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| logo  **PRIMARY PGCE PROGRAMME 2022-23 (SCHOOL DIRECT@EXETER)**  **Anticipating Practice: understanding PRIMARY AND SECONDARY SCHOOLS**  **School Based Tasks**  **Elementary classroom, back to school concept** |

**Primary PGCE 2022-23 (School Direct)**

**Anticipating Practice School Based Tasks**

*The activities detailed below are intended to help you to focus during your Anticipating Practice weeks on selected aspects of practice in schools.* ***Please check that the pre-course training programme arranged by your lead school includes time in school settings which enable you to complete these tasks.***

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 in the approaches of the schools that you visit and the teachers you observe.

Below you will find details of specific tasks to complete during your two weeks of Anticipating Practice in schools. Please read through all these tasks carefully before completing them as some refer specifically to your experience in a primary school; some to your experience in a secondary school; and some to both. When writing up your tasks please do not refer to individual pupils’ names. For the purposes of data protection and safeguarding, all pupils should remain unidentifiable.

**NB:** There are alternative tasks for situations where you cannot complete the standard 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.**

**There are five main tasks and one final summary task. The tasks are set out under the following headings:**

1. Welfare (including safeguarding and protection of children)

2. The Purpose of Education (including curriculum)

3. Being a Teacher

4. Learning

5. Inclusion (including diversity and individual needs)

Your completed tasks can be hand-written or completed electronically. **NB: you may need to print this document for use while in school, as you may not be allowed to use your laptop or other device while in a classroom.** You may also wish to keep a reflective notebook – the ‘notebook’ could be digital, if you prefer. This might be particularly useful as you observe and make notes on the curriculum in the schools you visit. You will also need to start a file of any downloaded info/ resources – again, the ‘file’ could be an electronic folder. You will not need to submit any of your additional notes or files, **only the** **completed tasks document which you should keep safe, ready to add to your electronic portfolio of evidence when you start the taught course.** These tasks will also form the basis of group and individual discussions with your tutor during the first few weeks.

***Please also remember to ask each school you visit during Anticipating Practice to complete an Anticipating Practice Feedback Form (available to download on the Offer Holders site).*** [***These***](mailto: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).***

Introduction

During your PGCE programme you will be expected to teach across two or more consecutive age ranges.

Ages 5-7 (School years 1-2)

Ages 7-9 (School years 3-4)

Ages 9-11 (School years 5-6)

You should also engage with the age ranges *immediately before and after* the ones you are training to teach, so please ensure that the Anticipating Practice experiences arranged by your Lead School cover the following in one or two settings:

* one week in a primary school (to include reception/early years foundation stage experience if you are on a 5-11 route) and
* one week in a secondary school - specifically Key Stage 3 (11-14 age range)

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

**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

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.

We hope that you enjoy your Anticipating Practice school experience and look forward to discussing the tasks with you.

**Task 1: Welfare - Safeguarding and Child Protection**

***Teacher Standard - Part Two:*** *Have regard for the need to safeguard students’ wellbeing in accordance with statutory provision*

Some useful reading:

You will find general information and guidance on the ways in which individuals and schools can work together to safeguard and promote the welfare of children and young people on the Department for Education website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

This link also offers information about child protection, funding and training, and advice on how to use the curriculum to address child protection and contains a wealth of information and resources, which you will need to access during your teaching career.

The Munro Report and the government’s response is useful to read: <https://www.gov.uk/government/collections/munro-review>

The NSPCC website also contains some useful resources and advice for teachers: <https://www.nspcc.org.uk>

| **Task** | **Response to task** |
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| Access the link below to find the Government document ‘Keeping Children Safe in Education’:  [Keeping children safe in education 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)   Read Part 1 (information for schools and staff) carefully and summarise in your own words the role that teachers play in the safeguarding and protection of children and young people  (Suggested 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, please skip this section. | Primary School:  Secondary School: |

**Task 2: The Purpose of Education – the Curriculum**

***Teacher Standard: S3 - Demonstrate good subject and curriculum knowledge***

* *have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings*
* *demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship*
* *demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject*
* *if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics*
* *if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*

