UNIVERSITY OF Southampton

Student Handbook 2019-20

Faculty of Social Sciences
Southampton Education School

Postgraduate Certificate in Education (PGCE) – Primary

Disclaimer
This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session.

This handbook is available in alternative formats on request.

How does this Handbook work?

Part One: General Information and Regulations

This section outlines important University information and regulations, of which you need to be aware. We suggest that you read this information carefully and refer back to it if you have any questions through the year.

Part Two: General Information about Initial Teacher Training (ITT) Programmes

This section outlines important information specific to Initial Teacher Training and it is important that all Trainee Teachers familiarise themselves with the information contained here.

Part Three: Phase Specific Information

This section is specific to your programme of study and provides more detailed information specific to the Primary, Secondary or Further Education PGCEs.

At this stage the handbook probably looks very long and complicated. We have deliberately collated all the main information in one place in response to previous feedback and we strongly encourage you to download it and store it electronically so that you can easily search for any information.

The University is committed to being environmentally conscious, so we will not be issuing a paper copy.

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1. Part One: General Information and Regulations

2. Welcome

Welcome from the Faculty of Social Sciences Associate Dean (Education)

Dear Students,

Welcome to the University of Southampton and good luck on the year to come. As an incoming student on one of our postgraduate taught programmes, you've already demonstrated your ability through your undergraduate studies, and we're glad you've decided to continue your education with us at Southampton.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and innovativeness of your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and ultimately overseeing all matters to do with your education and its assessment and quality. I have a commitment to ensuring the best possible student experience and, if all is working well, I will be like the duck on the pond - calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,

Jim Anderson
Associate Dean (Education)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

3. General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2019/20 academic year.

It complements the University's Student Portal. You can access the Portal by logging on to SUSSED, using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton.

It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	**Web link**
Faculty website	Faculty of Social Sciences
Faculty staff information	Dean of Faculty, Social Sciences: Professor Jane Falkingham Associate Dean of Education: Professor Jim Anderson Associate Dean of Research and Enterprise: Professor Sally Brailsford/Professor Rebecca Hoyle Associate Dean of International: Professor Sabu Padmadas
School website	https://www.southampton.ac.uk/education/
School staff information	Deputy Head of School (Education) Chris Downey C.J.Downey@soton.ac.uk Director of Programmes Miranda Dodd M.Dodd@soton.ac.uk ITE Director Kate Freeth K.Freeth@soton.ac.uk FE Programme Director Pauline Dixey P.A.Dixey@soton.ac.uk Primary PGCE Programme Director Ian Campton I.Campton@soton.ac.uk Secondary PGCE Programme Director Rachele Morse R.Morse@soton.ac.uk Partnership Director Jan Lewis J.V.Lewis@soton.ac.uk Senior Tutor Rosalyn Hyde R.M.Hyde@soton.ac.uk
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard. Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via Banner Self Service. To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from the Faculty web pages.

3.1 Your student office

Team responsibilities: Manage and co-ordinate the delivery of key student life cycle activities within the Faculty. Provide a range of administrative services to the students and staff within the Faculty in support of enrolment, induction, student record maintenance, assessment, progression, attendance monitoring, awards and graduation.

Law & Education Student Office

Building 4, Room 1003,
Highfield Campus, Southampton, SO17 1BJ
Opening Hours: 09:00 – 17:00 Monday - Friday

Building 34, Room 2009
Highfield Campus, Southampton, SO17 1BJ
Opening Hours: 09:00-17:00 on most Fridays during teaching

PGCE Primary
Tel: +44 [0]23 8059 6231 Internal: 26231
PGCEPrimary@southampton.ac.uk

PGCE Secondary
Tel: +44 [0]23 8059 2413 Internal: 22413
PGCESecondary@southampton.ac.uk

PGCE FE Learning & Skills
Tel: +44 [0]23 8059 3564 Internal: 23564
pgcefe@southampton.ac.uk

PGCE Partnership
Tel: +44 [0]23 8059 7269 Internal: 27269
partership@soton.ac.uk

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

3.2 How we keep in touch with you

Email
We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit.

Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence
Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held

accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites
We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the University's Regulations.

3.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods).

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters'* within the *fees section* of the University Calendar.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via Banner Self Service.

4. Supporting you through your studies

4.1 The role of your Personal Academic Tutor

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a Personal Academic Tutor. Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor. The Senior Tutor will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor.

The Senior Tutor in the Southampton Education School is Ros Hyde (R.M.Hyde@soton.ac.uk)

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming examinations

will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

In the phase specific sections of the handbook you will find further guidance on the role of Personal Academic Tutors on the PGCE programme.

4.2 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

More information can be found in the General Regulations - Attendance and Completion of Programme Requirements.

4.3 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Personal Academic Tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

4.4 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these to be considered you must complete a Special Considerations Form. **It is important that you submit this in a timely manner and prior to the Board of Examiners. You will need to submit any Special Considerations forms to your Student Office**.

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

4.5 Student Support Review

The Student Support Review Regulations are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

4.6 Suspending your studies

Should you feel that you need to take some time out from your studies, known as suspending your studies, you should first discuss this with your Personal Academic Tutor. A Suspension Request form should be obtained, completed and returned to the Student Office.

Suspension from the School Direct programme will need to be discussed with the placement school/college, the lead school/college and the University, on an individual basis.

It is the duty of the Trainee Teacher to make clear their intentions to return to the programme **at least 4 weeks prior to restarting the programme.** This should be initiated by the Trainee Teacher first through making contact with the Tutor involved in agreeing the original period of suspension or the Programme Director if the Tutor has ceased employment in the time of the suspension. Failure to make contact by the agreed time of re-entry would result in the Trainee Teacher being removed from the programme.

In determining the duration of any suspension and the most appropriate time for the Trainee Teacher to return to study, due account will be taken of the structure of the programme as well as the Trainee Teachers' needs. The time away from the programme is calculated against the expected time required to complete with success. Often this means a bit longer than the actual period of the programme missed.

Trainee Teachers will be required to have a re-entry interview with their tutor based on the completion of a clear action plan on how they expect to proceed before being re-admitted to the course. Advice on how to address the difficulties will have been given as part of the conditions of suspension. This action plan must be agreed between the tutor and the Trainee prior to re-enrolment. If the tutor is concerned about the adequacy of the action plan then the Trainee will be advised **once** to amend the action plan to meet the standards to return. If the action plan and standard of work for re-entry remain unacceptable, the Trainee will not be re-admitted to the programme. Action plan templates are available from tutors and Programme Directors.

It is ordinarily expected that Trainee Teachers will return to the programme within 12 months of suspension to complete. Extending beyond this timescale will only be considered in the most exceptional circumstances and will be considered on a case by case basis.

Failure to make contact, complete the action plan or demonstrate a genuine wish to re-commence will be taken as indication that the Trainee Teacher does not wish to re-enter the programme. In these instances steps will be taken to terminate the registration.

4.7 Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the General Regulations - Transfer, Suspension, Withdrawal and Termination

The Students' Union Advice Centre has developed a guide for students.

Trainee Teachers are free to withdraw from the PGCE at any point. Reasons for withdrawal are sought and recorded by the Student Office. For those in receipt of a bursary, this will cease on the date of

the withdrawal and Trainee Teachers should not be required to repay any part of the bursary (depending on the date of withdrawal and excluding any recovery of overpayments).

For School Direct Salaried Trainee Teachers, suspension and/or withdrawal carries financial implications for the school/college and the Partnership and should therefore be considered very carefully

5. Your safety

5.1 University/Faculty/School Health and Safety Policy and further information

The University's Health, Safety and Risk website, covering the Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here:

https://sotonac.sharepoint.com/teams/HealthSafetyRisk

Ensuring student health and safety is a major goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

The Faculty of Social Sciences H&S sharepoint pages:

https://sotonac.sharepoint.com/teams/FacultyofSocialSciences/SitePages/Health-&-Safety.aspx

You can also receive support from the Students' Union – SUSU at:

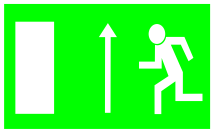
http://www.susu.org/support

5.2 Local arrangements

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

5.3 Action in the event of a fire

If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.



On hearing the fire alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Lifts will not operate when the alarm sounds.

NOTE: If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have a Personal Emergency Evacuation Plan (PEEP). If this is not the case, please contact your personal tutor for further assistance.

In any event, should you be isolated when the alarm sounds, please call 3311 from an internal telephone or 02380593311 from a mobile phone.

On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

5.4 Assembly points

Building	Assembly point
B2	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B4	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B6	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B32 (Education)	Visitor car park at North end of B32 (Burgess Road end).
B34 (Education)	Area around flag pole in front of University library.
B39 (S3RI)	Car park in front of B54
B44 (Geography / Psychology)	Grassed area in front of University Health Service Building (North end of Physics building).
B44a (Psychology)	Car park in front of B44 (Shackleton)
44 Chamberlain Rd (Psychology)	Car park in front of B44 (Shackleton)
B54 (Mathematics) and B56	Grassed area adjacent to Turner Sims Concert Hall
B58 (Social Science)	Grassed area adjacent in front of University Health Service
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

5.5 First Aid

In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

5.6 Incident Reporting

If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The

circumstances can then be investigated and measures put in place to minimise future risk.

Incidents can be reported online at: https://www.southampton.ac.uk/healthandsafety/incident-report.page

5.7 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:

- To be made aware of local emergency arrangements and H&S contacts on your first day.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.
- That risk assessments and other written arrangements that maintain good H&S in all your activities will be brought to your attention by your supervisor.

5.8 Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays.

ALL undergraduate students - must leave buildings by 18.00.

Postgraduate students - Access by ID card may be available by approval of your Head of School, to postgraduate students (depending on student status and/or circumstances) from 06.00-23.00. If permission is granted, buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period).

