * As a responsive part of AfL, build in additional practice or remove unnecessary expositions | Lead lecture on Racial Literacy  SEC3002 Seminar  GM | 1 Consider assessment in RE. Does it favour some pupils over others? Which skills are valued over others? Why?  2 Is Racial literacy needed in schools with majority white students?  3. How would you adapt teaching to ensure that all succeed in RE? |
| Engaged reading | Daniel Muijs & Mairead Dunne (2010) Setting by ability – or is it? A quantitative study of determinants of set placement in Religious Education secondary schools, *Educational Research*, 52:4, 391-407, DOI: [10.1080/00131881.2010.524750](https://doi.org/10.1080/00131881.2010.524750)  Ni Chonaill, Brid; Lawlor, Georgina; Macnamara, Noirin; McGlynn, Liam; Smith, Garreth; Coyle, Sheila; and Cluskey, Mairead (2022) "Embedding anti-racism in the teaching, learning and assessment of the Community Development and Youth Work programme: Lessons learned to date.," *Irish Journal of Academic Practice*: Vol. 10: Iss. 2, Article 8. <https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1137&context=ijap> | | | |
| 10  Prof. Week  How do we teach Post-16? | * Secure subject knowledge helps RE teachers to motivate pupils and teach effectively. This is essential with post 16 learners. * Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success, particularly post-16. | * Adjust teaching to suit Post 16 learners, developing their independence. | Post-16 Campus Launch  Visit to Runshaw College | What have you learned about the transition to KS5 from your visit to a Post-16 setting?  Should only the best teachers should teach 6th Form? |
| Engaged reading | Chapter 1 of Shenton, AK 2021, [Facilitating Effective Sixth Form Independent Learning : Methodologies, Methods and Tools](https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6614287&ppg=17), Facet Publishing | | | |
| 11  How do we teach GCSE? | * In order for pupils to think critically, they must have a secure understanding of knowledge within the RE topic they are being asked to think critically about. * Secure subject knowledge (including knowledge of the exam specification) helps RE teachers to motivate pupils and teach GCSE RE effectively. * Every RE teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual nits of work. | * Choose, where possible, appropriate externally validated materials, used in controlled conditions when required to make summative assessments. * Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging GCSE RE work. * Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). * Support weaker GCSE pupils in applying their Religious Education to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions | SEC3001  Lead Lecture on GCSE revision techniques  SEC3002 Seminar  GM | 1 How can we best prepare pupils for terminal examinations? Alongside their Religious Education knowledge, what other skills do pupils need to develop?  2 What techniques might you use to help pupils learn key vocabulary for their GCSE RE? |
| Engaged reading | Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>.  [Cox, D. (2021) Supporting your GCSE students: how to make the most of the time left - (oup.com)](https://educationblog.oup.com/secondary/re/supporting-your-gcse-students) | | | |
| 12 | **Reading Week** | | | |
| 13  How do we help pupils learn through direct instruction to improving literacy?  Is the ‘everyone is a teacher of Literacy’ working? | * Learning involves a lasting change in pupils’ capabilities or understanding. * To access the RE curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. * An RE teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to the substantive content of RE. * Regular purposeful practice of what has previously been taught in RE can help consolidate material and help pupils remember what they have learned. * Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. | * Use concrete representations of abstract ideas (for example, making use of analogies, metaphors, examples and non-examples to teach about the Trinity) * Accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. * Develop pupils’ literacy by using elements of systematic synthetic phonics, particularly when introducing new vocabulary and developing pupils’ reading comprehension by asking questions, making predictions, and summarising when reading. | SEC3001  Lead lecture on Systematic Synthetic Phonics and improving literacy.  SEC3002 Seminar  GM | *1 What is the relationship between direct instruction and enquiry learning*  *2. How might a teacher use systematic synthetic phonics in a high school Religious Education class?*  *3. How might you teach a difficult concept in RE?* |
| Engaged reading | Karen Edwards (2008) Examining the impact of phonics intervention on secondary students’ reading improvement, *Educational Action Research*, 16:4, 545-555, DOI: [10.1080/09650790802445726](https://doi-org.edgehill.idm.oclc.org/10.1080/09650790802445726)  Rosenshine, B. (2010) [Principles of instruction](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf), *Educational Practices Series* 21. IAE: Brussels | | | |
| 14  How do pupils and staff collaborate effectively to develop RSE and PSHE knowledge? | * Effective RE, PSHE and RSE teaching can transform pupils’ knowledge, capabilities and beliefs about themselves. * Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. * Specific ‘knowledge’ taught in PSHE education changes regularly, for example because of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils’ knowledge on any aspect of PSHE education is up to date, accurate. * Group work can be effective if it is planned and managed well. | * Respond to challenges that they might encounter in the RE, PSHE and RSE classroom * Choose and use appropriate strategies for collaborative learning in RE lessons and in PSHE and RSE lessons. * Apply a wide variety of adaptive approaches to teaching and learning, including those with an emphasis on interactive learning and the teacher as facilitator. * Prepare teaching assistants for Religious Education, PSE and RSE lessons under supervision of expert colleagues in order to make effective use of teaching assistants and other adults in the classroom, ensuring that support provided by teaching assistants in RE, PSHE and RSE lessons is additional to, rather than a replacement for, support from the teacher | SEC3001  Lead lecture on PSHE – including the consultation on RSE  SEC3002 Seminar  GM | 1. What are the benefits (and potential pitfalls) of collaborative learning?  2. Should PSHE involve impartial information giving combined with skill development to use that Information, or are there 'right' answers that all pupils need to know?  3. How should we as teachers and our TAs support pupils during group tasks in Religious Education, PSHE and RSE lessons? |
| Engaged reading | Read the latest [Statutory guidance Relationships and sex education (RSE) and health education](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) (2021) and two articles by Matt Bromley (2019) giving a teacher's perspective [The Poisoned Chalice of PSHE](https://doi-org.edgehill.idm.oclc.org/10.12968/sece.2019.1.12) and  [Aspects of Effective PSHE](https://doi-org.edgehill.idm.oclc.org/10.12968/sece.2019.2.8b) | | | |
