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| logo  **Primary Initial Needs Analyses**  **2020 - 2021**   School Direct Distance PGCENAME: |

The Professional Standards for Qualified Teacher Status (September 2012) specify the standards of knowledge that you are required to demonstrate by the end of your training. We ask you to carry out an audit to analyse your initial needs in a range of key curriculum areas. Remember this is to identify where you are already very strong but also to flag up what you do not know or have forgotten about so that you can revise/brush up on and complete some self-study exercises.

**You will use your Needs Analysis to set subject knowledge development targets, and should keep it updated throughout the year. Please bring a completed copy to your first meetings with your Lead school / home school.**

Initial Needs Analysis in English

In order to help you to feel confident in providing evidence of this knowledge of English and knowledge of texts for use in school with children we would like you to undertake the following activities.

You will need to buy:

Reid, S., Sawyer, A. and Bennett-Hartley, M., *Achieving QTS* *Primary English: Audit and Test. Assessing Your Knowledge and Understanding* (4th edition 20014).

You can order this here <https://www.amazon.co.uk/Primary-English-Audit-Achieving-Series/dp/1446282759/ref=dp_ob_title_bk>. It is **strongly recommended** that you also look at Jane Medwell and David Wray’s book, listed \* below.

Begin the process of checking and updating your knowledge by reading the book and undertaking the tests. This will enable you to see areas in which you may need to do more revision to be secure. Most people feel that this is new material for them so don’t worry if you feel you have not covered it before. We also encourage you to look at the glossary of terms used in the new National Curriculum:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf>

Complete one section of the book at a time and carry out the practice tests. Record your results in each section in the appropriate boxes on the Needs Analysis form on the next page along with information about the areas you were unsure about or need to revise. Use the book and the texts listed below to support you in revising these areas. You may find other material or texts in your bookshop or library if you prefer. Keep notes of your revision work as part of your file of evidence.

**Useful Revision Texts are:**

\* Medwell, J., Moore, G., Wray, D. and Griffiths, V. (2017). *Primary English: Knowledge and Understanding (8th Edition).* London: Learning Matters.

Eyres, I. (2007). *English for Primary and Early Years: Developing Subject Knowledge (2nd Edition)*. London: Sage.

Appleyard, N. and Appleyard K. (2009). *The Minimum Core for Language and Literacy: Knowledge, Understanding and Personal Skills (Achieving QTLS)*. Exeter: Learning Matters.

Wilson, A. and Scanlon, J. (2011). *Language Knowledge for Primary Teachers (4th Edition)* London: Routledge.

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| Initial Needs Analysis in English |

Name: Pathway:

GCSE (or equivalent) grade: Other:

(please specify e.g. TEFL)

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| CONFIDENCE WITH ENGLISH SUBJECT KNOWLEDGE *For each of the boxes below, rate your English subject knowledge as either poor, adequate or good.* | | | |
| 1 = Poor; 2 = Adequate, 3 =Good | 1 | 2 | 3 |
| * English Subject Knowledge |  |  |  |
| * English Knowledge of Texts for Children |  |  |  |
| * ICT |  |  |  |

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| **Results from auditing Knowledge using *Primary English* *Audit and Test* (Reid, Sawyer & Bennett-Hartley)** | |
| Section of Audit | Mark % |
| The Nature and Role of Standard English |  |
| The spoken and written language systems of English |  |
| Lexical Knowledge |  |
| Grammatical Knowledge |  |
| Textual Knowledge |  |
| Critical Evaluation of Texts |  |
| Terminology |  |

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| Needs Analysis |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in English and prepared to offer support to others on the course |

Initial Needs Analysis in mathematics

We recognise that, for some of you, mathematics may be a subject you have not studied for some time, and that as a subject it uses subject specific vocabulary that you may have forgotten. We encourage you to undertake some revision of your mathematics and have listed some useful texts for this below.

Prior to commencing the course, we ask you to carry out the self-assessment exercises in the key text: Haylock, D. (2018) Mathematics Explained for Primary Teachers: Sixth Edition, London, Sage.