5.9 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of School and this must be documented using **Form 1.5** available from the link http://www.southampton.ac.uk/estates/what-we-do/security.page

You are required to present a completed copy of the form, together with your University ID when requested by Security Staff.

5.10 Further information

More detailed information, forms and links to other sources of advice are available via the links provided in part 1.1 of this document.

5.11 Contact Information

A student's primary contact should be their personal academic tutor. However, the following contacts may be used if necessary:

Health and Safety Contacts				
Aloma Hack	Health and Safety Liaison Officer	4/3063 63A/1013	023 8059 3025	A.J.Hack@soton.ac.uk
Gary Griffiths	Health and Safety Co-ordinator	63A/1013	023 8059 4994	G.B.Griffiths@soton.ac.uk
Health, Safety and Risk Directorate				
HSR general and specific enquiries	Please contact HSR directorate if local contacts are not available	26 University Road	023 8059 3951	m.k.ridley@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)		unicc@soton.ac.uk

6. Your Academic Programme

6.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme.

You can view the most up to date version of the programme specification here.

6.2 Registration and amendment to optional modules

Your student record should automatically record your compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most other programmes in the University will have a number of option modules, but this does not apply to the PGCE programmes.

6.3 Attendance

The University attendance regulations details the University expectations relating to attendance.

Attendance at all timetabled activities – both in the University and in school/college is compulsory. **Full attendance** on the programme is expected unless there is a legitimate reason for absence.

Reporting of absence from University
As per the above University guidance, you must advise us of any absence from University, by emailing your Student Office and tutor.

Reporting of absence from school/college
Your Mentors will advise you of the procedures to report absence from school/college. If you are absent when taking full responsibility for classes you teach, it is an expectation that you will provide cover material to support your classes until you return. As per the above University guidance, you must advise us of any absence from school/college, by emailing your Student Office and tutor.

Agreement on absence
The PGCE programme reflects the service conditions of teachers employed in schools/ colleges. You will **not** be permitted absence for:

- a vacation outside of programme date times
- time off to complete assessed work on this programme or another enrolled programme
- compassionate leave except in the instances of very close relatives.

All requests for absence (other than illness) must be made in writing to the Programme Director or, if in school/college directly to the Mentor, and you should be aware that the request will not be permitted if it is not deemed to be a reasonable request under the terms and conditions afforded to a practising Teacher.

Absence from the programme without acceptable reason is viewed as a Cause for Concern and could result in an extension of your practice beyond the timescale of the course. Continued absence without due reason may result in termination from the course. We expect to report any issues with absence and punctuality as part of your professionalism on references to schools/colleges for employment.

Inclement weather

Trainee Teachers should make a personal judgment as to whether it is safe to travel to either the University/session location or to their school/college placement.

In the event of inclement weather Trainsubmitting
ee Teachers;
A) during their teaching placement should consult relevant mentors and school/college websites for information concerning school/college closings, and,
B) during University-based work should consult both Blackboard and the University home-page regarding information on University closure.

IF A TRAINEE TEACHER DOES NOT BELIEVE IT IS SAFE TO TRAVEL THEN THEY SHOULD NOT DO SO. TRAINEE TEACHERS SHOULD MAKE CONTACT WITH RELEVANT MENTORS AND TUTORS. As with other absences you must email the ITE Office.

6.4 Additional Costs

You may incur additional costs because of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Modules that are optionally available to select also include information on module specific costs.

7. Teaching and Learning Skills

7.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to otherwise marks will be deducted via the imposition of a late submission penalty.

The framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or programme lead. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life.

One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your Personal Academic Tutor.

7.2 Lectures

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding.

It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the assessment process. Lectures are provided

for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

7.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

7.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

7.5 Labs

Where sessions are held in labs you should follow the health and safety guidance given in the lab and by staff, as well as following any risk assessment requirements.

7.6 Independent or Self learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

7.7 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the library website.

7.8 Faculty/School Policy on referencing

In Social Sciences degree programmes, the Harvard referencing system is preferred. Speak to your module lead before using any other referencing system. Details about how to use the Harvard referencing system can be found through the following library link:
http://library.soton.ac.uk/sash/referencing

7.9 Academic integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity.

The Students' Union Advice Centre has developed a guide for students.

7.10 Fitness to Practise

A programme of study which requires a student to undertake practical training in a quasi-professional role in relation to patients, clients, service users or the general public or where the qualification provides a direct licence to practise will be governed by a requirement that the student demonstrates their fitness to practise. In addition to existing University procedures for academic progression and conduct, the University must ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students or the individuals themselves.

There are mechanisms in place to monitor any issues during your studies. Please ensure you are aware of the Fitness to Practise Policy.

The programme of study depends upon the satisfactory completion of theory and practice assessment and coursework, together with the demonstration of standards of behaviour, health and professional conduct relevant to future employment in the profession. As such, the programme of study is governed by a requirement that Trainee Teachers demonstrate their fitness to practise.

Behaviour, health and/or professional conduct that adversely affect a Trainee Teacher's Fitness to Practise may result in the Regulatory Body (currently the DfE) refusing to recognise the Trainee Teacher's award and entitlement to practise.

A Trainee Teacher's Fitness to Practise may be challenged when his/her behaviour, health and/or professional conduct gives cause for concern. The University reserves the right to implement its disciplinary procedures simultaneously.

Termination procedures will be instigated only when behaviour and/or performance is considered to be unprofessional, damaging or dangerous to pupils, other Trainee Teachers or school/college staff, or is considered to be unethical or creates unacceptable risk for themselves or others **or** as described above.

This procedure may be invoked at any time during the programme when behaviour and/or performance has been called into question, including either during a placement or after the

placement has been completed, or at any time during the academic part of the programme. Persistent cause for concern or withdrawal of the placement may prompt termination procedures.

The entire process will be fully documented. This should be read in conjunction with the Programme Specification and the University Calendar of Regulations and the Fitness to Practise Policy. Further details of the relevant processes are given in Part 2.

7.11 Professionalism during the Programme

The programme is extremely busy and intense. For many Trainee Teachers it is the most challenging activity that they have ever attempted. It is easy therefore to be overwhelmed and to become anxious about what is expected of you. Ultimately what you need to consider is whether you are acting in a **professional manner**. Some of you will already have experienced situations where you had to demonstrate professionalism.

During school/college based training, your professional conduct and relationships with staff, other Trainee Teachers and children/students are extremely important and will be monitored carefully, especially by your Mentors, colleagues in school/college and Tutors. Confidentiality is of the essence. You are reminded that discussion of professional matters, and in particular comments about pupils and colleagues in schools/colleges, can have serious consequences, and you are advised to avoid broadcasting your views or experiences via social networking sites or conversations in public spaces. You are strongly advised to implement the highest privacy settings on any social networking sites that you belong to, and to consider your conduct carefully at all times, in line with the 'Personal and Professional Conduct' expected of all Teachers in the Teachers' Standards or FE Professional Standards.

We encourage you to bring in internet enabled devices such as smartphones, tablets and laptops to some sessions and many people will use these regularly for various valuable purposes including taking notes, researching elements of the session and looking at the relevant PowerPoint slides from Blackboard. Using them for purposes other than those directly relevant to the session is considered unprofessional as it distracts others. As in meetings, mobile phones should not be used for texting or taking calls, except in extreme emergency, and only if this is cleared with the tutor or person leading the session in advance.

Please refer to Part 2 of the Teachers' Standards for guidance on **Personal and Professional conduct**

Working with Trainee Teacher colleagues
Being professional means:

- Being open to learning from the effective practice of colleagues;
- Listening carefully to advice and committing yourself to acting upon it;
- Respecting the rights of other people to equal opportunities and to confidentiality,
- Being committed to sharing own expertise – by attending school/college and subject meetings and taking an active part.

Working with Tutors, Mentors and other professionals
Being professional means:

- Respecting the skills, expertise and contributions of tutors, mentors and other professionals who work on the course;
- Being concerned to build productive working relationships with them;
- Recognising professionalism involves using judgement on appropriate standards of personal behaviour.

Working with Children
Being professional means:

- Demonstrating and promoting positive values, attitudes and behaviour;
- Having high expectations of all pupils and treating them with respect and consideration;
- Contributing to, and sharing responsibly in, the corporate life of schools/colleges.

Taking a lead in one's own learning and development
Being professional means:

- Making best use of opportunities available during the course;
- Continually reflecting on own practice, seeking to improve skills and deepen knowledge;
- Being open to adapting teaching to take account of new findings, ideas and technologies.

Professionalism in Practice
Some expectations of professionalism:

- Arriving early for University sessions, **turning off your mobile phone** and generally waiting until breaks in order to eat (or drink anything other than water);
- Trainee Teachers should ensure that they arrive in school or college in good time to prepare for the day ahead and spend time at the end of the day preparing for the teaching for the following day;
- Being polite, honest, fair and patient in all your interactions with *all* people on or involved in the programme;
- Understanding your responsibilities on the programme about reporting absences, meeting deadlines, and so on;
- Knowing (and demonstrating) appropriate conduct in University sessions and when in schools or college, including knowing and following dress codes and standards of personal presentation;
- Planning all lessons and getting these checked;
- Evaluating your performance, reflecting and striving for improvement;
- Understanding, and abiding by, issues of confidentiality;
- Understanding (and taking account of the fact) that Tutors, Mentors and other professionals involved in the programme (or with whom you have contact during the course) are busy people with other responsibilities;
- Maintaining regular and accessible contact with your Mentors and Tutors;
- Involve yourself in the wider life of the school/college; attending all staff and planning meetings unless asked not to, and attending parents' meetings where appropriate;
- Trainee Teachers are encouraged to take opportunities to work with pupils in as many different contexts as possible, such as extra-curricular activities;

Please also note that as part of our professional contract with you, we would not normally have contact with family members of students on the programme, regardless of the emotional or financial support they may offer

8. Assessment and Examinations

8.1 Coursework assessment and submission

Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Details of how and where assignments need to be submitted are included in the phase specific section of the Handbook (Part 3).