| 15  Prof. Week  How do we work with Ofsted, Parents and other Stakeholders?  How do we get the job and manage our workload? | * Exploration of the various stakeholders that are connected with schools. * Ofsted inspect schools using a ‘Deep Dive’ methodology to ensure they are safe and effective. * To be of value, teachers use information from assessments in Religious Education to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success in RE and across the schools. * It is important to identify efficient approaches to assessment, particularly in where staff may teach large numbers of pupils; assessment can become onerous and have a disproportionate impact on work. * Marking and assessment are not synonymous: high-quality feedback can be written or verbal. | * Communicate with stakeholders, including parents and carers, proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling. * Seek opportunities to engage parents and carers in the Religious Education of their children. * Liaise with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations in RE. * Engage parents, carers and colleagues in informal and formal settings. * Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes. * Meet individual needs without creating unnecessary workload, by: intervening within lessons with individuals and small groups rather than planning different lessons for different groups of pupils. | Lead lecture on Ofsted’s role in schools – including a discussion of how schools might be inspected in the future  Guest speakers from various stakeholders  Careers input - Applications from the EHU Careers Service  Subject specific seminars | 1 How was achievement and progress in Religious Education communicated to parents in your placement school last year?  2 How can RE teachers build effective relationships with parents and carers?  3. How can a school prepare for Ofsted?  4 What strategies have you tried or will you try to reduce workload?  5. How would you answer common interview questions |
| Engaged reading | EEF (2019) [Parental\_How Can Schools Support Parents’ Engagement\_-\_ in their Children’s Learning? Evidence\_ from\_ Research\_ and\_ Practice.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf)  Amanda Spielman, (2018), sets out vision for (new) Education Inspection Framework <https://www.gov.uk/government/news/chief-inspector-sets-out-vision-for-new-education-inspection-framework>  Ofsted (2022) Education inspection framework (EIF) <https://www.gov.uk/government/publications/education-inspection-framework>  Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485075/DFE-RR456A\_- \_Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A_-%20_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf). | | | |
| 16  What are the principles of effective assessment? | * Questioning is an essential tool for RE teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. * Effective assessment is critical to RE teaching because it provides teachers with information about pupils’ understanding and needs. * Over time, feedback should support pupils to monitor and regulate their own learning in RE. | * Provide appropriate wait time between question and response where more developed responses are required. * Reframe questions to provide greater scaffolding or greater stretch. * Discuss and analyse how pupils’ responses to feedback can vary depending on a range of social factors, including their perception of the value of RE. | SEC3001  Lead lecture on Principles of Assessment – and what assessment might look like in the future  SEC3002 Seminar  GM | 1 What does research tell us is beneficial about AfL?  2 Why is questioning ‘an essential tool’?  3 What AfL strategies have you used / observed when on placement last year? |
| Engaged reading | EEF (2016) [A marked improvement? A review of the evidence on written marking](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf?v=1629121916%C2%A0)  This [web post](https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/) where Tom Sherrington summarises Dylan Wiliam’s 5 approaches to formative assessment including the importance of effective classroom discussions, tasks and activities. | | | |
| 17  How do we use data effectively? | * Effective assessment is critical to teaching RE because it provides teachers with information about pupils’ understanding and needs. * To be of value, teachers use information from assessments in RE to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. * Progress 8 is a measure used to rank schools’ effectiveness in ‘adding value’ to pupils. | * Draw conclusions about what RE knowledge pupils have learned by looking at patterns of performance over a number of assessments. * Record data only when it is useful for improving pupil outcomes | SEC3001  Lead lecture on data – including how data can be used creatively in the future.  SEC3002 Seminar  GM | 1 How do you use data gathered from RE assessment?  2 How was assessment data used by the RE Department wider school in your year 2 placement? |
| Engaged reading | Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, [https://doi.org/10.1111/j.1468-0084.2011.00666.x](https://onlinelibrary.wiley.com/doi/10.1111/j.1468-0084.2011.00666.x)  Deborah Weston  [GCSE RS 2020 Local Authority Data -final.pdf (natre.org.uk)](https://www.natre.org.uk/uploads/GCSE%20RS%202020%20Local%20Authority%20Data%20-final.pdf) and this  [Reducing the attainment gap between disadvantaged pupils and their peers at A level draft for exec.pdf](https://learningedge.edgehill.ac.uk/bbcswebdav/pid-4799366-dt-content-rid-40563210_1/xid-40563210_1) | | | |
| 18 | **Christmas Vacation** | | | |
| 19 |
| 20  How do we prepare for placement? | * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * Consciously engaging with the placement experience will help improve teachers. * DSLs and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. | * Develop as a teacher on placement, by taking opportunities to practise, receive feedback and improve. * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report | SEC3001  Lead lecture on safeguarding (Monday of Week 20)  SEC3002 Seminar  M | 1 What are you looking forward to on placement?  2 What are your priorities for your own development as aan RE teacher? |
| Engaged reading | Mary Baginsky, Jenny Driscoll, Carl Purcell, Jill Manthorpe and Ben Hickman (2022) Protecting and Safeguarding Children in Schools: A Multi-Agency Approach. Policy Press, Bristol. (Chapter 4 and 7) | | | |
| 21 | **Assessment Week** | | | |
| 22 | **Assessment Week** | | | |
| **Start of consolidation placement** | | | | |
| 23  Consolidation Placement (week1) | * Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. * In RE, as in other subjects, pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | * Model courteous and aspirational behaviour. * Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable. * Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine. * Identify and familiarise themselves with placement setting safeguarding procedure, including the name of the Safeguarding Lead | Professional Practice in school offers opportunities to:   1. Observe how expert colleagues establish a supportive and inclusive environment. 2. Become familiar with the school’s safeguarding policy, the DSO and safeguarding team and know your role in this. 3. Model positive, inspirational language and behaviour in the classroom reflecting high expectations of pupils. | What have you learnt about the importance of having high expectations?  How has your understanding of managing behaviour developed this week?  Can you link this to any learning from your university learning?  Have you been able to identify any effective/ineffective practice during your observations this week?  What was it?  Why did it work/not work? |
| Engaged reading | Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. https://doi.org/10.3102/0034654318759268. | | | |