Read the relevant chapters and test yourself with the self-assessment questions. Please note your confidence for each of the topics on the audit record sheet attached.

You may find it useful to refer to some revision texts such as:

* Cooke, H. (2000) Primary Mathematics: Developing Subject Knowledge, London: Paul Chapman.
* Hopkins, C., Pope S. and Pepperell, S. (2004) Understanding Primary Mathematics, London: David Fulton Publishers
* Mooney, C. et al (2014) Primary Mathematics: Knowledge and Understanding, Exeter: Learning Matters.
* Suggate, J. et al (2010) Mathematical Knowledge for Primary Teachers: Second Edition, London: David Fulton.

GCSE revision texts such as Letts, GCSE Maths Intermediate classbook, London: Letts

Each chapter of the key text has a glossary of terms. You may also find it helpful to purchase a Glossary such as Tapson, F. (2008) Oxford Study Mathematics Dictionary, Oxford: OUP

or download the QCA mathematics glossary from: <http://www.emaths.co.uk/index.php/student-resources/other-resources/mathematics-glossary>

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| **Initial Needs Analysis in Mathematics** |

Name: Pathway:

GCSE (or equivalent) grade: ‘A’ level:

Other mathematics qualification / study (please specify):

Any other background information?

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| **Review of self-assessment exercises** |

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| --- | --- | --- | --- |
| **Topic** | **Rank** **from 1 (not confident) to 4 (very confident)** | **Topic** | Rank from 1 (not confident) to 4 (very confident) |
| Number and Place Value |  |  |  |
| Addition and Subtraction   * Mental strategies * Informal written methods * Formal written methods |  |  |  |
| Multiplication and Division   * Mental strategies * Informal written methods * Short/long division methods |  |  |  |
| Remainders and rounding |  |  |  |
| Multiples, factors and primes |  |  |  |
| Square and Cube numbers |  |  |  |
| Integers |  |  |  |
| Fractions |  |  |  |
| Decimals |  |  |  |
| Proportions, ratio and percentages |  |  |  |
| Algebra |  |  |  |
| Geometry   * 2D shapes * 3D shapes |  |  |  |

(Please use the blank ‘topic’ and ‘rank’ columns to add any other topics you feel relevant (e.g. measurement, problem solving, etc.) to evaluate your subject knowledge’)

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| Needs Analysis |
| Level of support you feel you might need (please tick/circle/underline)   * High (1:1 support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in maths and prepared to offer support to others on the course |

Initial Needs Analysis in Science

In order to help you to feel confident in providing evidence of your subject knowledge in science we ask you to undertake the following activities.

You will need to buy the following publication for your science audit.

***Byrne, J., Christodoulou, A., Sharp, J. (2014) Primary Science Audit and Test* (Fourth Edition)*,* Exeter: Learning Matters Ltd.**

You can order this through their website at [www.learningmatters.co.uk](http://www.learningmatters.co.uk), through the distributors for Learning Matters on 0845 2309000, through Amazon or through your own bookshop.

Begin the process of checking and updating your knowledge by reading the book and undertaking the tests. This will enable you to see areas in which you may need to do more revision to be secure. Complete one section of the book at a time and carry out the practice tests. Record your results in each section in the appropriate boxes on the Science Needs Analysis form on the next page along with information about the areas you were unsure about or need to revise. Use GCSE revision texts and on-line material to support you in revising these areas. Keep notes of your revision work as part of your science file.