6.2 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late. The University has a uniform policy for the late submission.

8.2 Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete an Extension Request form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. **It is your responsibility to request an extension in a timely manner and prior to the original deadline.**

8.3 Coursework feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The Student Feedback Policy provides an overview of formal feedback.

Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem-solving exercises like calculations, the lecturer will decide if feedback should be given individually or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:
- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

Although individual feedback on examinations is not automatically given, you may request a meeting with the marker of the exam (or lead of the module in question) to discuss your performance (see 8.8 below). In addition, feedback on the strengths and weaknesses of the performance of the whole group that took an examination will be available via Blackboard.

8.4 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the Release of Marks procedure.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at a referral attempt.

8.5 Prizes

PGCE students are eligible to receive the Dean's List award for exceptional performance as a student of the Faculty of Social Sciences. PGCE students must achieve a mark of 70% or above for their overall programme average (i.e. across your assignment modules). Students will receive a certificate and a letter from the Dean to attach to their CV or equivalent.

8.6 Final assessment

At the end of your programme, your overall performance will be assessed.

If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

PGCE Certificates are produced in the Examinations and Awards Department and posted out during the summer. The recommendation for QTS/QTLS is made at the end of July and the relevant awarding body will contact you directly with your confirmation. Please make sure that you have taken note of any instructions to confirm contact details with the DfE (for QTS) and SET (for QTLS).

9. Staff/Student Liaison: getting your voice heard

9.1 Module Survey

The Faculty/School aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested for each module undertaken

9.2 Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Modules reports are available via SUSSED under the "programme specific information' tab

9.3 Staff Student Liaison Committees

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student

programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

9.4 Student Representation

Through the Students' Union you will be invited to elect your Faculty/School representatives who co-ordinate the student voice on Faculty/School committees to enable your voice to be heard.

More information on the Students' Union officers and their roles is available on the Students' Union Representation webpages

10. Careers and Employability

The Careers and Employability Service provides support to students at all levels of study and has a range of opportunities on offer. Research shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning.

10.1 Professional accreditation

The programme prepares you for QTS (Primary/Secondary) or QTLS (FE). Further details are in Sections 2 and 3 of this handbook

11. Further study opportunities

Perhaps you are considering further study opportunities following your PGCE. There is a wide range of programmes leading to various qualifications available to you, and further details on the programmes offered by the Faculty/School can be found on the Faculty's/School's website.

As a Masters award is normally 90 ECTS points (180 CAT points), the PGCE can contribute up to a third of a Masters award if you complete your Masters at Southampton (other institutions have their own regulations). At the University of Southampton, the credits are valid for five years from the date of award.

Southampton Education School offers two distinct routes to a Masters award which are both highly appropriate for former PGCE graduates who wish to take advantage of their credits:

- **MSc Education** – a rigorous taught programme with considerable scope for personalisation to match your own interests

- **Online Masters** – a recently developed route which can be studied from anywhere in the world

As a former PGCE student, you may be able to transfer your Southampton M level credits directly through the Recognition of Prior Learning process. At the end of the PGCE programme, you will receive further information about these options. Information is also available on Southampton Education School website.

12. Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton, but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University, we encourage you to raise it as soon as the concern arises.

It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

12.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The Regulations Governing Academic Appeals by Students) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

The Students' Union Advice Centre has developed a Guide for students.

12.2 Student complaints

The Regulations Governing Student Complaints sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

12.3 Dignity at work and study

The University's Dignity at Work and Study Policy applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

12.4 Student Non-academic Misconduct

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the Student Non-academic Misconduct Regulations, in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the Student and Academic Administration web pages

13. Part Two: General Information about Initial Teacher Training (ITT) Programmes

14. Welcome from the Director of Initial Teacher Training

Welcome to Initial Teacher Training at the University of Southampton

Our aim is to develop excellent Teachers who are Reflective Practitioners. Reflective Practitioners constantly analyse and evaluate their teaching, so that they are continually improving, developing and growing. This means that they become outstanding teachers – for the whole of their career not just as a trainee. We will help you acquire the knowledge and skills required to help all children and young people learn effectively, based on a secure understanding of underlying theory, principles and subject knowledge.

You will receive excellent tutor support from all tutors, but you won't get all the answers during the course. You will need to gather experience across years of teaching. You will get plenty of input and stimulus and know how to find out what you need to know or know how to reflect on your own practice to improve.

During your training year you will feel stretched at times. You are unlikely to progress steadily upwards across the course. It is much more likely that you will have ups and downs. This is normal! However, this is what tutors are here for – if you're having a 'down' time – get in touch. There is ALWAYS a solution!

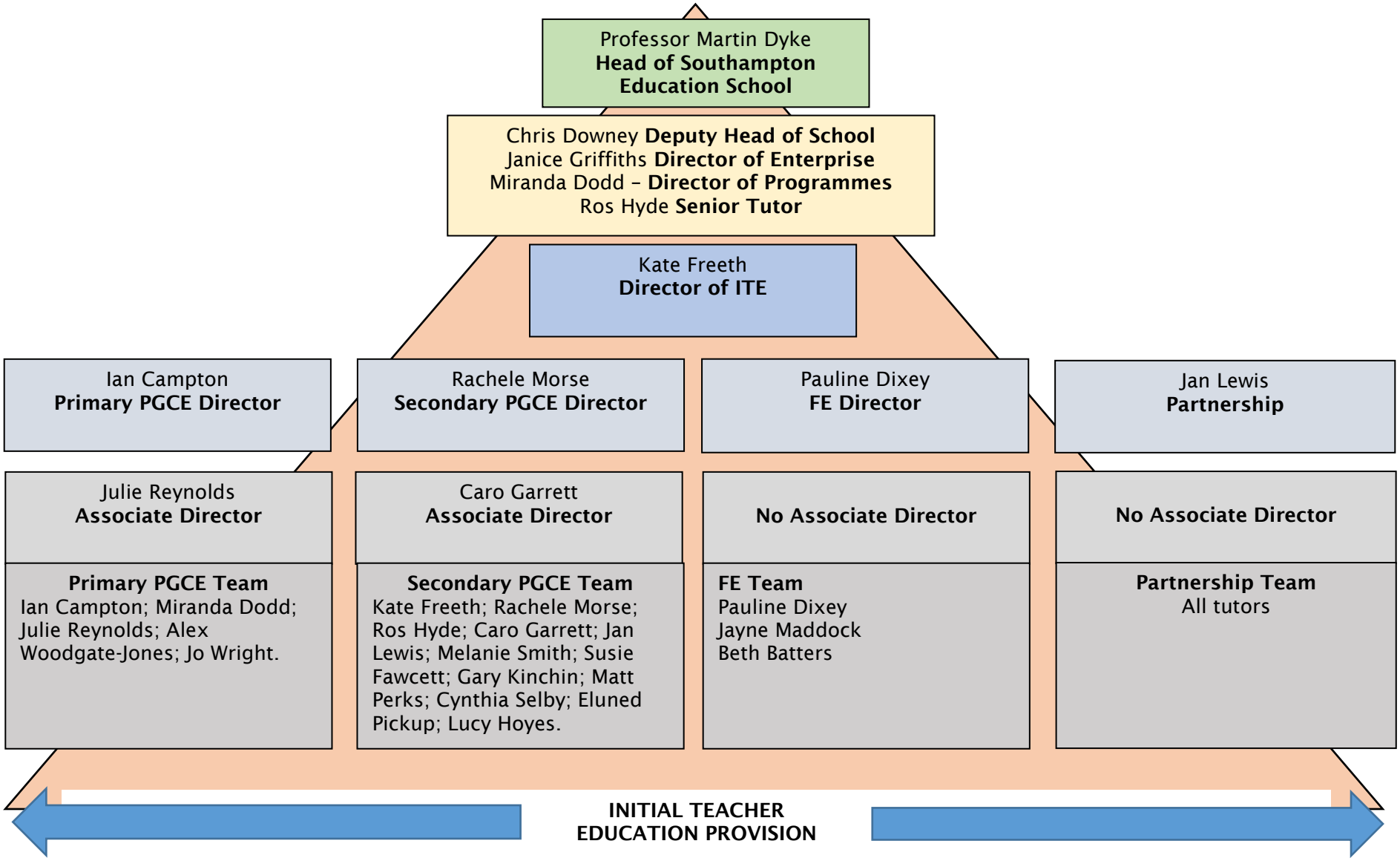
Everyone will have a 'wobble' or two when training to teach and even when teaching – it is a demanding profession. BUT the rewards are fantastic – especially when that child or young person, who has been struggling in class, gets that gleam in their eye and mutters 'I've got it! I understand!'

Kate Freeth
Director of ITE

Note:

Throughout this document you will see the terms ITE (Initial Teacher Education) – which is the preferred term for Teacher Training here at the University of Southampton - and ITT (Initial Teacher Training) which is the term used by the Government to refer to Teacher Training.

15. Programme Team Structure



16. General Information about ITE Programmes

16.1 Introduction to the University of Southampton Initial Teacher Education Programmes

The programme is designed to ensure that Trainee Teachers meet the standards to gain Qualified Teacher Status (QTS or QTLS) to at least a good level. The programme however aims to do more than this…

We aim to create Teachers who are able to thrive in an era of rapid social and technological change. Such teachers will be highly reflective but also forward-looking and, where necessary, flexible. Fundamentally, they will be deeply committed to improving the life chances of those they teach, and to finding ways of developing learning in ways that are effective and motivational for each individual. Their own passion for learning will inspire and excite those they teach. They will be knowledgeable and articulate, resourceful and innovative, and ready to identify and make the most of the opportunities that present themselves. They will be resilient within the changing context of education, and will know that their own learning journeys will never end.

