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| Core Component Tracker – Developmental PGCE Primary  |
|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  | Week 7  | Week 8  |
| English | Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.  Know that children can have misconceptions in English and that these should be directly addressed through teaching.Know that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning.  Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload. | Understand how to use medium term plans to sequence aspects of English learning.Understand how marking and feedback impact pupil progress   Understand how learning in English is assessed over a sequence of lessons and that this data is used to inform attainment judgements.  | Be able to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups e.g., those with SEN/D, EAL and more able learners.   Be able to plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning.   Be able to use formative assessment approaches to establish what pupils have learned, to identify misconceptions and use this information to inform planning and teaching.  Be able to plan effectively for additional adults within the classroom linked to the needs of the learners and the English content being delivered. |
| Systematic Synthetic Phonics | Receiving clear, consistent and effective mentoring in how to:  | Understand schools choose an SSP programme that supports their needs to deliver the simple code first, followed by the complex code, using decodable texts. | Know how to adopt different pedagogical approaches to teach SSP to EAL pupils.  | Know how to use different approaches to SSP assessment.   | Understand SSP interventions are used to enable pupils to keep up.  |
| Maths | Know common misconceptions across all areas of the mathematics curriculum.  Know the relevant declarative and procedural knowledge associated with extended number, geometry and measure.   | Understand how to address common misconceptions across all areas of the mathematics curriculum.  | Be able to plan and teach lessons a series of lessons to avoid misconceptions occurring.  |
| Science | Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.  Know that children hold misconceptions about science and that these should be directly addressed through teaching.   | Understand that substantive and disciplinary elements of science should be connected and ordered over a sequence of science learning.   Understand how to use medium term plans to sequence science learning over a period of time.   | Be able to plan and teach a sequence of science lessons that is appropriate to the needs of all learners, including those with SEN/D, EAL and more able learners.  Be able to plan a sequence of science lessons that integrates a range of effective pedagogies and approaches to support science learning (approaches might include first hand practical approaches, modelling, analogies, simulations and direct instruction).  Be able to use a range of formative assessment approaches to identify establish what children have learned and identify misconceptions. To be able to use this information to inform planning and teaching.  Be able to plan effectively for additional adults within the classroom linked to the needs of the learners within the class and the science content delivered.  Be able to manage behaviour and resources effectively to support children to learn in practical science lessons.  |

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| Foundation Component Tracker – Developmental PGCE Primary  |
|  | Week 1  | Week 2  | Week 3  | Week 4  | Week 5  | Week 6  | Week 7  | Week 8  |
| Music | Understand how children are sufficiently prepared for musical activity and know that learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks. | Understand strategies used for the ongoing formative assessment of pupils in their music lessons.   | Be able to use school’s medium-term plans to devise a series of music lessons OR annotate the school’s medium-term plans for music, identifying the sequence of learning used, how this builds upon prior learning across the primary phase. Use the medium-term plans to identify and discuss the role of additional adults and adaptive teaching for SEND and EAL learners.  |
| Design and Technology(T&T) | Observe an expert practitioner teach primary languages. Dialogue will take place post lesson to discuss elements of the D and T lesson for example planning, resources, vocabulary, behaviour management. | Know that cross-curricular teaching can be a beneficial approach to integrating Design and Technology in a meaningful context and to be able to design a short sequence of lessons linked to a theme.  | Know how to deploy additional adults in D and T lessons to support and challenge individuals or groups of pupils.  | Know that some pupils will require support to achieve their learning outcomes in D and T and to be able to adapt learning for pupils with identified SEND.  | Develop an understanding of how pupils acquire cultural capital in Design and Technology for example, by visiting an appropriate venue linked to a theme or inviting an expert into the classroom.  |
| Languages | Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages.  | Understand how the school delivers the primary languages’ statutory requirements  | Use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.  | Observe an expert practitioner teach primary languages.  | Plan, deliver and evaluate a language learning episode  | Plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge  |