| 24  Consolidation Placement (week 2) | * RE Teachers’ expectations can affect pupil outcomes; setting goals that challenge and stretch pupils to know and remember more of the Religious Education curriculum is essential. * RE Teachers can influence pupils’ resilience and beliefs about their ability to succeed in Religious Education, by ensuring all pupils have the opportunity to experience meaningful success. | * Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals. * Check pupils’ understanding of a task before it begins and address any misconceptions. * Reinforce established school and classroom routines which maximise time for learning. * Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils) | Professional Practice in school offers opportunities to:   1. Familiarise yourself with the school’s system of rewards and sanctions according to the behaviour policy and begin to implement this in the classroom. 2. Discuss with your mentor the prior learning and attainment of the classes you will be teaching to ensure your planning builds on prior learning and maintains high expectations. 3. Discuss pupils’ individual needs with expert colleagues and/or parents/carers. | What knowledge and understanding of the issues related to High Expectations and Managing Behaviour have you gained through your academic reading?  How does this relate to your current practice?  How have your expectations of pupils’ learning and progress developed and/or changed in light of your previous placement experience?  How can you ensure pupils are motivated? |
| Engaged reading | Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539. | | | |
| 25  Consolidation Placement (week 3) | * Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. * The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | * Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions) * Motivate pupils via the use of challenging content which builds towards pupils’ long-term goals and aspirations. * Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically | Professional Practice in school offers opportunities to:   1. Practise a variety of behaviour management techniques including non-verbal signals 2. Review lesson planning with your mentor to ensure all pupils are challenged with high expectations and content delivery is stimulating 3. Practise using praise (verbal and rewards) to motivate pupils and encourage them to take responsibility for their learning. | How does the behaviour policy in your school operate?  How well does it work?  Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why?  Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management?  What are your areas of development with regards setting high expectations and managing behaviour?  What impact will these developments have on the learning in your classroom? |
| Engaged reading | Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. <https://doi.org/10.1016/j.edurev.2018.10.001> | | | |
| 26 | **Half Term Week** | | | |
| 27  Consolidation Placement (week 4) | * An RE curriculum enables it to set out the department’s, and school’s vision for the knowledge, skills and values that pupils will learn, encompassing statutory curriculum guidance within a coherent wider vision for successful learning in RE. * Ensuring pupils master foundational concepts and knowledge in RE before moving on is likely to build pupils’ confidence and help them succeed. * In RE, as in all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing the RE curriculum to facilitate this process is important. | * Plan and deliver a carefully sequenced RE curriculum which encompasses the school’s vision for its knowledge, skills and values. * Support pupils in building increasingly complex mental schemas over a period of time. * Draw explicit links between new content and the core knowledge in RE. * Revisit Religious Education and teach key concepts through a range of examples | Professional Practice in school offers opportunities to:   1. Review lessons so far with your mentor – is content broken into manageable chunks? Are activities well sequenced to support learning? 2. Discuss with your mentor how the ethos and values of the school are embedded in the RE curriculum 3. Talk to your HoD about their rationale for curriculum design and how they support pupils in transitioning through the Engaged stages. | How does the curriculum in your subject area promote the wider vision, values and skills of the school?  What is the rationale behind the curriculum sequence and design in your subject area?  You may find it useful to liaise with the HOD about this.  Critically review your subject knowledge for this setting and suggest ways you could develop this. |
| Engaged reading | Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage. | | | |
| 28  Consolidation Placement  (week 5) | * Explicitly teaching pupils the substantive, disciplinary and personal knowledge they need to succeed within RE is beneficial. * Pupils are likely to struggle to transfer what has been learnt in other subjects to Religious Education. * Requiring pupils to retrieve knowledge previously learnt in RE from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | * Use retrieval and spaced practice to build recall of Engaged knowledge over time. * Provide tasks that support pupils to learn Engaged ideas securely (such as low-level retrieval tasks) and are focussed on the intended learning outcomes. * Interleave concrete and abstract examples via the use of examples, analogies, or metaphors. * Balance exposition of new content, repetition, practice of new skills and knowledge | Professional Practice in school offers opportunities to:   1. Practise using spaced retrieval practice during delivery of RE lessons. 2. Review your planning to ensure there are opportunities for pupils to practise new knowledge and skills. 3. Discuss with you mentor your use of modelling and worked examples to scaffold learning. How could you develop this? | What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content?  What was it?  Why did it work/not work?  How has university teaching and/or independent study contributed to your knowledge and understanding about a particular topic?  Critically reflect on your progression so far against the EHU ITE pillars. |
| Engaged reading | Chp 2 ‘Putting Spaced Retrieval into Practice in Benigas, J.E., Brush, J.A. and Elliot, G.M. (2016) Spaced retrieval step by step : an evidence-based memory intervention. Baltimore, Maryland: Health Professions Press, Inc. Available at: <http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1769823> (Accessed: June 4, 2024). | | | |
| 29  Consolidation Placement  (week 6) | * Regular purposeful practice of what has previously been taught in RE can help consolidate material and help pupils remember what they have learned. * High-quality classroom talk can support pupils to articulate Engaged ideas, consolidate understanding in RE and extend their vocabulary. * Flexibly grouping pupils within the RE class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. | * Support collaborative/ paired/ group work so that engagement and motivation are not negatively affected. * Discuss how the placement school changes groups regularly and ensures any groups based upon attainment are subject specific. * Plan, regularly review and practice Engaged concepts over time (for example, through the use of effective discussions and/or structured talk activities) * Design practice and retrieval tasks that provide the right level of support so that pupils experience a high success rate when attempting challenging work | Professional Practice in school offers opportunities to:   1. Discuss with your mentor how pupils are grouped in school – what is the rationale for grouping pupils this way? What data is used in order to group pupils? 2. Practise using talk for learning in the classroom 3. Review practice and retrieval tasks used this week with your mentor – how well did they help pupils succeed when faced with challenging work? | How effectively do all pupils learn in your lessons?    How do you know this?  What promotes the learning?  What hinders?  Critically reflect on how well you have adapted your teaching this week.  Why is it important to talk about adaptive teaching rather than differentiated teaching? |