Completion of your PGCE year will therefore not be an endpoint, but a threshold marking the beginning of the next (Newly Qualified Teacher- NQT) stage, making it a programme of two-years' training. Throughout your training and teaching career, you will be expected to examine your own knowledge, understanding and skills, set targets for improvement and engage in Continuing Professional Development (CPD); it is a process of continual learning.

What makes the Southampton PGCE special?

A basis in research
While you are developing at a high level the knowledge, understanding and skills necessary to become a successful teacher in today's classrooms, you will have opportunities to learn from active researchers, engage with recent research, develop your skills of enquiry, reflect critically on aspects of classroom practice and carry out your own small-scale classroom investigation.

Part of a global community
You are joining a global centre of research and education. Students from all parts of the world are welcomed to Southampton, to work and learn together as part of a global community.

Working at Masters Level
The PGCE as a Masters level qualification adds value, particularly as you are able to exercise a degree of choice in the focus of your assignments. Your investigative studies will provide you with expertise in a specific area which may well be of interest to potential employers, and we hope that it will encourage you to continue with your Masters qualification in the future.

Personalisation
Just as you will do for your own students, we ensure that you have flexibility to follow your own interests and work on areas of need. As well as making choices within your assignments, we offer a range of additional options.

A Focus on Health
Southampton Education School (SEdS) has a special focus on health (your own and that of your students) for all PGCE Trainee Teachers. This will combine a high profile themed Health and Well-being Conference in the Autumn with specific activities to carry out in school or college.

Guardian League Table
Southampton Education School is ranked 8th out of 97 institutions in the Country in the 2020 League Table .

By the End
By the end of the programme, Trainee Teachers should be able to demonstrate appropriate professional attributes, have a strong subject and pedagogical knowledge, and be able to plan and teach an effective and rigorous sequence of lessons. Teaching should be both accessible and

challenging to a diverse range of learners and, most importantly, Trainee Teachers should be able to demonstrate their impact upon pupil progress and learning.

Across the programme Trainee Teachers will show that they;

- have high expectations of all students, treat them with appropriate respect, consistency and consideration
- demonstrate and promote positive values, attitudes and behaviour
- are aware of and enact their professional responsibilities
- can work with others to promote the learning and welfare of young people from very diverse backgrounds
- can adopt a reflective and critical stance towards their own practice, policy initiatives and listen to and act upon advice
- have a secure knowledge and understanding of their subject
- know the relevant curriculum frameworks within which they teach and be able to apply these effectively
- are able to use assessment to promote learning and develop their teaching
- know how to manage classes effectively to maximise and promote positive behaviour for learning
- know how to take account of the needs of all learners (e.g. more able, unseen children/students)
- are able to plan and teach lessons that engage and interest students and allow them to make appropriate progress
- take responsibility for their own professional development
- are able to draw upon research evidence and professional practice critically to inform their teaching and to underpin their teaching approach
- can work with other adults to support pupil progress and learning

Ultimately the development of the individual will be shaped by a range of perspectives. Through inputs at the University and through schools and colleges Trainee Teachers will work towards becoming strong professionals. All aspects of the programme have been carefully designed to give Trainee Teachers appropriate experiences, to challenge their ideas and for them to challenge what they encounter.

16.2 Requirements of the PGCE Programme

Disclosure and Barring Service
The University is responsible for ensuring necessary vetting and suitability checks are carried out on all Trainee Teachers, excluding School Direct Salaried and Self-Funded Trainee Teachers.

All providers of ITT are required to comply with rigorous ITT criteria including those relating to suitability checks. The 'ITT criteria supporting advice' document (Department for Education (DfE) - updated February 2018) contains clear criteria which providers must adhere to in relation to DBS and Childcare Disqualification Regulation checks. This is in accordance with Ofsted, DfE and DBS Code of Practice requirements.

The DfE's advice includes the following which is of direct relevance to partnership schools and Colleges:

DBS*:*
Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

In the case of salaried routes, the responsibility lies with the employer to ensure that checks have been carried out. The employing school should inform the provider that a satisfactory check has been obtained.

Childcare Disqualification*:*

ITT providers should have regard to the Disqualification under the Childcare Act 2006 statutory guidance and related obligations under the Childcare Act 2006 when carrying out their duties to safeguard and promote the welfare of children.

Where trainees are salaried, it is the responsibility of the school to ensure that they comply with the legislation. If a salaried trainee is or becomes disqualified from a childcare role, schools should inform the training provider of this. Where trainees are fee-funded, it is the responsibility of the training provider to ensure that the trainee is not disqualified from childcare or that the trainee has obtained a childcare disqualification waiver from Ofsted.

In light of the above, schools and colleges are reminded not to request access to DBS returns or any information contained in a disclosure carried out by the university or to request that student teachers provide the school with their DBS certificate or complete a CDR declaration.

For further information regarding DBS checks please refer to:
Ofsted:
http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children

http://www.ofsted.gov.uk/resources/inspecting-safeguarding-maintained-schools-and-academies-briefing-for-section-5-inspections
(Please note, this link may become out-of-date during AY 19-20 as section 5 school inspections change)

National College for Teaching and Leadership's specific guidance for ITT:
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

UCET DBS Guidance for ITT: https://www.ucet.ac.uk/10336/dbs-guidance-updated-june-2019

For further information regarding Childcare Disqualification Regulations (CDR) Declaration:
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

All ITE Tutors working on the PGCE programme have been through an enhanced disclosure which is reviewed regularly. Tutors do NOT carry their DBS documents with them.

DBS for Trainees who have been resident outside of the UK
If we are aware that a trainee teacher has lived or worked outside of the UK there are some additional checks made on their history overseas. The trainee is asked to contact the relevant country or the UK embassy for a 'Certificate of Good Character'. Full guidance about this process can be found here
https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants
Some countries will not supply such information and then it is the responsibility of the school/college and the ITT provider to risk assess the trainee and take action to mitigate any potential concerns

Suitability to Teach
All Trainee Teachers who present a DBS that is not completely clear are subject to a University 'Suitability to Teach' Panel meeting. This panel consists of the Director of Initial Teacher Education, the Programme Director and Head Teachers/Principals from partnership schools and colleges. Each case is examined on an individual basis. The panel decides whether the candidate is to be accepted on to the course, and is therefore 'suitable to teach' or whether the application to train to teach at Southampton should be rejected. The decision of the panel is final. Being declared 'suitable to teach' does not guarantee that all employing schools and colleges in the future will take the same decision.

Declaration of Health Questionnaire

All Trainee Teachers are obliged to complete and return the University's Declaration of Health Questionnaire, leading to confirmation by the University Health Service of their fitness to teach. In some circumstances, the University Health Service may make additional inquiries and provide some guidance on adjustments required. Please read below about the sharing of information.

Equality and Diversity
The University of Southampton ITE programmes are:

…committed to creating and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our students. We aspire that staff are equally valued and respected, and students are encouraged to thrive academically. As a provider of employment and education, we value the diversity of our staff and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

All equality and diversity policies are published at:
http://www.southampton.ac.uk/diversity

Under the Equality Act 2010 anyone with a disability has the right to have 'reasonable adjustments' put in place so that they can have equal access to provision and support. Trainee Teachers with disabilities are strongly advised to disclose their disability in order to gain appropriate assessment for support.

We encourage disclosure of disabilities as this allows for reasonable adjustment for your needs to be discussed and managed in University and with the placement provider. Where there may be a health and safety risk identified in connection to your disability there is a requirement to assess your right not to disclose with the safety and management of children's/students' welfare. In these cases, we will request that you make a full and open disclosure in order that our partner schools and colleges are fully aware of any adjustments required for your needs and to protect the wellbeing of the children/students.

We cannot enter any mitigating circumstances pertaining to your achievement on the PGCE if you are not prepared to declare.

We strongly advise that you adhere to the guidance provided to support your attainment as given through the Enabling Services assessment of your case.

Dyslexic students may wish to contact Kate Freeth (kf1@soton.ac.uk) in SEdS regarding the disclosure of their dyslexia to the school or college.

Confidentiality and sharing of information:
In instances of disability, where the candidate has been deemed fit to teach with reasonable adjustments made, there is a strong need to share information. We support the need for schools and colleges hosting our Trainee Teachers to be aware of any reasonable adjustments to be made to provide for success. In most instances, Trainee Teachers are able to do this and schools and colleges have been supportive. It is easier to prepare for the health or disability problems of Trainee Teachers known of in advance.

Where the health or well-being of a student changes whilst on the programme the cases need to be reviewed between Mentors and University Tutors as they arise. There are occasions, with mental health issues, for example, where Trainee Teachers have become embarrassed to share their problems. We would strongly advise open dialogue in all cases but also offer to act as mediators in particular cases where unpredictable new health disclosures become known.

Trainee Teachers have access to a wide array of support services at the University. Where mentors are concerned about the health or wellbeing of a Trainee Teacher, please let the University Tutor know and/or remind Trainee Teachers of the services they can access.

16.3 Who's Who: Roles and Responsibilities

University staff members who will be supporting you are called **Tutors** and school or college-based staff members who will support you are called **Mentors**.

Tutors

Each Trainee Teacher is allocated a "Personal Academic Tutor". In ITE, these members of staff are known by a slightly different title in each phase:

- **Primary** Professional Tutor
- **Secondary** Curriculum Tutor
- **Further Education** Tutor

In all phases, whatever their title, your Tutor will help you across the course, academically, pastorally and with your practice. They will monitor your progress, assess and give you feedback on your assignments, visit and support you during practice, and prepare your reference. In University documents you will find them referred to as your 'Personal Academic Tutor'.

