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# SECONDARY PGCE PROGRAMME 2023 – 2024

# ANTICIPATING PRACTICE: UNDERSTANDING PRIMARY AND SECONDARY SCHOOLS

# SCHOOL BASED TASKS

**Introduction**

During your PGCE programme you will be expected to teach pupils aged 11-16, with experience in 16-18 as your post-16 enhancement. You will also be expected to engage with the age ranges immediately before and after the ones you are training to teach, so whilst arranging your Anticipating Practice school experience please ensure that this covers the following in one or two settings of your own choosing:

* one week in a secondary school covering at least the 11-16 age range (a school with Years 12 and 13 would be useful but not essential)
* one week in a primary school (main focus on Key Stage 2, 7-11 age range)

Please make direct contact with the relevant schools yourself; this could be in your home area.

The tasks detailed below are intended to help you to focus on selected aspects of practice in schools. Teaching in England is carried out within a framework of statutory and advisory guidance issued by the Government. Each school provides a very different working context and has its own individual culture and ethos. The ways in which different schools respond to the various Government requirements will therefore vary. You will find it productive to reflect on similarities and differences that there might be in the approaches of different schools.

During your course you will follow a curriculum that includes all elements of the government’s Core Content Framework for Initial Teacher Training (CCF) and more, designed to support you to develop all the knowledge and skills you will need to meet the Teacher’s Standards by the end of the course. The CCF is designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. The tasks below link to some initial learning in relation to each of these core areas.

These tasks have been written in collaboration with teachers and are suitable for children of different abilities and for use with individuals as well as a whole class.

The tasks are set out according to five key themes that will thread throughout your course:

1. Behaviour management
2. Pedagogy
3. Curriculum
4. Assessment
5. Professional behaviours

There is also a final summary task to complete.

Suggested word limits are included for each task. Do what you can; we acknowledge that schools are busy places, and you may not be able to access all the information you need to complete every task. When writing up your tasks please do not refer to individuals you may have spoken to by name.

**Organising your time in school**

* Discuss with the teacher responsible for you the best time and the best way to introduce each task, and with whom the work should be carried out
* Try to fit each task into the normal routine of the day
* Respect the confidentiality of staff and pupils in your notes
* Make time to discuss the results of the tasks with the class teacher or teacher responsible for you, if you can

**Please note:** If you make reference to prior experience in a non-English school, you should consider how the particular national educational framework of that country influenced what you have observed when compared to the statutory and advisory guidance issued by the English Government.

**Should you not be able to organise school placements (this should be in rare instances only and must have been discussed with the Partnership Office in advance)**, there are alternative options. Similarly, there are alternatives for situations where you cannot complete the original task due to the nature of the school or the makeup of its population; for example, should your schools have no pupils for whom English is an additional language. **These** **alternative tasks are highlighted in grey within this document**.

We hope that you enjoy the Anticipating Practice phase of your training and look forward to discussing the tasks with you.

**All these tasks should be completed on this document, which you should keep safe, ready to add to your electronic portfolio of evidence when you start the taught course. You will be expected to talk about your learning from these tasks once you arrive on campus.**

***Please also remember to ask each school you visit during Anticipating Practice to complete an Anticipating Practice Feedback Form (available to download from the Offer Holders site). These forms should be kept safe and uploaded to your electronic portfolio at the beginning of the course (further instructions will be provided when you start in September).***

**Task 1: Behaviour Management**

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| Task | Response to Task |
| Have a look at the [Trainee Teacher Behavioural Toolkit Summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)  Make notes in both of your Anticipating practice schools about what you see as the ‘norms’ of the classroom and school, as well as the way teachers implement routines, rewards, and sanctions in their classroom. What do you notice and what can you take away from this?  If you are not in school, here is a short video about practice in secondary schools:  [Verbal cues, setting the right tone and the first lesson with a class](https://www.youtube.com/watch?v=KTxGXiuLgb4)  NB This video contains a reference to ‘reptilian brain’ which is a theory of learning that has been challenged. You will have opportunities to learn more about this through your EPS Theories of Education sessions.   * How do schools and teachers talk about the expectations they have of their pupils?   (Max. 100 words) | **Primary School:**  **Secondary School:** |