| Engaged reading | Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They’re Not Magic. Review of Educational Research, 81(2), 267–301. <https://doi.org/10.3102/0034654311405999>. | | | |
| 30  Consolidation Placement (week 7) | * Teaching assistants (TAs) can support pupils more effectively in RE when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. * Adapting teaching in RE is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. * Guides, scaffolds and worked examples, such as guided reading or writing frames, can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. | * Under the supervision of expert colleagues, make effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL) * Plan for the use of TAs in RE lessons, recognising this is in addition to, rather than replacement of, support from the teacher. * Decide whether intervention work with small groups within a lesson is more effective than planning different lessons for different groups of pupils.   Reframe questions to provide greater scaffolding or greater challenge. | Professional Practice in school offers opportunities to:   1. Discuss with your mentor and/ TA how best to prepare and deploy TAs in your classroom. 2. Review your adaptive teaching techniques with your mentor – how successful have they been in scaffolding learning? 3. Talk to the EAL Coordinator (or SENDCO) about the school’s approach to providing for pupils with EAL (eg Is CPD provided for staff?) | How successful are you at making use of specialist support (such as TAs) in your lessons?  How could this be developed?  Critically reflect on your use of modelling and scaffolding.  What knowledge and understanding of teaching pupils for whom Religious Education is an additional language have you gained through your academic reading?  How does this relate to your current practice and/or setting? |
| Engaged reading | Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge. | | | |
| 31  Consolidation Placement (week 8) | * To be of value, teachers use information from assessments in RE to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. * Marking and assessment are not synonymous: high-quality feedback can be written or verbal. | * Record data only when it is useful for the purpose of improving pupil outcomes. * Utilise cost marking strategies (e.g. using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback. * Where possible, use high quality verbal feedback during lessons and written feedback after lessons. * Identify effective approaches to marking and alternative approaches to providing feedback | Professional Practice in school offers opportunities to:   1. Discuss with your mentor the department’s method of collecting and recording attainment data – how is pupil progress monitored? 2. Practise giving high quality, specific verbal feedback in lessons. 3. Moderate marking and feedback with your mentor (this could be exercise books, exam. responses etc.). | How well are you balancing the demands of assessment procedures?  Have you identified any practice which is highly effective and not onerous?  Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback?  What was it?  What impact did it have?  Critically reflect on how your setting collects and utilises assessment data.  Does this assist with improving pupil outcomes? |
| Engaged reading | Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9. | | | |
| 32  Consolidation Placement (week 9) | * Anticipating common misconceptions in RE is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of when misconceptions are likely to arise is valuable. * It is important to identify efficient approaches to assessment. | * Prioritise the marking of errors relating to misunderstandings /misconceptions rather than careless mistakes made whilst working. * Provide feedback which takes into account the range of factors which can impact on pupils’ understanding of the feedback (such as their age or the message the feedback contains) * Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements) | Professional Practice in school offers opportunities to:   1. Assess pupil work against relevant GCSE or A Level assessment criteria and moderate with your mentor 2. Use data from above to plan a lesson supporting pupils to improve and develop responses 3. Discuss the written feedback you have given to pupils with your mentor – is it appropriate (for age, ability etc.) | How effective is your written feedback to pupils?  To what extent to you focus on correct misconceptions rather than careless mistakes?  How has your understanding of summative assessment practice developed?  Think specifically about those which prepare pupils for GCSE and/or A level outcomes.  Reflect on a lesson you taught this week.  How did you ensure it was sequenced so that it built on prior knowledge and prepared pupils for the next step? |
| Engaged reading | Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. <http://dx.doi.org/10.1037/xlm0000322>. | | | |
| 33  Consolidation Placement (week 10) | * Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * Engaging in high-quality professional development can help RE teachers improve. | * Engage parents/carers in the education of their children (including effective use of parents’ evenings) * Critically engage with research and use evidence to critique practice. * Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes. * Build effective working relationships by working with colleagues as part of a team | Professional Practice in school offers opportunities to:   1. Discuss communication with parents/carers with your mentor – what methods does the school use for this? 2. Reflect upon how your engagement with research and CPD you have attended have informed and developed your practice. 3. With your mentor, identify opportunities you would like in your ECT phase to develop your practice further. | How effective is your communication to parents/carers in relation to pupil’s achievements and well-being?  Have you been involved with any CPD to improve teaching outside of your programme of ITT?  If not, what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)?  How has your understanding of ‘professionalism’ developed since the start of your ITT programme?  What insights have you made? |
| Engaged reading | NCETM. Professional Development. <https://www.ncetm.org.uk/professional-development/>  Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. <https://doi.org/10.1007/s11218-018-9439-9>. | | | |
| 34 | **Easter Vacation** | | | |
| 35 |
| 37  Consolidation Placement (week 11) | * Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. * Reflection is part of being a good teacher. * Teachers are always learning and engage with regular CPD * Research is part of reflective practice. | * Understand the difference between evaluation and reflection. * Use reflection to improve practice. * Find CPD opportunities | Professional Practice in school offers opportunities to:   1. Discuss how to find CPD opportunities for your discipline. 2. Discuss what chapter 3 (see below) says about how you can reflect with colleagues | What subject networks are you involved in currently? Which could you join?  Where can you CPD related to your subject?  What is the policy and strategies for applying for funding for a CPD event in your current setting? |
| Engaged reading | <https://www.reflectiveteaching.co.uk/rtps6/part1_ch3> read chapter 3 of the book reflective teaching in Secondary Schools and explore the website <https://www.reflectiveteaching.co.uk/> | | | |
| **End of consolidation placement** | | | | |
| 37 | **Assessment Week** | | | |
| 38 |  |  |  |  |
| Engaged reading |  | | | |
| 39 |  |  |  |  |
| Engaged reading |  | | | |
| **End of ITE curriculum and progression to Professional Reflective Viva (PRV)** | | | | |