Tutors' profiles are on the SEdS website. The best means of communicating with them is usually by email but they may share other contact details such as Skype or mobile/text numbers. Please use that information professionally. Email is the most reliable contact method for most Tutors. They will usually respond within 48 hours (excluding weekends and any other days they do not work) unless there is an out of office message in which case you should contact the alternative given or wait until they return.

Mentors

Each Trainee Teacher is allocated a Mentor(s) in their school/college. In each phase, these members of staff are known by a slightly different title:

- **Primary** Class Mentor (& Professional Mentor for SD)
- **Secondary** Curriculum Mentor & Professional Mentor
- **Further Education** Subject Specialist Mentor/University Link Tutor

Your Mentors are busy people and have a challenging task. They need to look after you whilst carrying out their teaching responsibilities. They have to assist you to develop all areas of the Standards required for QTS/QTLS whilst, at the same time, responding to your concerns and needs as you wrestle with day-to-day problems. All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible, but cannot be compromised where professional standards and pupil performance are concerned.

The mentor-Trainee Teacher relationship should be a fruitful and rewarding experience on placement. You can help yourself if you keep in mind that,

- Mentors are volunteers whose prime motivation is to show you how to learn the skills which everyone assumes are simply acquired but, in reality, are developed patiently over time. They are there to help you, so make the most of the opportunity.
- Mentors are very busy people. Ask any teacher and they will tell you that time is a precious commodity. To assist in making the very best use of your time with your mentor it is helpful if you can be focused and specific.
- The mentor-Trainee Teacher relationship is not only crucial to your progress but it is also two-way. Be proactive and look for ways to be helpful, not only in day-to-day matters but also in more major ways (creating displays, developing resources, helping with administration, extra-curricular duties etc.). If you feel you need help with an area then bring it up; don't wait until it becomes a problem.
- You should show enthusiasm, initiative and a willingness to get 'stuck in' to the job of teaching. In the early days of placement when you are observing lessons, choose a main focus to concentrate on that where possible link to your current targets and take brief notes to help in later reflection and discussion.
- Listen to your mentors. Try to understand what they tell you and NEVER ignore them. They will give their best advice and work to help you understand it in the expectation that you will follow that advice as honestly as possible.
- You will receive wide-ranging advice during the programme and sometimes you may feel tension between seemingly conflicting points of view. If this arises, make a point of talking the issues through thoroughly with your mentors. Remember that each individual's views

come from their own unique experience, range of expertise and contacts with you. Your job is to remain as sensitive as possible to this and to synthesize what you receive.
- Communicate your thoughts and feelings about your teaching and the mentoring that you receive. Mentors are not possessed of super-human powers and, if you don't say that you're happy (or unhappy) about certain aspects, they can't be expected to know.
- Your Mentor and others who observe you in lessons will give you constructive feedback so that you have a clear view of your progress, strengths and weaknesses. If this is not the case, then discuss this directly with them.

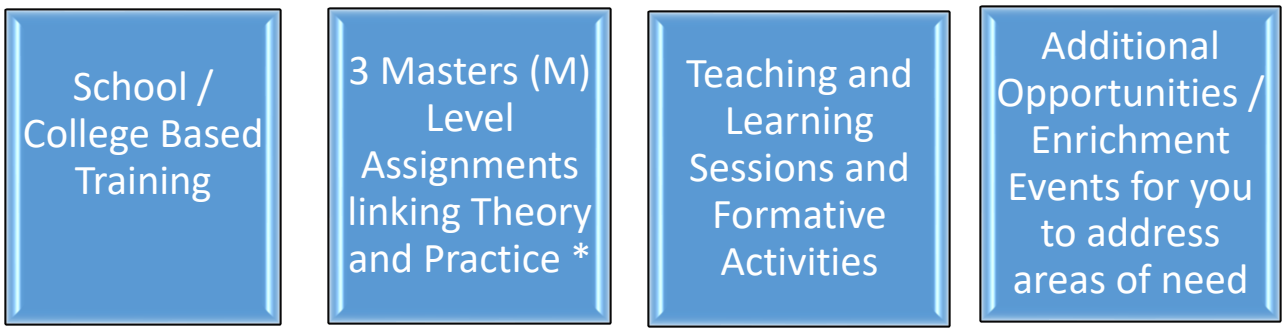
Any mentor meeting is central to the process. You are entitled to regular dedicated time with your mentors. To get the most out of this meeting remember:

- Thorough preparation, including provision of all plans, evaluations, resource preparation, topic research and readiness to comment on anything that you have agreed to do.
- Punctual attendance.
- A willingness to ask questions, seek advice [and be willing to take it] and invite constructive critical comment.
- Presentation of your paperwork in excellent order, so that the two of you can quickly review progress using the evidence it contains.

Please also see further details of roles and responsibilities in the Phase section.

16.4 Programme Structure

The PGCE programme is designed to enable you to make the most of the relationship between University-Based and Placement-Based learning to prepare you as well as possible for your future teaching career. The main elements are:



Your programme's official structure is made up of 4 modules (6 for the PGCE FE programme), which are based upon the school/college based training and M-Level assignment elements of the programme. However, there will be a significant number of teaching and learning sessions related to professional skills and, for Primary and Secondary Trainees, subject knowledge and formative directed activities in addition to the assessed modules. Whilst these are not officially assessed, they are an integral part of your journey to being a qualified Teacher and are vital in building your overall knowledge and skills. More details of these additional elements will be found in the Assessment section below and in the Phase Specific section of this handbook.

School/college Based Training

Whilst your performance in school/college will be continually assessed throughout the programme, there are three or four points in the year where a summative review is carried out on your current performance and your progress towards reaching the required standards by the end of the programme. The dates that these review points take place vary by programme and full details can be found in the Phase Specific section of this handbook.

At each of these review points, reports will be received from your Mentors and your performance will be reviewed by University Tutors to determine whether you have met the standard to pass each assessment within the teaching practice module. If you have not yet met the required standards, the Student Office will inform you and discussions will take place between you and your Tutor.

Master's Level Assignments linking Theory and Practice

The modules related to Assignments:

- Assignment 1
- Assignment 2
- Assignment 3

The PGCE programme at the University of Southampton is accredited at Masters (M) level, due to the three modules above. This means that its academic level is equivalent to level 7 of the National Qualifications Framework (your Honours degree equates to level 6). Although it does not in itself provide you with a Master's degree, successful completion confers 30 ECTS points (60 CATS points) at M level which can be used towards a full Master's degree at Southampton or another institution, shortening your course of study.

We believe that the M level element which is integrated within our PGCE programme and explicitly articulated through our M level assignment structure will significantly benefit your professional development, regardless of whether you take your academic studies further. In June 2007, a UCET[1] report on research evidence into the impact of relevant Masters level study on teaching noted the following advantages, which are unlikely to have changed in subsequent years:

- Encourages teachers to follow a critical, reflective, inspirational and innovative approach and to take risks in the context of their schools/colleges.
- Provides teachers with skills to evaluate the impact on classroom performance of different teaching strategies and models of professional learning
- Develops teachers' problem solving and research skills
- Fosters sustained engagement of teachers with their continuing professional development
- Helps teachers identify connections between education policy, research findings and classroom practice
- Helps develop a professional community that shares, discusses and adapts new ideas and approaches
- Helps teachers support pupils in different contexts and in partnership with a range of different professional groups

In accordance, at Southampton, we believe that our M level PGCE will not only prepare you as a beginning teacher, but will prepare you to continue to develop throughout your career, and to respond effectively to the many changes you will experience in education over the years. The level of critical thinking required permeates throughout your programme, enabling you to develop strong links and relationships between theory, research and practice in both schools, colleges and University, and will contribute strongly towards your development as an excellent Teacher.

The submission dates for these assignments vary by programme and full details can be found in the Phase Specific section of this handbook.

*** Additional FE Learning and Skills Modules**

In addition to the above, there are two additional level 5 modules (under-graduate level) on the PGCE FE Learning and Skills:

- Foundation to Effective Teaching and Learning in Further Education Learning & Skills
- Application of Learning Theories through Professional Practice and Reflection

Full details of these modules can be found in the Phase Specific section of this handbook.

16.5 Assessment during the Programme

The Academic Award at the end of all ITE Programmes at the University of Southampton is the Postgraduate Certificate in Education – known as the PGCE. As this name suggests, this is a qualification that is awarded at Masters Level (level 7).

[1] Universities Council for the Education of Teachers (UCET)

This qualification is awarded to Trainee Teachers who achieve the following:

- Receive a mark of at least 35% for both Compulsory modules, and a mark for the Core Module of at least 50%.
- Only one of the marks awarded for the Compulsory modules is below 50%.
- Have an average (mean) mark for all three assignments of at least 50%.

The final award of PGCE is PASS or FAIL – there is no class system (Distinction, Merit, etc.)

Our expectation is that all Southampton PGCE students are capable of achieving a postgraduate PGCE award, and you are accepted for the programme on this basis; we do not offer a choice of academic pathway. The assignments are an integral element of the programme.

16.6 Assessment of Formative work

During the programme you will be expected to carry out tasks, both in University and school/college. These vary from subject to subject and from placement to placement, but they have been carefully designed to deepen your insight and understanding of key aspects of your work as a Teacher. As such they need to be taken seriously. The process of formative assessment and target-setting during the programme requires you to complete to a satisfactory standard all work during the programme according to deadlines set by Tutors and Mentors. It is in your interests to ensure that you meet these deadlines in order that the process of formative assessment proceeds smoothly.