**\*Carry out observations on several days, across at least two year-groups\***

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| **Task** | **Response to task** |
| Download and read the **Primary National Curriculum** here:  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRIMARY_national_curriculum_220714.pdf>  Summarise, in your own words, the key aims of the primary national curriculum.  Read the pages that relate to different subjects (purpose and content) and note down your thoughts as well as any implications for you as you begin your training  (Suggested max. 100 words) |  |
| When observing in the primary school, try to see as many subjects as you can being taught. Of course, you may observe some cross-curricular lessons but, where possible, try to organize your notes under these subject headings.  **NB: don’t worry if you don’t see all of these subjects being taught – just do what you can. Word limits are just a suggestion!**  If you are not in school, you might want to explore the Council for Subject Associations here, as well as some of the subject associations themselves. Focus on KS1 and 2:  <https://www.subjectassociations.org.uk/the-cfsa-directory/>  (Suggested max. 300 words)  **English**   * Describe the different opportunities children are given for speaking and listening within the classroom. Are children required to talk to access the curriculum (e.g. with partners)? How is talk modelled to learners by teachers and other adults in the classroom? What prompts are given to children to help them listen as well as talk to each other? * How are books and other reading and writing materials presented in the classroom? How do children interact with books in the classroom? How would a visitor from Mars describe the school’s promotion of books? * Identify the amount of time spent on teaching phonics in the class.  Describe what teaching and learning strategies are being used.  Discuss how these activities relate to children’s progress in reading, including comprehension, with your teacher. |  |
| **Mathematics**   * Identify key mathematical concepts and skills which children should understand during the lessons. * Describe how informal/formal written methods of calculations are taught, and what visual/practical resources are used to teach these methods. * Describe difficulties children experience, and strategies used by the teacher to address them during the lesson. |  |
| **Science**   * Identify how much time is spent on science per week? * What science concepts were being covered? * How were the children being taught? e.g. through practical investigations, using published materials, being taught subject knowledge by the teacher? * What were the children’s attitudes towards science? |  |
| **Art & Design**   * Ask for and make a copy of the school’s curriculum map for art * Ask for and make a copy of one year group’s medium-term plan/ scheme of work for the autumn term |  |
| **Computing**   * Ask about the school’s computing curriculum: who teaches it, how is it resourced and how is it taught? * What are pupils’ and teachers’ views on the subject? |  |
| **Design & Technology**   * Did you observe any design and technology (D&T) being taught? * Was the lesson covering either the design and making strand or the cooking and nutrition strand? * Was this as a discreet D&T lesson or for example a practical making session as part of another curriculum subject or topic? |  |
| **Humanities**   * Have you seen geography and history taught discretely or combined or not at all? * How are the lessons structured - with a focus on knowledge retention or enquiry? * If possible, speak to the humanities lead and ask about the school's approach to teaching humanities; for example, topic-based, cross curricular, discrete lessons, enquiry focus, knowledge banks * What, if any, humanities resources does the school possess? |  |
| **Modern languages**   * Which languages are taught and who teaches them? * What are pupils’and teachers’ attitudes towards the subject? * How many different languages are represented in the school amongst staff and pupils and how does the school celebrate these languages? |  |
| **Music**   * When is music being taught and who is teaching it? If you see a music lesson happening, how does it compare to your own experiences of music in school? * Are there any extra-curricular music clubs or activities? * At which points during the school day/week is music heard/used? This might be recorded music, whole school singing, singing games in the playground |  |
| **Physical Education**   * Who is teaching physical education in your primary school? * What are pupils’and teachers’ attitudes towards the subject? |  |
| If your Anticipating Practice primary school does not have to follow the National Curriculum (for example, if they are an academy or free school) compare and contrast their curriculum with the National Curriculum.  If you are not in a school, or your Anticipating Practice primary school does have to follow the National Curriculum, then consider what the benefits of not following the National Curriculum might be.  (Suggested max. 100 words) |  |
| **Age Phases immediately below or above the one you are being trained to teach Secondary**  Look at the National Curriculum for the KS3 (11-14) age range:  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf>  …then compare and contrast the following in relation to the age group you are preparing to teach (5-11) or (7-11) with a particular focus on:   1. Mathematics 2. English 3. A third subject of your choice  * How is the learning environment set up and how might it affect pupils’ progress? * How does the curriculum challenge pupils’ learning? * How are all pupils supported in their learning? * What strategies are used for behaviour management and are they effective?   In ***Early Years*** settings (to be completed if on a 5-11 course) you should observe how the four specific areas of learning:  literacy; mathematics; expressive arts and design; and understanding the world, are implemented. See:  [Statutory framework for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)  It is also recommended that you familiarise yourselves with EYFS guidance on the Foundation Years website: <http://www.foundationyears.org.uk/>  (Suggested max. 300 words) |  |
| **Curriculum Design**  If you can, talk to colleagues in both your primary and secondary schools about how decisions are made when designing and organising the curriculum.   * How do decisions made about the curriculum align with the schools’ vision? * What conversations are teachers having about the ‘intent’ of the curriculum? * How does the curriculum reflect the school’s local context? * How does it reflect its pupils’ needs? * How are decisions made about what is taught and how it is taught? * How does the pupils’ knowledge, skills and understanding of concepts in different subjects 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.   We have phrased the questions slightly differently, if you are not in school:  Think about the decisions that need to be made when designing and organising a school’s curriculum. Consider:   * How does a school’s vision affect decisions that are made about the curriculum? * How might the ‘intent’ of a curriculum affect its content? * How can a curriculum reflect the school’s local context? * How can it reflect its pupils’ needs? * What decisions might be made about what is taught and how it is taught? * How might a curriculum affect how pupils’ knowledge, skills and understanding develop through the school? * Some words you may hear when talking about the curriculum are ‘broad and balanced’, ‘knowledge-rich’, ‘character education’. What do these terms mean?   (Suggested max. 300 words) |  |