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# Intensive Training and Practice (ITaP) Curriculum Maps 2024/25

## Year 1(week 10) Professional Behaviours

| Introduce | Analyse | | Prepare | | Enact | Assess |
| --- | --- | --- | --- | --- | --- | --- |
| * Know that all professionals have a responsibility and duty of care for their pupils' wellbeing and the importance of creating a safe and inclusive learning environment for sensitive and personal discussions. * Understand and know what constitutes a professional behaviour with regards to conduct and professional dress. * Know that teachers must be professional in terms of standards and expectations. * Know why all teachers must adhere to the Equality Act 2010. | * Know how to recognise signs of abuse and neglect that encompass vulnerable individuals (ACEs) associated with CSE, Gangs, Peer on Peer, potential grooming towards radicalisation (Prevent strategy). * Know how to access the schools’ Safeguarding Policy and familiarise themselves with safeguarding procedures in schools, including the name of the Designated Safeguarding Lead (DSL) * Know how to respond and report quickly to any behaviour or bullying that threatens emotional safety and wellbeing. | | * Know that all professionals must follow the safeguarding / Prevent principles, policies (KCSIE, DfE 2023) and procedures when responding to disclosures and know who to report to when on campus (DSO) or in an educational setting (DSL/DSO). * Know why it is is essential to complete Safeguarding 1+2 and PREVENT training before attending any school | | Know how to establish professional relationships with children, staff and parentsKnow how to engage in professional development.Know how to seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.Know that teachers have a broad professional role that include a wide variety of responsibilities | Know how to explain safeguarding proceduresKnow how to use research evidence to see how findings can inform practice.Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation processReflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement |
| Campus launch- lead lecture  Seminar to discuss content | Digital Approximations  Engaged reading | School based training:  Observation of the teachers’ behaviours in classes  Discussion with expert colleagues such as DSL and subject expert to explore safeguarding and their professional role. | | School based training:  Shadow a DSL.  Meet with Mentor to discuss the responsibilities of teachers.  Observe professional dress and behaviours of teachers when in the staff room | | School based training:  Demonstrate own professional behaviour.  Discussion with Mentor and DSL what is understood about Prevent and Safeguarding. |