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| Initial Needs Analysis in Science |

Name: Pathway:

GCSE (or equivalent) grades:

A level: Other (please specify):

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| **Results from auditing Knowledge using:  *Byrne, J., Christodoulou, A., Sharp, J. (2014) Primary Science Audit and Test* (Fourth Edition)*,* Exeter: Learning Matters Ltd.** | | | |
| **Science area** | Section of Audit | Marks | **Score %** |
| **Life processes**  **(Biology)** | Functioning of organisms: green plants |  |  |
| Functioning of organism: humans & other animals |  |  |
| Interactions & Interdependencies |  |  |
| Genetics and evolution |  |  |
| **Total Mark / Score%** |  |  |
| **Materials & their properties (Chemistry)** | Particle theory, materials |  |  |
| **Physical processes**  **(Physics)** | Electricity & magnetism |  |  |
| Forces & motion |  |  |
| Light |  |  |
| Sound |  |  |
| Space |  |  |
| **Total Mark / Score%** |  |  |

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| CONFIDENCE WITH SCIENCE SUBJECT KNOWLEDGE *For each section, rate your science subject knowledge as either poor, satisfactory or good.* | | | |
| 1 = Poor; 2 = Satisfactory, 3 =Good | 1 | 2 | 3 |
| Biology: functioning of organisms, interactions & interdependencies, genetics and evolution. |  |  |  |
| Chemistry: particle theory, materials. |  |  |  |
| Physics: electricity and magnetism, energy, forces & motion, light, sound, space. |  |  |  |

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| Needs Analysis |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in science and prepared to offer support to others on the course |

**Initial Needs Analysis in Art & Design**

Please make yourself familiar with the current NC for art & design by viewing this document, which contains additional guidance from the NSEAD:

<https://www.nsead.org/files/72cad37f5dfb4caf5a7def2ab9f60dd6.pdf>

(The document covers KS1-3, but you can concentrate on KS1-2)

In terms of how to translate curriculum guidance into action, this book is recommended:

Ogier, S. (2017) *Teaching Primary Art and Design*. Exeter: Learning Matters.

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| **Initial Needs Analysis in art and design** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:  Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to art and design. If you feel you have skills in this area you could share with small groups of your peers please indicate this here | | | |
| Competence with art and design | | | |
| *For each of the boxes below, rate your art and design skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| * drawing |  |  |  |
| * painting |  |  |  |
| * printing |  |  |  |
| * ceramics |  |  |  |
| * Digital art |  |  |  |
| * collage |  |  |  |
| * sculpture |  |  |  |
| * textiles |  |  |  |
| * Knowledge of artists |  |  |  |
| Needs Analysis | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in art and design and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in computing**

Please make yourself familiar with the current NC for computing by viewing this document:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf>

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| **Initial Needs Analysis in computing** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:   Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to computing. If you feel you have skills in this area you could share with small groups of your peers, please indicate this here | | | |
| Competence with computing | | | |
| *For each of the boxes below, rate your computing skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| * E-safety: safe and responsible use of technology |  |  |  |
| * Algorithms, |  |  |  |
| * Designing, writing and debugging programs |  |  |  |
| * Use sequence, selection, and repetition in programs |  |  |  |
| * Logical reasoning (to explain algorithms, detect and correct errors) |  |  |  |
| * Use of inputs and outputs |  |  |  |
| * How computer networks operate and provide multiple services. How results are selected and ranked |  |  |  |
| * Using search technologies effectively |  |  |  |
| * Collect, analyse, evaluate and present data and information in a variety of ways, using a range of software and hardware, to create an array of programs, systems and content |  |  |  |
| * Opportunities for communication and collaboration online |  |  |  |
| * Evaluating online content |  |  |  |
| Needs Analysis | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in computing and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in design & technology (D&T)**

In order to help you to feel confident in your knowledge of D&T in the primary school, you should refer to the **KS2 National Curriculum for D&T** (DfE 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf>

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| **Initial Needs Analysis in D&T** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:  Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to D&T. If you feel you have skills in this area you could share with small groups of your peers, please indicate this here | | | |
| Competence with D&T | | | |
| *For each of the boxes below, rate your D&T skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| **Designing and making products using a range of materials including:** |  |  |  |
| * textiles |  |  |  |
| * construction |  |  |  |
| * food |  |  |  |
| * creating mechanical products |  |  |  |
| * creating electrical products |  |  |  |
| * creating products using computer aided design |  |  |  |
| **Needs Analysis** | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in D&T and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in humanities**