| Geography | To understand how children are sufficiently prepared to undertake a geographical enquiry through embedding necessary prior knowledge (and skill) and know that learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks (through discussion with the geography subject lead or other recommended colleague).  | To understand strategies used for the ongoing formative assessment of pupils in geography and how this informs future planning (through discussion with the geography subject lead or other recommended colleague).  | To be able to use school’s medium-term plans to devise a series of geography lessons that address the dimensions of the subject and geographical enquiry OR annotate the school’s medium-term plans, identifying the sequence of learning used, how this builds upon prior learning across the primary phase. Use the medium-term plans to identify and discuss the role of additional adults and adaptive teaching for SEND and EAL learners.  |
| Computing | Review knowledge from initial phase and complete any incomplete tasks. It is worth reviewing these in a new context. | Then develop and build on this by demonstrating understanding of planning, teaching and assessment in computing by either:   •plan, teach and assess a sequence of lessons for Computing based on the school’s medium-term plans; or • annotating a medium-term plan from school and discussing with a member of staff how you might use this to plan a sequence of lessons for Computing, including planning for additional adults and adapting teaching and learning for SEND and EAL learners.   | Know that schools use varied approaches to assessing children in Computing and that pupils’ progression can be assessed using the guidance in the Teacher’s Guide from NCCE (https://teachcomputing.org/curriculum/key-stage-1), the Computing at School’s progression pathways document (https://community.computingatschool.org.uk/resources/1692/single), code-it progression grid (http://code-it.co.uk/assessment-progression/) or other appropriate resources.    Understand that while there are no nationally recognised progression frameworks for Computing in England, know that the progression is monitored through the intended school’s curriculum.    |
| Art and Design | Have secure subject knowledge relating to a specific art lesson and demonstrate this through modelling of practical knowledge, theoretical knowledge (specific artists, movements, techniques and vocabulary) and disciplinary knowledge (the ability to facilitate and engage in broader  discussions around art – What is art? What value does art have? What makes ‘good’ art?)  | Understand that an art lesson is part of a sequence in which knowledge and skills are developed.  | When teaching in a cross-curricular manner, are able to identify specific components of knowledge that need to be developed within art. They explore ways in which to meet these endpoints without diminishing the outcomes in other subjects which are part of the cross-curricular approach.  | Be able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning).   | Make judgements around a child’s progress in art.  | Establish / maintain effective classroom management systems which are appropriate to an art lesson.  |
| RE | Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches   | Trainees understand that an RE lesson is part of a sequence in which knowledge and skills are developed.    | Through discussion with expert colleagues when necessary, trainees know how to use the school’s agreed syllabus to design a sequence of lessons in RE.    |  Know how to integrate diversity within religion within their lessons e.g. how different denominations approach prayer in Christianity using ‘some’, ‘many’ ect.  | Discussing with school colleagues (mentor, class teacher or subject lead), that schools use varied approaches to assessing children in RE and explore the pupil progression framework of the school or SACRE  |
| PSHE | Be able to devise a series of PSHE lessons that address one aspect of the subject OR use the school’s medium-term plans to identify the sequence of learning used and how these build upon prior learning across the primary phases. | Understand Inclusion (Diversity, SEND/EAL) and identify adaptive teaching strategies to ensure learners’ needs are met.  | Know that formative assessment is necessary to identify learning needs.   |
| PE | Know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching PE.     | Be able to plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans. OR Annotate the schools PE scheme of work to meet the children’s needs. Teach and assess the annotated sequence of lessons.  | Be able to work with an expert colleague to monitor and assess progress in physical education. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous lessons.  | Understand the PE health and safety policy, risk assessment, and any specific guidance (i.e. jewellery, PE kit, non-participants, personal protective equipment PPE) through discussion with expert practitioners.  | Discuss with the mentor/subject leader if they use PE in a cross curricular or thematic way to enhance learning across the curriculum.  | Know how the approaches the school uses to assess children’s progress in physical education.  |
| History | Know how a school addresses developing historical knowledge and understanding across their curriculum, including LOtC and cultural capital  | Understand how a school addresses the National Curriculum for History.  | Be able to use the school’s medium term plans (or published schemes of work) to plan and implement history lessons. |