## Year 1(week 38) Adaptive Teaching

| Introduce | Analyse | Prepare | Enact | Assess |
| --- | --- | --- | --- | --- |
| * Know how to explain what Adaptive Teaching is and identify barriers to learning in English. * Know that inclusive teaching requires adaptive approaches to make provision for all learners needs underpinned by high expectations that stretch and challenge for successful learning. * Know that seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of English teaching | * Know how to explain how teachers decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. * Know how to support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. * Know how to Research specific areas of need and suggest methods to adapt planning to reduce or remove learning barriers, for example adapting resources, using additional support, effective modelling and scaffolding or flexible grouping. | * Know that a predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs * Know how to discuss with expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * Know how to data to inform planning utilising a balanced input of new content so that pupils master important concepts such as sentence construction and authorial intent | * Know that Teaching assistants (TAs) can support pupils more effectively when they are prepared for English lessons by teachers, and when TAs supplement rather than replace support from teachers. * Know how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. | * Know how to explain what Adaptive Teaching is and identify barriers to learning in English. * Know how to demonstrate an early understanding of what adaptive teaching involves. |
| Campus launch- lead lecture  English seminar, including analysis of artefacts | Digital Approximations  Engaged reading | School based training:  Observation of SEN classes  Discussion with expert colleagues including subject expert, SENDCO and TAs | School based training:  Act as a TA to support a child with SEND  Meet with mentor to plan adaptions to a lesson or resource on Friday | School based training:  Demonstrate adaptive teaching.  Discussion with Mentor. |

# Curriculum Design Quality Assurance Processes & Co-authors 2024/25

In designing and Quality Assuring this curriculum, the following partners and external bodies have been consulted:

| Name | Role | Organisation |
| --- | --- | --- |
| Carla Townsend | Mentor | Smithills High School |
| Tim Waldron | Mentor | Everton Free School |
| Jo Francis | Mentor | Cheshire College South and West |
| Mathew Purnell | Mentor | Larches High School |
| Leonie Waring | Mentor | Burnley High School |
| Sam Hornby | Mentor | Lathom High School |
| Louise Stemp | Mentor | Dean Trust Wigan |
| Aimee Bradshaw | Mentor | Haydock Outwood |
| Jacqueline Madden | Mentor | Maharishi school |
| Sophie Bennett | Mentor | Assess Education |
| Sarah Simm | Mentor | Ormskirk School |
| Christopher Whittle | Mentor | Ormskirk School |
| Clare Weekes | Mento | Sacred Heart Catholic Academy |
| Christopher OMatley | Mentor | Sacred Heart Catholic Academy |
| Sam Peers | Mentor | Prenton |
| Liz Beatty | Mentor | Wirral Me |

Revise subject curriculum aims and objectives in light of Ofsted research and ITE frameworks

Outline the knowledge, skills and behaviours gained at each stage in learning

Work in course team to redesign curriculum area

Review curriculum maps at programme level ensuring appropriate sequencing, coherence, inclusion and ambition

Share with selected mentors and ITE partners and revise planning based on feedback

Review and revise the curriculum with Strategic Partnership Board

Peer reviews with senior Leadership Team external ITE partners and external examiners.

Revise in light of feedback

Consult with expert colleagues from subject associations as well as peers from across the faculty and other universities

Consult Student body via fora and revise planning based on feedback

Revisions made in respect of recommendations made by

Strategic Development and Quality Committee

Revisions made in respect of recommendations made by the Curriculum Development Group

Amend at key points during the year to reflect feedback, impact and trainee progress

# The ITTECF (2024)

The ITTECT framework defines in detail the minimum entitlement of all trainee and early career teachers. The EHU Teacher training curriculum has been carefully designed into a coherent sequence that supports trainees to succeed in the classroom. The Computing curriculum includes the minimum entitlement as detailed in the table below but importantly offers much more through the additional analysis and critique of theory, research and expert practice as well as a wide range of enhancement opportunities.