In order to help you to feel confident in your knowledge of humanities in the primary school, you should refer to the **KS2 National Curriculum for history (**DfE 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf>

And geography: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf>

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| **Initial Needs Analysis in humanities** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:  Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to humanities. If you feel you have skills in this area you could share with small groups of your peers please indicate this here | | | |
| Competence with humanities | | | |
| *For each of the boxes below, rate your humanities skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| * Mapping skills – drawing and using |  |  |  |
| * Graph skills – drawing and interpreting |  |  |  |
| * Use of secondary sources |  |  |  |
| * Use of artefacts |  |  |  |
| * Critical analysis |  |  |  |
| * Fieldwork – use of compass, collecting data etc |  |  |  |
| * Enquiry skills - asking relevant questions, testing conclusions, etc. |  |  |  |
| * Information processing skills - locating and using relevant information using skills of analysis and interpretation. |  |  |  |
| * Reasoning skills - giving reasons for responses, making deductions and judgements. |  |  |  |
| * Empathy skills -the ability to see the world/issues through the eyes of others |  |  |  |
| * Evaluation skills - developing criteria for judging and evaluating information |  |  |  |
| **Needs Analysis** | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in Humanities and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in Modern Languages (ML)**

To prepare for your PGCE you should audit your skills and knowledge in modern languages for the following reasons:

* ML is a compulsory part of the Key Stage 2 curriculum
* You will be given an opportunity to teach some form of ML while on school-based work
* You may have an interest in ML

In order to help you to feel confident in your knowledge of modern languages in the primary school, you should refer to the **KS2 National Curriculum for Languages** (DfE 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf>

You may then decide to revise using a GCSE revision guide or by visiting the [BBC Primary Languages](http://www.bbc.co.uk/schools/primarylanguages/) website.

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| Initial Needs Analysis in Modern Languages |

Name: Pathway:

Language(s) spoken:

GCSE (or equivalent) grade: A level grade:

Other: (please specify e.g. TEFL, native tongue, etc.)

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| CONFIDENCE WITH ML SUBJECT KNOWLEDGE *For each of the boxes below, rate your ML subject knowledge as either poor, adequate or good.* | | | |
| 1 = Poor; 2 = Adequate, 3 =Good | 1 | 2 | 3 |
| * Spoken language |  |  |  |
| * Written language and grammar |  |  |  |
| * Understanding spoken and written language |  |  |  |

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| --- | --- | --- |
| **Primary languages audit** | **Comment** | **Rating (1= poor, etc.)** |
| Classroom instructions, register, basic greetings |  |  |
| Personal details (name, age, birthday, family, pets, where I live, etc.) |  |  |
| Day-to-day language (months, days, numbers, colours, time, weather) |  |  |
| Hobbies, free time, sports |  |  |
| Cultural knowledge (festivals, celebrations, stories, authentic resources, etc.) |  |  |
| Grammatical knowledge (tenses, adjectival agreement, word order, etc.) |  |  |
| Needs Analysis | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (informal support from a more confident peer) * Medium (revision in informal peer groups) * Low (personal revision) * I am confident in modern languages and prepared to offer support to others on the course | | |

**Initial Needs Analysis in music**

To prepare for your PGCE you should audit your experience in music for the following reasons:

* Music is a compulsory part of the Primary curriculum, and although it may be delivered by a visiting or specialist teacher in many schools, this is not always the case.
* Research shows that there are numerous academic, psychological and social benefits to making music
* Music is fun and children love it!

In order to help you to feel confident in your knowledge of music in the primary school, you should refer to the National Curriculum for Music: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf>

You may then decide to further your knowledge by looking at the ISM Primary Music Toolkit: <https://ismtrust.org/resources/primary-toolkit>

**Initial Needs Analysis in Music**

What has been your experience of listening to, learning about, or making music up until now? You can talk about experiences in and out of school, in formal or informal contexts. It’s absolutely fine to say that you don’t feel you have much practical experience, but you could talk about music that you like to listen to, for example.