**Task 2: Pedagogy**

| Task | Response to Task |
| --- | --- |
| Drawing on conversations with teachers in both schools, your own observations, and looking at the work the pupils produce, respond to the following questions:   * What do teachers do that motivates pupils to engage in their learning? * How do teachers know that their teaching has impacted on the pupils’ learning?   If you are not in school, here is a short video about practice in secondary schools:  [Inclusive secondary education](https://www.youtube.com/watch?v=ggMUiQ58-xk)  Make notes here as you watch. Some useful prompts:   * How do teachers enable their pupils to make progress? * How do teachers support pupil wellbeing? How are parents and teaching assistants included as part of this process? * How does this clip tie in with your own values and beliefs about how children learn?   (Max. 200 words) |  |
| Task | Response to Task |
| Find out how many pupils with SEN (Special Educational Needs) are in each of your Anticipating Practice schools.  If you are in a lesson with an additional adult (other than the teacher, for example, a teaching assistant), make brief notes on what this person does.  If you are not in school or if there is no additional adult working in any of your classes, read this [description of a TA’s job](https://www.tes.com/jobs/careers-advice/teaching-assistant/teaching-assistants-job-description) and outline what a Teaching Assistants role is.  (Max. 100 words) | **Primary School:  Secondary School:** |
| Select a lesson in either of your Anticipating Practice schools in which you consider that the teaching has been adapted to respond to pupils’ strengths and needs. Identify the learning need and summarise the provision made.  If you are not in school, think about this issue in light of a lesson that you have previously observed.  (Max. 100 words in total) | **Learning Need:**  **Provision Made:** |
| Find out how many EAL (English as an Additional Language) pupils are in each of your Anticipating Practice schools.  Identify one pupil in either school, for whom English is an additional language. Describe one way in which you have seen a teacher adapt their teaching to meet that pupil’s needs as an EAL learner.  Some wider questions you might like to consider are:   * How are newly arrived pupils supported in their first few weeks in the school? * Does the school draw on support from external agencies? * How do teachers adapt their classroom interactions to support learners with EAL? * How do teachers support more advanced bilingual learners who may be orally fluent but still find full engagement with the curriculum challenging?   Identify one way in which you will plan to take the needs of EAL learners into account in your own teaching.  If you are not in school or if your school does not have any pupils with English as an additional language, then access this [video](https://www.youtube.com/watch?v=pgKmp_9sGBI) and this [video](https://www.youtube.com/watch?v=4BlmdAmfD8E). As you are watching the videos, consider the key questions above and make notes.  (Max. 100 words in total) | **Primary School:  Secondary School:  Example of Provision Made:    Implications for Your Own Practice:** |
| There is an ongoing strong focus in education on closing the attainment gap. Go [here](https://www.gov.uk/government/policies/education-of-disadvantaged-children) for further information:  Schools have been working hard to ensure that pupils from disadvantaged backgrounds do not underachieve at school. Identify and summarise one way in which one of your Anticipating Practice schools has been working towards challenging this gap.  If you are not in school, summarise one way in which a school might work towards challenging this gap.  (Max. 100 words in total) |  |

**Task 3: Curriculum**

| Task | Response to Task |
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| Download and read the [Secondary National Curriculum](https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum).  Summarise, in your own words, the key aims of the secondary national curriculum.  (Suggested max. 50 words) |  |
| Read the pages that relate to your subject.  Summarise in your own words, the key aims and purpose of study in your subject.  (Suggested max. 50 words) |  |
| Talk to colleagues in your Anticipating Practice secondary school about how decisions are made when designing and organising the curriculum. If you are not in a school, think about what decisions need to be made in relation to this.  Consider:   1. How do decisions made about the curriculum align with the schools’ vision? 2. What conversations are teachers having about the ‘intent’ of the curriculum? 3. How does the curriculum reflect the school’s local context? 4. How does it reflect its pupils’ needs? 5. How are decisions made about what is taught and how it is taught? 6. How does the pupils’ knowledge, skills and understanding of concepts in your subject develop through the school?   Some words you may hear when talking about the curriculum are ‘broad and balanced’, ‘knowledge-rich’, ‘character education’. Make a note when you hear these and try to understand what they mean. If you hear others, make a note of them.  (Max. 300 words) |  |
| If your Anticipating Practice secondary school does not have to follow the National Curriculum (for example, if they are an academy or free school), compare their curriculum with the National Curriculum.  If you are not in a school or your Anticipating Practice secondary school does have to follow the National Curriculum, then consider what the benefits of not following the National Curriculum are.  (Max. 100 words) |  |
| Look at the [KS2 National Curriculum](https://www.gov.uk/national-curriculum/key-stage-1-and-2) and an A-level specification in your subject (if taught in your secondary school, look at that one; if not, choose one form OCR, AQA or EdExcel)  Then compare the phases immediately below and above the one you are being trained to teach to the curriculum for the 11-16 age range in relation to:   * your subject * mathematics/numeracy across the curriculum * English/literacy across the curriculum * how the curriculum challenges pupils’ learning * how the curriculum is taught and how those decisions affect pupils’ progress * how the learning environment is set up and how it might affect pupils’ progress   (Max. 300 words) |  |