The table below indicates where trainees will engage with the aspects of the ITTECF throughout the three years of their initial teacher education. Further details on the ITTECF can be found here:

<https://assets.publishing.service.gov.uk/media/65b8fa60e9e10a00130310b2/Initial_teacher_training_and_early_career_framework_30_Jan_2024.pdf>

| **Year 1** | High Expectations | How Pupils Learn | Subject And Curriculum | Classroom Practice | Adaptive Teaching | Assessment | Managing Behaviour | Professional Behaviours | Personal And Professional Conduct |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 |  |  |  |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |  |  |  |
| Week 6 |  |  |  |  |  |  |  |  |  |
| Week 7 | X |  |  |  |  |  | X | X |  |
| Week 8 |  |  |  |  | X |  | X |  |  |
| Week 9 |  | X | X |  |  |  |  | X |  |
| Week 10 |  |  |  |  |  |  |  | X | X |
| Week 11 |  |  | X |  |  |  | X |  |  |
| Week 12 Reading |  |  |  |  |  |  |  |  |  |
| Week 13 |  |  |  | X |  |  |  |  |  |
| Week 14 | X |  |  | X |  |  |  |  |  |
| Week 15 |  |  | X | X |  |  |  |  |  |
| Week 16 | X |  |  |  |  | X |  | X |  |
| Week 17 |  | X |  | X |  |  |  | X |  |
| Week 18 |  |  |  |  |  |  |  |  |  |
| Week 19 |  |  |  |  |  |  |  |  |  |
| Week 20 |  |  |  |  |  |  | X | X |  |
| Week 21 Assess |  |  |  |  |  |  |  |  |  |
| Week 22 Assess |  |  |  |  |  |  |  |  |  |
| Week 23 |  | X | X |  |  |  | X |  |  |
| Week 24 | X |  |  | X |  |  |  |  |  |
| Week 25 |  | X |  |  |  |  | X |  |  |
| Week 26 | X |  |  |  | X |  |  |  |  |
| Week 27 |  | X | X |  |  |  |  |  |  |
| Week 28 Reading |  |  |  |  |  |  |  |  |  |
| Week 29 |  |  |  |  |  |  | X |  |  |
| Week 30 |  | X |  |  |  |  |  |  |  |
| Week 31 |  |  |  |  | X |  | X | X |  |
| Week 32 |  |  |  | X |  |  |  |  |  |
| Week 33 | X |  | X |  |  |  |  |  |  |
| Week 34 |  |  |  |  |  |  |  |  |  |
| Week 35 |  |  |  |  |  |  |  |  |  |
| Week 36 |  | X |  | X |  |  |  |  |  |
| Week 37 Assess |  |  |  |  |  |  |  |  |  |
| Week 38 ITaP |  |  |  |  | X |  | X | X |  |
| Week 39 | X |  |  |  |  |  | X | X | X |
| Week 40 Half Term |  |  |  |  |  |  |  |  |  |
| Week 41 | X |  |  |  |  |  | X |  |  |
| Week 42 |  |  | X | X |  |  |  |  |  |
| Week 43 |  |  | X |  |  | X |  |  |  |
| Week 44 |  | X |  | X |  | X |  |  |  |
| Week 45 |  |  |  | X | X |  |  |  |  |
| Padlet Portfolio | X | X | X | X | X | X | X | X | X |
| Subject Knowledge Audits |  |  | X |  |  |  |  |  |  |
| Mentor Progress Meetings | X | X | X | X | X | X | X | X | X |
| Engaged Reading | X | X | X | X | X | X | X | X | X |
| Placement Based Training | X | X | X | X | X | X | X | X | X |
| Safeguarding, Feminista and Prevent Training |  |  |  |  |  |  |  | X | X |
| Intensive Training and Practice periods |  |  |  |  | X |  |  | X | X |

| **Year 2** | High Expectations | How Pupils Learn | Subject And Curriculum | Classroom Practice | Adaptive Teaching | Assessment | Managing Behaviour | Professional Behaviours | Personal And Professional Conduct |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 |  |  |  |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |  |  |  |
| Week 6 |  |  |  |  |  |  |  |  |  |
| Week 7 |  |  | X |  |  |  |  |  |  |
| Week 8 |  |  | X |  |  |  |  |  |  |
| Week 9 |  |  |  | X |  |  | X |  |  |
| Week 10 | X | X | X |  |  |  |  |  |  |
| Week 11 | X |  | X |  |  |  |  |  |  |
| Week 12 Reading |  |  |  |  |  |  |  |  |  |
| Week 13 |  | X |  |  |  |  |  |  |  |
| Week 14 |  | X |  |  |  |  |  |  |  |
| Week 15 |  |  | X |  |  |  |  |  |  |
| Week 16 | X |  |  |  |  |  | X |  |  |
| Week 17 |  |  |  |  |  |  | X |  |  |
| Week 18 |  |  |  |  |  |  |  |  |  |
| Week 19 |  |  |  |  |  |  |  |  |  |
| Week 20 |  |  |  |  |  |  |  | X |  |
| Week 21 Assess |  |  |  |  |  |  |  |  |  |
| Week 22 Assess |  |  |  |  |  |  |  |  |  |
| Week 23 |  | X |  | X | X |  |  |  |  |
| Week 24 |  |  |  |  | X |  |  | X |  |
| Week 25 |  |  |  | X |  | X |  |  |  |
| Week 26 |  |  |  |  |  |  | X |  |  |
| Week 27 Assignment Wksp. |  |  |  |  |  |  |  |  |  |
| Week 28 Reading |  |  |  |  |  |  |  |  |  |
| Week 29 |  |  |  | X |  |  |  |  |  |
| Week 30 |  |  |  | X |  |  |  |  |  |
| Week 31 |  |  |  |  |  |  | X |  |  |
| Week 32 |  |  |  |  |  | X |  |  |  |
| Week 33 |  | X |  |  |  |  |  |  |  |
| Week 34 |  |  |  |  |  |  |  |  |  |
| Week 35 |  |  |  |  |  |  |  |  |  |
| Week 36 |  |  |  |  |  |  |  | X | X |
| Week 37 Assess |  |  |  |  |  |  |  |  |  |
| Week 38 | X |  |  |  |  |  |  | X | X |
| Week 39 |  | X |  | X | X |  |  |  |  |
| Week 40 Half Term |  |  |  |  |  |  |  |  |  |
| Week 41 | X |  | X |  |  |  | X |  |  |
| Week 42 |  |  |  |  | X |  |  | X |  |
| Week 43 |  |  |  | X |  | X |  |  |  |
| Week 44 |  |  |  |  |  | X |  |  |  |
| Week 45 |  |  |  |  |  |  |  | X | X |
| Academic Assignments | X | X | X | X | X | X | X | X | X |
| Subject Knowledge Audits |  |  | X |  |  |  |  |  |  |
| Mentor Progress Meetings | X | X | X | X | X | X | X | X | X |
| Engaged Reading | X | X | X | X | X | X | X | X | X |
| Placement Based Training | X | X | X | X | X | X | X | X | X |
| Safeguarding, Feminista and Prevent Training |  |  |  |  |  |  |  | X | X |