**Task 3: Being a Teacher**

***Teacher Standard:******Preamble***

*Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.*

***Teacher Standard:******Part Two – standards for professional and personal conduct***

*A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.*

*Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

* *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position*
* *having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions*
* *showing tolerance of and respect for the rights of others*
* *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
* *ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.*

*Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.*

*Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.*

This task introduces you to the expectations of professional behaviour in school and allows you to consider how you will manage your time both on the course and as a teacher. You will also consider career planning and leadership.

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| **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.  (Suggested max. 100 words in total) | Primary School |
| Secondary School |
| Do your Anticipating Practice schools have policies on dress, punctuality and attendance? Summarise these and how they work in practice.  If you are not in school think about how teachers might show regard for these, and how it might affect you.  (Suggested max. 50 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’?  If you are not in school think about how teachers might show regard for these, and how it might affect you.  (Suggested 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.  Do the schools have policies on, for example, marking, the use of email, or meeting attendance, in an attempt 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.  (Suggested 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.  (Suggested max. 100 words in total) | Primary School |
| Secondary School |

**Task 4: Learning**

***Teachers’ Standards: S1, S2, S6***

*Set high expectations which inspire, motivate and challenge pupils (S1)*

*Promote good progress and outcomes by pupils (S2)*

*Make use of formative and summative assessment to secure pupils’ progress (S6)*

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| **Task** | **Response** |
| Drawing on conversations with teachers in both primary and secondary schools, working with pupils in lessons you participate in/observe, and looking at the work the pupils produce, think about and 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 had an impact on the pupils’ learning?  How do pupils know what they have learned?  If you are not in school, please do this alternative task:  Drawing on your prior experience of education and any lessons you have observed in the past consider:  What can teachers do to motivate pupils to engage in their learning?  How do teachers know that their teaching has had an impact on the pupils’ learning?  How do pupils know what they have learned?  Here are two short videos about practice in primary schools:  <https://www.youtube.com/watch?v=w4B4CGopmZw> – inclusive primary education  <https://www.youtube.com/watch?v=GTbcMj7O2DI> – establishing ground rules in a reception class  Make notes here as you watch. Some useful prompts:   * How do schools and teachers talk about the expectations they have of their pupils? * How do teachers enable their pupils to make progress? * How do teachers use formative assessment to secure pupil progress? * How do teachers support pupil wellbeing? How are parents and teaching assistants included as part of this process?   How do these clips tie in with your own values and beliefs about how children learn?  (Suggested max. 300 words) |  |