16.7 Assessment of Assignment Modules

Consequences of gaining a mean mark of less than 50%:
You are allowed to resubmit any of the three assignments (five in the PGCE FE programme)

If your average (mean) mark across all your Masters Level assignments is below the 50% pass mark at the first attempt, you will be able to resubmit them (known as a Referral).

Once Exam Board has taken place (usually in mid-June), you will be contacted by the Student Office if you have not achieved the required marks to exit with a Postgraduate Certificate in Education. You will be told exactly what is required to enable you to exit with a PGCE. You will then be expected to resubmit the required assignment(s) by the resubmission date. **We strongly encourage you to seek advice from your Tutor before resubmitting work.**

For Primary and Secondary, if, following resubmission of required assignments, you have still not achieved the required marks to exit with a PGCE, you will exit the course with QTS only.

FE Undergraduate Modules
The two additional undergraduate level modules are assessed as pass/fail, rather than a numerical value.

Feedback on Coursework and Marks Release
Our aim is to ensure that marks are released 20 working days after the submission date of the assignment. Working days do not include weekends, Bank Holidays or University Closure days.

If your work is submitted through Turnitin on BlackBoard, you will receive your feedback via the same method. For those assignments submitted in hard copy, feedback will be emailed to you by the marker.

Please note that all marks are provisional until after Exam Board has taken place in June. Resubmissions (Referrals) can only take place once Exam Board has ratified all marks awarded.

16.8 Assessment of Professional Practice Modules

To be recommended for QTS/QTLS, Trainees must:

1. Pass the Teaching Practice module.
2. Successfully provide evidence of meeting the Teachers' Standards or relevant FE Professional Standards.

Assessment will include:

- Professional attributes
- Professional knowledge and understanding
- Professional skills
- In addition Trainee Teachers will be assessed on their ability to:
    - self-appraise (critical reflection, evaluation, strengths, weaknesses)
    - set targets for improvement
    - maintain their Placement-Based training files

Evidence will be drawn from:

- observations of lessons, professional judgments against the professional standards, based on written feedback and discussions with the Trainee Teacher;
- consideration of the Trainee Teacher's overall progression and professional development;
- the Trainee Teacher's own self-appraisal;
- the Trainee Teacher's practice-based training files (whether paper and/or electronic).

<u>Trainee Teachers assessed as 'requires improvement' or 'inadequate' by the end of the ITE programme on which they are enrolled</u>

Clearly it is the aspiration of all ITE partnerships that all trainees will be assessed as at least 'Good' with the majority being assessed as 'Outstanding' by the end of the Programme. This is the expectation at Southampton.
In some circumstances, however, it is possible to exit the Programme with an overall assessment of 'Requires Improvement'. This would only occur when a trainee's practice *exceeds the minimum level of practice expected of teachers (as defined in the Teachers' Standards for Primary and Secondary or relevant Professional Standards for FE) by the end of their training.* In practice, this means exiting with an assessment of 'Requires Improvement' but with aspects of 'Good' in their practice. The expectation will be that the trainee gains a minimum of two Standards at a 'Good' standard.

Trainees who finish the Programme at a 'Requires Improvement' or lower (without an assessment of 'Good' in the required number of Standards) will not be able to exit any ITE programme at the University of Southampton. These Trainee Teachers are considered to be "Requires Improvement" and therefore further work is required before they are able to exit the course with a 'pass' for QTS/QTLS. Under such circumstances, affected Trainee Teachers will be required to undertake some additional activities. Usually, but not necessarily, this will involve extended Teaching Practice. This may need to take place in the next academic year. Such activities will cease when the Trainee Teacher demonstrates that the Teacher's Standards or relevant FE Professional Standards have been met at the required standard.

There are some additional requirements for Primary Trainee Teachers, due to the need to demonstrate proficiency in two different key stages.

Please see the Phase Specific Section for more information on assessment of practice.

16.9 Board of Examiners

Whilst all work under-taken will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given, all marks are provisional until they have been reviewed and ratified by the Board of Examiners.

At the end of your programme, your overall performance will be assessed. The basis of this assessment is specified in your programme regulations: (http://www.calendar.soton.ac.uk/sectionXIII/sectXIII-index.html).
If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award. You will receive official confirmation of your finalised results via Self-Service through SUSSED or via email from the Student Office.

16.10 Support and Development

Southampton Education School at the University of Southampton is fully committed to working with partnership schools, colleges and other relevant bodies to support Newly Qualified Teachers, following their training year and helping them to develop into effective and successful Teachers.

A number of events specifically focused on supporting NQTs will be held throughout the year.

The Partnership office and/or Tutors will make contact during your NQT year and we very much hope to hear from you and continue to engage with you on your career journey.

16.11 Progress Alert Procedure

A progress alert may be issued at any time and by any tutor or mentor (in discussion with the trainee's tutor). There is a simple form to be completed; it is discussed with all involved and outlines the main concerns, the targets to address and the timescale. The reasons for issuing a progress alert are many and varied, and the informal nature of this process allows and enables the intervention to be highly personalised for the needs of individual trainees. It is anticipated that the majority of progress alerts will lead to improved progress, and the trainee will continue on the course with no further intervention needed. The form is on Blackboard.

However, in some cases, trainees may not make the required progress necessary. In these circumstances, a formal Cause for Concern procedure should be undertaken, as detailed below

16.12 Cause for Concern (CfC) Procedure

A Progress Alert does NOT need to have been issued prior to a CfC being issued. It is possible to instigate a Cause for Concern either after a Progress Alert, or in place of a Progress Alert.

The Cause for Concern process can be initiated by either the University Tutor or by a Mentor. **School/College Mentors must make contact with the appropriate University Tutor** to clearly identify the concern in order that a joint approach to managing the issue can be applied.

1. A **Preliminary Discussion** will be held between the Trainee Teacher and appropriate staff. The aim of this meeting is to support the Trainee Teacher and enable progression through the programme. A **Cause for Concern** form will be completed at the meeting which will clearly detail targets that need to be met and a maximum 3 week or 15 day time frame will be set for the achievement of progress. A date will be set for the review meeting. The Cause for Concern form will be signed as an accurate record by both the Trainee Teacher and members of staff. As appropriate, copies will be given to the Trainee, the Mentors (if appropriate), the University Tutor, Programme Director and a copy retained on the Trainee's file.

2. A **Review Meeting** will be held after the 3 week or 15 teaching day timeframe has elapsed, following the preliminary discussion. If the Trainee is seen to be meeting the targets set, s/he will be notified at the meeting (and via subsequent email) that the Cause for Concern will cease. If the

Trainee is deemed to have made little or no progression in relation to the targets set, then a **Reviewed Cause for Concern** will be set. The Reviewed Cause for Concern form will be completed at the meeting and will clearly detail the further Targets set, the timeframe for achievement and will also detail the date, no longer than 3 weeks or 15 teaching days later, which will be set for a Final Review Meeting.

The Reviewed Cause for Concern form will also list the consequences of failure should the targets not be met. These consequences will be one of the following (subject to the Programme Director's professional judgement):

a. Mediation (see below for details)
b. Enforced suspension from the programme, for a period of time negotiated between the Trainee and the Programme Director.
c. Referral for further investigation under the University Fitness to Practise Policy (see below and https://sharepoint.soton.ac.uk/sites/ese/quality_handbook/Handbook/Fitness%20to%20Practise%20Policy%20and%20Procedures.aspx)

The Reviewed Cause for Concern form will be signed as an accurate record by both the Trainee and member of staff. As appropriate copies will be given to the trainee, the school tutor(s) (if appropriate), the University tutors and a copy retained on the trainee's file.

3. A **Final Review Meeting** will be held 3 weeks or 15 teaching days after the Review Meeting. If the Trainee is seen to have made progress towards meeting the targets set, s/he will be notified at the meeting (and via subsequent email) that the Cause for Concern will cease. If the Trainee has made little or no progression in relation to the targets set, then one of the consequences outlined in 2(a), (b), or (c) will come in to force, as decided by the Programme Director in his or her professional judgement.

Action following the final review meeting:

2a) should mediation be considered appropriate, the trainee and appropriate Mentors and/or Tutors will be referred to the University Mediation Service, as detailed below.

Mediation Service: The University Mediation service is available for any Trainee, Mentor or Tutor to use at any time during the programme. This service is available to all – including Mentors in schools – and can be utilised before/during or after any Cause for Concern has been issued. This service is also available independently of the Cause for Concern procedures. Information regarding the service can be accessed at:
http://www.southampton.ac.uk/diversity/how_we_support_diversity/mediation_service.page

The following procedure will apply and Trainee Teachers may be accompanied to meetings by an adviser from the Students' Union Advice Centre (see www.susu.org). The Advice Centre aims to provide all students at the University with free, independent, confidential advice and representation. Alternatively, Trainee Teachers may be accompanied by a member of the University prepared to act in this capacity.

2b) should a period of suspension be considered appropriate, this will normally be negotiated between the Trainee and the Programme Director.
During this time, the Trainee is expected to reflect on their progress and to demonstrate, via a written Reflective Account:

i. How they intend to rectify the issues raised in the Cause for Concerns
ii. That they have the capacity to achieve their intention.

The Reflective Account should be completed by the Trainee during the period of suspension and should be based on the Targets set in the Cause for Concern and Reviewed Cause for Concern forms and should reflect on advice provided by Mentors and Tutors. The Trainee should detail how Targets will be achieved upon his/her return to the programme and may be accompanied by any additional evidence to demonstrate that s/he has the ability to achieve on the programme.

Trainee Teachers may wish to spend some time in a school during their period of suspension for observation purposes but it is the trainee's responsibility to make such arrangements.

Towards the end of the period of suspension, a **Programme Director's Meeting** will be convened and the Trainee invited to attend. One week prior to this meeting and as outlined above, the Trainee should submit their Reflective Account to the Programme Director.