| **Year 3** | High Expectations | How Pupils Learn | Subject And Curriculum | Classroom Practice | Adaptive Teaching | Assessment | Managing Behaviour | Professional Behaviours | Personal And Professional Conduct |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 |  |  |  |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |  |  |  |
| Week 6 |  |  |  |  |  |  |  |  |  |
| Week 7 | X |  |  |  |  |  |  |  |  |
| Week 8 |  |  |  | X | X |  | X |  |  |
| Week 9 |  |  |  | X | X | X |  |  |  |
| Week 10 |  |  | X | X |  |  |  |  |  |
| Week 11 |  |  | X |  |  |  |  |  |  |
| Week 12 Reading |  |  |  |  |  |  |  |  |  |
| Week 13 |  | X | X |  |  |  |  |  |  |
| Week 14 |  |  |  | X | X |  |  | X |  |
| Week 15 |  |  |  |  |  | X | X | X |  |
| Week 16 |  |  |  |  |  | X |  |  |  |
| Week 17 |  |  |  |  |  | X |  |  |  |
| Week 18 |  |  |  |  |  |  |  |  |  |
| Week 19 |  |  |  |  |  |  |  |  |  |
| Week 20 |  |  |  |  |  |  |  | X | X |
| Week 21 Assess |  |  |  |  |  |  |  |  |  |
| Week 22 Assess |  |  |  |  |  |  |  |  |  |
| Week 23 | X |  |  |  |  |  | X |  |  |
| Week 24 | X |  |  |  |  |  | X |  |  |
| Week 25 | X |  |  |  |  |  | X |  |  |
| Week 26 Half Term |  |  |  |  |  |  |  |  |  |
| Week 27 |  |  | X |  |  |  |  |  |  |
| Week 28 |  | X | X |  |  |  |  |  |  |
| Week 29 |  | X |  | X | X |  |  |  |  |
| Week 30 |  |  |  | X | X |  | X |  |  |
| Week 31 |  |  |  |  |  | X |  |  |  |
| Week 32 |  |  | X |  |  | X |  |  |  |
| Week 33 |  |  |  |  |  |  | X | X | X |
| Week 34 |  |  |  |  |  |  |  |  |  |
| Week 35 |  |  |  |  |  |  |  |  |  |
| Week 36 |  |  |  |  |  |  |  | X | X |
| Week 37 |  |  |  |  |  |  |  |  |  |
| Week 38 |  |  |  |  |  |  |  |  |  |
| Week 39 |  |  |  |  |  |  |  |  |  |
| Academic Assignments | X | X | X | X | X | X | X | X | X |
| Subject Knowledge Audits |  |  | X |  |  |  |  |  |  |
| Mentor Progress Meetings | X | X | X | X | X | X | X | X | X |
| Engaged Reading | X | X | X | X | X | X | X | X | X |
| Placement Based Training | X | X | X | X | X | X | X | X | X |
| Safeguarding, Feminista and Prevent Training |  |  |  |  |  |  |  | X | X |

# Appendix: Progress Support Plans

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All information contained in this document correct at time of creation (July 2024). We will endeavor to provide any updates should key information change during the academic year.

1. [1] Cf. The Reading Resilience Toolkit, a major outcome of the OLT project, Building Reading Resilience: Developing a Skills-Based Approach to Literary Studies. The Reading Resilience Toolkit is available online at: [https://ltr.edu.au/resources/CG10\_1566\_Kennedy\_Toolkit\_2013.pdf](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fltr.edu.au%2Fresources%2FCG10_1566_Kennedy_Toolkit_2013.pdf&data=05%7C02%7CPatterss%40edgehill.ac.uk%7Ca19a59c5842649c0733508dc4a889c71%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638467197794505675%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=q1pPmblzub%2FD1ehfcUmUMD2yfWiR7d581B4ok7qY%2B2s%3D&reserved=0) [↑](#footnote-ref-2)