**Task 5: Inclusion – Diversity and Individual Needs**

***Teacher Standard: S5 Adapt teaching to respond to the strengths and needs of all pupils***

* *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
* *have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these*
* *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development*
* *have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

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| **Task** | **Response** |
| 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.    Or, if there is no additional adult working in any of your classes, or you are not in school, read <https://www.tes.com/jobs/careers-advice/teaching-assistant/teaching-assistants-job-description> and outline what a Teaching Assistants role is.  (Suggested max. 100 words) |  |
| Select a lesson in either of your Anticipating Practice schools in which you consider that the teacher or teaching assistant has made particular provision for an individual student with special educational 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.  (Suggested max. 100 words) | Learning Need:  Provision Made: |
| Describe one way in which you have seen teachers adapt their teaching to meet the needs of very ‘able’ pupils. NB: this is approached in different ways in different schools. You may hear terms used such as: ‘mastery’, ‘stretch’, ‘challenge’, ‘extension’ or ‘gifted and talented’.  Identify one way in which you will plan to take the needs of pupils, who might fall into this category, into account in your teaching.  (Suggested max. 100 words) | Provision made:  Implications for your own practice: |
| Find out how many EAL (English as an Additional Language) pupils are in each of your Anticipating Practice schools.  If you are not in school, skip this section. | Primary school:  Secondary school: |
| Identify one pupil in either of your Anticipating Practice schools, for whom English is an additional language. Describe one way in which you have seen a teacher(s) adapt their teaching to meet that pupil’s needs as an EAL learner.  Identify one way in which you will plan to take the needs of EAL learners into account in your own teaching.  (Suggested max. 100 words) | Example of provision made:  Implications for own practice: |
| Make notes as you consider these questions:   * 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?   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>. As you are watching the video, consider the key questions above and make notes.  (Suggested max. 100 words in total) |  |
| Give one example, from either of your Anticipating Practice schools, where you have seen ‘diversity’ celebrated. Remember, diversity could refer to a wide variety of things, including cultural, religious, ethnic, linguistic etc.  Describe one way in which either of your schools meets the needs of minority ethnic students.  If you are not in school, and based on your experience, consider either, or both of these issues. How might these be addressed?  (Suggested max. 100 words) | Example of celebration of ‘diversity’:  Meeting the needs of minority ethnic students: |
| There is an ongoing strong focus in education on closing the attainment gap. Follow the link below for further information:  <https://www.gov.uk/government/policies/education-of-disadvantaged-children>  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.  (Suggested max. 100 words) | Challenging the gap: |

**Final Summary Task - Conclusion and Target Setting**

***Teacher Standard S8: Fulfil wider professional responsibilities***

* *Take responsibility for improving teaching through appropriate professional development*

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| **Task** | **Response** |
| At the end of these two weeks, make notes for yourself (bullets is fine) under these 2 headings:   * Identify up to four aspects of good practice that have particularly impressed you * Identify **two** key targets for your own professional development and write a brief explanation about why you have chosen them | Good practice:  My targets: |

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

**National curriculum and assessment from September 2014: information for schools:**

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/358070/NC_assessment_quals_factsheet_Sept_update.pdf>

**The Chartered College of Teaching**: <https://chartered.college/>. *The Chartered College provides concrete guidance and practical support to all schools and teachers.*

**Cambridge Primary Review Trust:** <http://cprtrust.org.uk/>**.** *Central to the proposals of the Cambridge Primary Review is a set of twelve aims for primary education, grounded in extensive evidence from parents, teachers, children, community leaders, international research and a wide range of official, professional and voluntary stakeholders.*

**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>

**Children’s learning during the pandemic**

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/>