The Programme Director will review and discuss the Reflective Account with the Trainee and will recommend that:

Either:
The Trainee may re-enrol to the programme. The Trainee will be provided with a further two-week period of attendance at school and a new Cause for Concern form will be completed by the Programme Director, outlining clear targets which are based upon the previous concerns raised together with the Trainee's intentions to achieve, as expressed in his/her Reflective Account. The Cause for Concern form will be signed as an accurate record by both the Trainee and member of staff, a copy given to the trainee, a copy given to the new placement school's mentor(s), the University tutor and a copy retained on the trainee's file. A Review Meeting between the Programme Director and the Trainee will be held three weeks later. If Targets are considered to have been met, the Cause for Concern will cease and the trainee notified at the meeting (and via subsequent email). Should the Programme Director consider that the Targets have not been met, action under (2c) below will be invoked.

Or:
The student has failed to adequately demonstrate how s/he will rectify the identified issues nor has demonstrated the capacity to achieve and that s/he is considered unsuitable to continue on the programme. In such an occurrence, investigation via the University's Fitness to Study or Fitness to Practise procedure will be invoked.

2c) Referral for further investigation under the University Fitness to Practise Policy (see Section 1)

16.13 Professional Capability Procedure – ITE

This procedure applies only to trainee teachers where there is serious underperformance in Part 2 of the Teachers Standards or the equivalent aspect of the Professional Standards for FE. At least five working days' notice will be given of the formal professional capability meeting. The notification will contain sufficient information about the concerns about professionalism and their possible consequences to enable the trainee teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the trainee teacher of their right to be accompanied by a companion who may be a colleague, a student union official, or a trade union representative. It is not usual for a family member to be permitted to be present at a Professional Cabability Meeting. Trainee teachers are entitled to request an alternative date which is within five days of the original date.

Formal Professional Capability meeting
This meeting is intended to establish the facts. It will be conducted by the Director of Initial Teacher Education. The meeting allows the trainee teacher, accompanied by a companion if they wish (see note above), to respond to concerns about their professionalism and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.
The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address any remaining concerns through other University processes. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting - *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*
In other cases, the meeting will continue. During the meeting, or any subsequent meeting following an adjournment, the Director of ITE will:

- identify the professional shortcomings.
- give clear guidance on the improved standard of professionalism needed to ensure that the trainee teacher can be removed from formal capability procedures (*this may include the setting of*

new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made);

- explain any support that will be available to help the trainee teacher improve their performance;
- set out the timetable for improvement and explain how Professional performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case.
- warn the trainee teacher formally that failure to improve within the set period could lead to a Formal Fitness to Practice procedure being instigated.
- Notes will be taken of formal meetings and a copy sent to the Trainee. Where a formal warning is issued, the teacher will be informed in writing of the the Progress Alert or Cause for Concern or Fitness to Practice Procedure.

Formal meeting – Possible Outcomes

1. No further Action. If the person conducting the meeting is satisfied that the trainee teacher has made sufficient improvement, the capability procedure will cease. In other cases:
2. Progress Alert Issued – Progress Alert Policy will be followed. This may indicate that if there is a further instance of unprofessional behavior, and/or a further breach of Part 2 of the Teachers Standards that a Fitness to Practice Procedure may be entered in to.
3. Cause for Concern Issued – Cause for Concern Policy will be followed. This may indicate that if there is a further instance of unprofessional behavior, and/or a further breach of Part 2 of the Teachers Standards that a Fitness to Practice Procedure may be entered in to.
4. Fitness to Practice Procedure instigated immediately.

16.14 Absence from the Course

It is expected that Trainee Teachers will attend all aspects of the Programme, including all School/College-based training and all University-based Training. If you are unwell, or unable to attend a University session or a teaching day for any reason at all, then you **must** inform the appropriate Tutor, the ITE Office and your school/college (if appropriate).

It is not possible to be absent from the course on a long-term basis, as this will have a negative effect on your training. Therefore, if a Trainee is absent from the course for a period of longer than 4 weeks, then it is expected that the Trainee will suspend from the course until such time as they are able to resume the course on a full-time basis.

16.15 What to do if things are not going well…

Please see the Programme Team Structure, above (page 3, Part 2). Initially, you ought to speak to your Tutor. If this does not resolve the issue, then you should approach the relevant Programme Director. If the issue remains unresolved, then please approach the Director of Initial Teacher Education. Should the issue not be resolved at this stage, then you are encouraged to approach the Senior Tutor, the Deputy Head of School or the Head of School. If your worry remains unresolved, please see the complaints procedure in part 1 of the Handbook, and follow the steps detailed in that policy.

Note – should your Tutor hold a position of responsibility within the Programme Team, please simply skip that stage, and approach the next senior member of academic staff within the Programme Team Structure.

17. Part Three: Programme Specific Information regarding the PGCE Primary Programme

Welcome from the Programme Director

Welcome to the University of Southampton and the Primary PGCE Programme. We hope that you will find your PGCE year at Southampton a stimulating, challenging and rewarding start to your teaching career. We are grateful to the many schools and organisations in the region with whom we work in partnership; they make immensely valuable contributions to the development and quality of the programme.

You are joining a carefully selected cohort of trainee teachers who we believe have the potential to develop into the excellent teachers of the future. Across the year you will have the opportunity to observe, reflect and try out ideas in order to help you develop your skills and style as a teacher who will really make a difference to children's lives and will be a trusted and respected colleague. We will show you practical ideas for the classroom, but, equally importantly, we will explore with you the theoretical underpinning and research that will support you in developing your practice across your teaching career.

In primary schools we are working with children at a critical time of their lives; we have the opportunity and responsibility to make a real difference to their attitudes and life chances. The PGCE year will begin equipping you with the knowledge, skills and understanding necessary to utilise these opportunities and meet the responsibilities. It is a demanding time, but we hope rewarding as well.

Through the course you will be helped and supported by staff within the University and in our partnership schools. This handbook has been prepared to provide you with as much information about the programme as possible. Please use it as a source of reference throughout the year. The handbook is revised annually and constructive feedback on its presentation and content will be welcomed at any time.

We look forward to working with you over the coming year and beyond.

Ian Campton
PGCE (Primary) Programme Director

NB Throughout this document UL = University Led, and SD = School Direct

Please ensure that throughout the course you check your University email <u>daily</u> as this is our main means of communicating with you.

18. Who's who and contact details

Below is a list of the key personnel on the PGCE (Primary) programme, their email addresses, telephone numbers and office location in the format of 'building number/room number'. Email is usually the best way to contact tutors and the SAA office. If using an internal phone, dial 2 followed by the last four digits in the number. For example, 02380 59 1234, becomes 21234.

Ian Campton	Programme Director, Mathematics, Music, Placements		
	i.campton@soton.ac.uk	02380 59 2763	32/2015
Miranda Dodd	English (including Phonics), Geography, Art		
	m.dodd@soton.ac.uk	02380 59 8485	34/4015
Julie Reynolds	Associate Programme Director, Science, DT, Partnership		
	j.reynolds@soton.ac.uk	02380 59 4668	34/2023
Alex Woodgate-Jones	Teaching and Learning, Assignments		
	a.c.woodgate-jones@soton.ac.uk	02380 59 8408	34/2023
Jo Wright	Teaching and Learning, Additional Opportunities, PSHE		
	j.m.wright@soton.ac.uk	02380 59 2283	34/2023
Student and Academic Administration – SAA or "the student office" (Programme Administration)			
	PGCEPrimary@soton.ac.uk	02380 59 6231	34/2009

Some subject specific sessions are taught by other university staff:

Computing	Cynthia Selby	c.selby@soton.ac.uk
History	Rachele Morse	r.morse@soton.ac.uk
MFL	Mel Smith	m.j.smith@soton.ac.uk
PE	Susie Fawcett	sdf@soton.ac.uk
RE	Colin Stevens	c.stevens@soton.ac.uk

19. Where can I get help?

The PGCE year is a demanding, but we hope rewarding year. Most trainee teachers progress through smoothly but people do sometimes have concerns and need more help. As students have said, most questions and problems can be resolved by looking in the handbook or on Blackboard, or asking a friend and we strongly encourage you to do this. The table below makes clear that if there are issues that you cannot manage on your own then there is always someone you can turn to for advice and support.

What am I concerned about?

Concerns about:	Who to contact:
Administration	Contact the SAA team. The Partnership Office within the team deal with DBS matters.
Assignments	Initially contact your University Professional Tutor. Only contact Alex if you cannot get an answer from you tutor.
Class Mentors and School Placements	Contact your University Professional Tutor. Ian or Julie may also be able to help.
Finance	Either contact the SAA team in the student office or contact Student Services. (www.southampton.ac.uk/studentservices/)
Your health and well-being	Contact your University Professional Tutor and your Class Mentor when on Placement. Ian, Julie, the university's support services, such as Student Services, and the Student Union services may also be able to help.
Your individual needs	Contact your University Professional Tutor, Jo or Enabling Services at the University.
Your progress	Contact your University Professional Tutor and when on Placement discuss your concerns with your Class Mentor.
A subject	Contact the appropriate subject university tutor.
University tutors	Contact Ian or Julie, or if necessary Kate Freeth, the Director of ITE (k.freeth@soton.ac.uk)

If you are concerned about a fellow trainee please remind them of this page or let Ian or Julie know. Further advice on seeking support is in Part 1 of this handbook.

20. Blackboard and the Partnership website

Blackboard, available at www.blackboard.soton.ac.uk, contains a huge wealth of resources to help you across the year. In each teaching/subject area there are session folders, clearly labelled for SD or UL which include PowerPoints, resources and links as applicable. The partnership website, available on www.pgce.soton.ac.uk/primarypartnership includes all resources to support your Class Mentors.