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How would you describe your confidence in the following areas:

|  |  |
| --- | --- |
|  | How confident do you feel? |
| Listening to recorded music and identifying different instrumental sounds |  |
| Describing or identifying different musical styles or genres |  |
| Singing with children in a class or assembly situation |  |
| Talking to children about music in terms of the interrelated dimensions of pitch, rhythm, tempo, dynamics, timbre and texture |  |
| Using any form of musical notation to read or write down music |  |
| Taking part in or leading creative musical activities with children |  |
| Playing an instrument to accompany children’s music-making, or to demonstrate the sound of an instrument. |  |

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| Needs Analysis |
| Level of support you feel you might need (please tick)   * High (informal support from a more confident peer) * Medium (revision in informal peer groups) * Low (personal revision) * I am confident in music and prepared to offer support to others on the course |

**Initial Needs Analysis in physical education (PE)**

It is important for you to know your current level of subject knowledge about primary physical education teaching. A common way of identifying and assessing subject knowledge strengths and areas for development is through a qualitative, self-evaluation of your knowledge and understanding of the subject/PE (see below).

In order to help you to feel confident in your knowledge of PE in the primary school, you should refer to the **KS1 and KS2 National Curriculum for PE** (DfE, 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf>

You might also wish to further your knowledge of primary PE by reading the following textbook and recent chapter:

Bailey, R. and Macfadyen, T. (2000) *Teaching Physical Education 5-11.* London: Continuum.

Katene, W. and King, V. (2019) *Understanding subject knowledge in primary physical education*. In: D. Pope (Ed.) *Subject knowledge for primary teaching*. London: Sage.

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| **Initial Needs Analysis in PE** | | | |
| Name: Pathway:  GCSE Level PE (or equivalent) grade: A Level PE (or equivalent) grade:  Other (please specify):  Please list or describe any relevant skills, knowledge or experience you may have in relation to PE. If you feel you have skills in this area you could share with small groups of your peers please indicate this here: | | | |
| Competence with PE | | | |
| *For each of the boxes below, rate your PE skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 = Good** | 1 | 2 | 3 |
| * **Athletics** (endurance/800m & 1500m; sprinting/100m, 200m & 400m; throwing/shot putt, discus & javelin) |  |  |  |
| * **Dance** (educational/creative; other/jazz, ballet, tap, aerobic etc) |  |  |  |
| * **Games** (invasion/basketball, football, handball, hockey, netball, rugby etc) |  |  |  |
| * **Games (cont’d)** (net/wall/badminton, squash, table tennis, tennis, volleyball) |  |  |  |
| * **Games (cont’d)** (striking/fielding/baseball, cricket, rounders, softball etc) |  |  |  |
| * **Games (cont’d)** (target/archery, darts, golf etc) |  |  |  |
| * **Gymnastics** (educational; other/olympic, rhythmic, acrobatics etc) |  |  |  |
| Needs Analysis | | | |
| Level of support you feel you might need (please tick **✓**)     * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in PE and prepared to offer support to others on the course | | | |

##### Initial Needs Analysis in Educational and Professional Studies

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| Initial Needs Analysis in Educational and Professional Studies |
| Name: Pathway:  Relevant qualifications: (e.g. TEFL, NVQ, Education degree/modules)  **PREVIOUS RELEVANT EXPERIENCE**: Please describe any relevant work experience you have had prior to the course, for example, working as a classroom assistant, school librarian, or teaching English as a foreign language.  **INCLUDING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES:** please describe any experience you have of working with children who have Special Educational Needs and/or Disabilities |

**Preparing to include children with Special Educational Needs and Disabilities**

**in the Primary Classroom**

This is a useful introductory book on including children identified as having SEND in the Primary Classroom:

Briggs, S. (2016) *Meeting Special Educational Needs in the Primary Classroom: Inclusion and How to Do It* Routledge London and New York