**Task 4: Assessment**

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| Task | Response to Task |
| Whilst in both Anticipating Practice schools, observe how teachers:   * assess pupils’ prior knowledge (including any possible misconceptions) in the classroom * check pupils’ understanding during lessons * use questioning to challenge and support learning * provide feedback to pupils about their work * provide pupils with opportunities for self- and peer-assessment   If you can, have a discussion with a teacher about national testing arrangements (SATS, GCSEs, post-16) and how these are prepared for and administered. You might also be able to have a discussion about how the school uses pupil data to set targets and measure its effectiveness.  If you are not in school think about how your own experience of national assessments as well as the way you were supported to self-assess your own learning at various stages of your education.  (Max. 200 words) | **Primary School:**  **Secondary School:** |

**Task 5: Professional Behaviours**

| Task | Response to Task |
| --- | --- |
| Whilst in both Anticipating Practice schools, observe how teachers’ roles change in different contexts, e.g. in the classroom, with other teachers, when talking to parents etc. How do teachers manage the movement between different roles?  If you are not in school think about how teachers might manage these changes.  (Max. 100 words in total) | **Primary School:**  **Secondary School:** |
| How do the teachers in your Anticipating Practice schools show a proper and professional regard for the ethos, policies and practices of the school in which they teach? This may include dress codes, attendance, behaviour policies etc.  If you are not in school think about how teachers might show regard for these.  (Max. 100 words in total) | **Primary School:**  **Secondary School:** |
| How do the teachers in your Anticipating Practice schools manage their time? How do teachers organise their day/week/term/jobs lists? Try to pick up some useful suggestions. What policies do the schools have on, marking, the use of email, or meeting attendance, to reduce workload for their staff?  If you are not in school, think about how you will effectively manage your time when working in a school and what policies you might expect schools to have to reduce the workload of their staff.  (Max. 100 words in total) | **Primary School:**  **Secondary School:** |
| Try to talk with an early career teacher. Find out about support for career planning/understanding of leadership routes, etc.  If you are not in school, or there is no ECT in your Anticipating Practice schools, try and have the discussion with a more experienced teacher you know.  (Max. 100 words in total) | **Primary School:**  **Secondary School:** |
| Look at the Government document ‘[Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)’. Make sure you read the most recent version.  Read the Summary and Part one carefully and summarise in your own words the role that teachers play in the safeguarding and protection of children and young people  (Max. 100 words) |  |
| Find out who has specific responsibility for the safeguarding and protection of children in both your Anticipating Practice schools.  If you are not in school, then skip this section. | **Primary School:**  **Secondary School:** |

**Final Summary Task**

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| Task | Response to Task |
| At the end of your Anticipating Practice phase, make notes for yourself (bullet points are fine) identifying up to four aspects of good practice that have particularly impressed you and two key targets for your own professional development and write a brief explanation about why you have chosen them.  If you are not in school:  Aim to talk to any teachers you know (current or retired) …   * What advice do they have for you? * What do they/did they find rewarding about teaching? * What do they/did they find challenging? * Do their/did their motivations and beliefs match yours?   Talk to some children or young people that you know…   * What do they think makes a good teacher? * What do they enjoy about school? * What do they find challenging or frustrating?   Talk to some parents about education.   * What do they think makes a good school? * What do they want from teachers? * What do they think schools want from parents?   Do you know any school governors? If so, speak to them too…  Make notes for yourself under the same two headings. | **Good Practice:**  **My Targets:** |

**Additional Reading**

These are some supplementary websites and resources that we recommend to you. This is not essential reading but may be of interest:

[Opportunity For All](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063601/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child__web__-_accessible.pdf). A white paper setting out the government’s vision for schools in England to 2030 (published March 2022). The government recently announced a Schools Bill based on this White Paper which is currently going through the parliamentary process (at the time of update to these tasks, July 2022). The DfE publish a blog page, [The Education Hub](https://educationhub.blog.gov.uk/2022/05/12/everything-you-need-to-know-about-the-schools-bill/), which is a useful place to look for information about policy changes.

[Closing the gap with the new national curriculum](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349288/closing-the-gap-with-the-new-primary-national-curriculum.pdf).

[SEND Review/Green Paper](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063620/SEND_review_right_support_right_place_right_time_accessible.pdf). The government’s SEND review is currently under public consultation. It sets out their proposals for changes to the SEND and Alternative Provision (AP) system.