21. Organisational chart, dates and deadlines

These charts outline when you are in University and school and the key dates and deadlines across the course. Copies of these and the more detailed teaching timetables are available on Blackboard. We make every effort to ensure changes are kept to a minimum, but sometimes trainee feedback, new developments in education or other demands will mean that changes have to be made. You will be notified of these via email. More detailed timetables are put on Blackboard for UL and SD2 Return Days and special days, such as the Child Development Day, where information is not available on the detailed timetable.

School Direct Trainees should note that different alliances have different dates due to different local authority term dates and alliance training days, and so they may have been given a copy of a specific alliance chart which differs slightly from that published on BlackBoard.

22. Collecting evidence of progress across the year.

Throughout the course, you will be assessed in a number of different ways and by the end must be able to demonstrate that you meet the required standards, both academically and in your teaching. Part of becoming a teacher is learning to be organised about record-keeping. The system below has been put in place to help you with this and enable you and others to track your progress across the course. They also mirror the types of record-keeping that many schools ask their teachers to keep, albeit in more detail as you will be making rapid progress over the year and need to collect evidence of this. These need to be kept up-to-date throughout the course as part of your professional practice.

The practice module that you have to pass in order to complete the course is:

Module Title: *Assignment 4*
Module Code: *EDUC2056*

Through the year the evidence of your progress towards meeting the Teachers' Standards will be collected in the following places:

- eFolio for ongoing monitoring through weekly reviews, targets and grades.
- Your Teaching Folders for ongoing lesson planning, evaluations etc.
- i-survey for submission of key data
- Turnitin for assignment feedback

The main sources of evidence are:

- The Standards and Performance Tracker
- Completing Activities in the Professional Development Journal
- NQT Profile
- Review statements completed by placement schools
- Any forms completed by your Professional Tutor
- Weekly lesson observations carried out by your Class Mentor (CM) and lesson observations carried out by your Professional Tutor (PT) when they visit
- Lesson planning and evaluations
- Audit of Prior Experience
- Targets and actions/training to be undertaken to complete them, noting when achieved.
- Weekly reviews
- Evidence that your subject knowledge is strong and you are well prepared for Primary school teaching, especially in English, Maths, Science and Computing
- Preparedness to Teach survey in December, March and June
- Assignments

These will all be introduced to you as they become relevant. There are three key documents:

- Standards and Performance Tracker(s) - a document designed to help you make progress in meeting the Teachers' Standards across the year.
- Professional Development Journal – this includes specific Professional Development Activities (PDAs) that will help you develop your reflective skills and ensure that you gain a good breadth of experience in school. They are also valuable in showing that you have met the Teachers Standards in certain key areas. You will gain most from them if your reflections focus on what you have learned, the impact on your practice and, as a consequence, the impact on the children's learning (pupil progress).
- NQT Profile - you reflect on your progress across the year and look ahead to targets for your NQT year. Further details will be made available on Blackboard.

22.1 Audit of Prior Experience (APEx)

You will complete this in the first week or so of the course to consider the experience you bring and how you will build on this across the year. Details of how to complete and submit your APEx can be found on Blackboard.

22.2 Teaching File

You will probably have one of these per school (UL and SD2) or per term (SD1) but this will depend on individuals.

Section 1
Notes on the needs of the children in the class that need to be considered when planning, for example summer born, EAL, SEND, AMA, Pupil Premium.

Section 2 onwards
Lesson plans, evaluations and assessment information, with each section covering a **fortnight.**

At the start of any placement, just as when you are getting to know a new class as a teacher, it is vital to focus on building strong relationships, especially getting to know the children and their needs. You may want to devise a 'getting to know me' sheet or an activity focusing on this. Many teachers keep a notebook with a page per child or something similar. Throughout each placement you should contribute fully to class and individual assessment records and use these to inform your planning (Teachers' Standard 6).

22.3 eFolio

This is an electronic portfolio which will build up across the year. You can access it at www.efolio.soton.ac.uk. For further detail and guidance please see the eFolio folder on Blackboard.

Professional tutors will look at and respond to weekly reviews for all trainees in the first few weeks of a placement and will then monitor and follow up as needed, depending on when visits are happening and individual trainees' needs.

22.4 Subject knowledge

Strong subject knowledge is fundamental to effective teaching. You will partly demonstrate your subject knowledge in your teaching and should research it wherever necessary. You will also show it by completing the subject knowledge audits, targets and action plans for English, Maths, Science and Computing. For Foundation subjects trainees should at least know where to research the relevant subject knowledge when needed and will demonstrate this in their planning, teaching and assessment.

You will complete subject knowledge audits in English, Maths, Science and Computing in September. The expected level is 80% in all areas of all tests. For any areas where you do not achieve 80% you need to set subject knowledge targets with action plans, outlining how you will address the specific area. You will then complete a second audit in March but only in the appropriate areas. By this stage you should be achieving at least 80%. If there are any remaining areas of need the relevant subject tutor will discuss this with you and, if required, arrange a further audit later in the year. Audit results are submitted through i-survey and targets/action plans are completed on eFolio.

22.5 i-surveys

You will use i-surveys on www.isurvey.soton.ac.uk at several points through the year to submit key data for example in relation to subject knowledge audits. Three times through the year you will complete 'Preparedness to Teach' surveys, which ask you a series of questions to help you evaluate areas where you are more confident, and identify areas that need to be addressed. It will help inform your targets and training plan. You do not have to print out copies of these, but you may wish to for your own records. You are not required to put evidence of these in your files as the records are held electronically. If you do print out you are advised to look carefully at the pagination to avoid using several sheets of paper.

When completing any i-survey please note that it is important to get right to the end and click on the Finish button so that your results are readily downloadable. Failing to do this may mean that you are asked to complete the survey again.

22.6 Turnitin

Your assignments are submitted through Turnitin and your tutors add detailed feedback which will become visible to you on the specified date (see the timetable). There is no requirement to print any of this out, but please bear in mind that you will not retain access to this once you have completed the course.

22.7 Monitoring your progress

Through regular contact with your Professional Tutor, your weekly review meetings and assignment feedback, you should be aware across the year of how you are progressing. Tutors will note any key points for action when they visit you in school. If at any point there is concern that you are not making appropriate progress this will be discussed with you. Sometimes this can be quickly addressed through the usual target-setting process. Where the concern is more significant we will put in place a Progress Alert, and, if it is serious, a Cause for Concern (see section 16.12 in Part 2 of this Handbook). Both of these involve meeting specific targets within a short timespan to ensure you are back on track to at least meet the minimum expectations (see section 54.5 in this Part of the Handbook).

23. Professional Tutors and Subject tutors

Your Professional Tutor is the person who will oversee your progress across the year. S/he will visit you in school, meet with you in tutorials, be the first marker for your assignments and write your reference.

Your Professional Tutor will also see you in tutorials, often working as a group. Here you will receive additional assignment support and consider key issues emerging in your practice. You can also make an appointment to see your Professional Tutor individually.

Subject tutors oversee your progress in particular subject areas, including monitoring your subject knowledge. You are welcome to approach them with specific subject related queries.

If you have any queries you should generally contact your Professional Tutor in the first instance.

24. Mentor training and support

Across the partnership we have many excellent Class Mentors (CM) who provide invaluable support, guidance and advice to the trainee teachers they are working with. The main source of ongoing support for mentors is the partnership website www.pgce.soton.ac.uk/primarypartnership which includes all the forms needed and online copies of key documents such as the mentor handbook and briefing slides. CMs and trainees will receive regular notification of updates to the site via email.

For UL trainees a mentor briefing session is held prior to each placement, including an opportunity for the trainee and mentor to meet. New mentors have an additional training session earlier on the same afternoon. We may also hold a mentor networking and training afternoon part way through each placement which all UL and SD2 mentors are asked to attend.

The university supplies training and briefing meetings for mentors of SD1 trainees.

25. Reflective practice

Teaching is a reflective practice. The demands of the profession makes teaching a complex and highly skilled activity in which professional expertise must be developed and maintained; a process supported through reflection. Throughout the programme, you will be constantly asked to reflect upon your own practice so that you are able to make the improvements necessary to show that you are meeting the Teachers' Standards and progressing. The majority of your reflections will centre around your performance as a teacher whilst on School Based Training. However, you will also be asked to reflect upon other things such as your readings and observations that you make of other professionals.

When you reflect upon your own performance it is important to recognise the things that went well as well as those that didn't, but the best reflections go much deeper than merely stating the good and the not so good. When reflecting on you own practice, consider the following:

- The difference between the things that went well and the things that didn't;
- Any commonality within the things that went well and those that didn't;
- Any praise and advice which you have been given and how you will act upon this in the future;
- Your beliefs and attitudes and the impact these may have had on your practice.

When you reflect critically upon a reading, such as a journal article or a book chapter, you should consider the following:

- What you have learnt from reading the article;
- The relevance of the article to what you are investigating;
- Whether you agreed or disagreed (or both) with the reading;
- The ways in which the reading supports or refutes (or both) your own experiences in school and the content of the university sessions in which you participated;
- The impact the reading has had in influencing your thoughts about the topic;
- The impact the reading will have upon your practice. What will you do differently to improve the quality of your teaching in light of the reading?

26. The resilient teacher

Teaching is a very demanding, but also rewarding profession and we hope we are training you for a long and successful career. Several factors will contribute to this including managing your time, remembering to celebrate your progress and successes, and looking after yourself. It is also about being able to manage and move forward in the more challenging times. As part of induction we will

introduce you to the diagram 53, taken from Mansfield, C., Beltman, S., Price, A. & McConney, A. (2012) '"Don't sweat the small stuff". Understanding Teacher Resilience at the Chalkface.' *Teaching and Teacher Education* 28 (3): 357-367. We encourage you to consider carefully which of these elements come more readily to you and which you will need to work on.

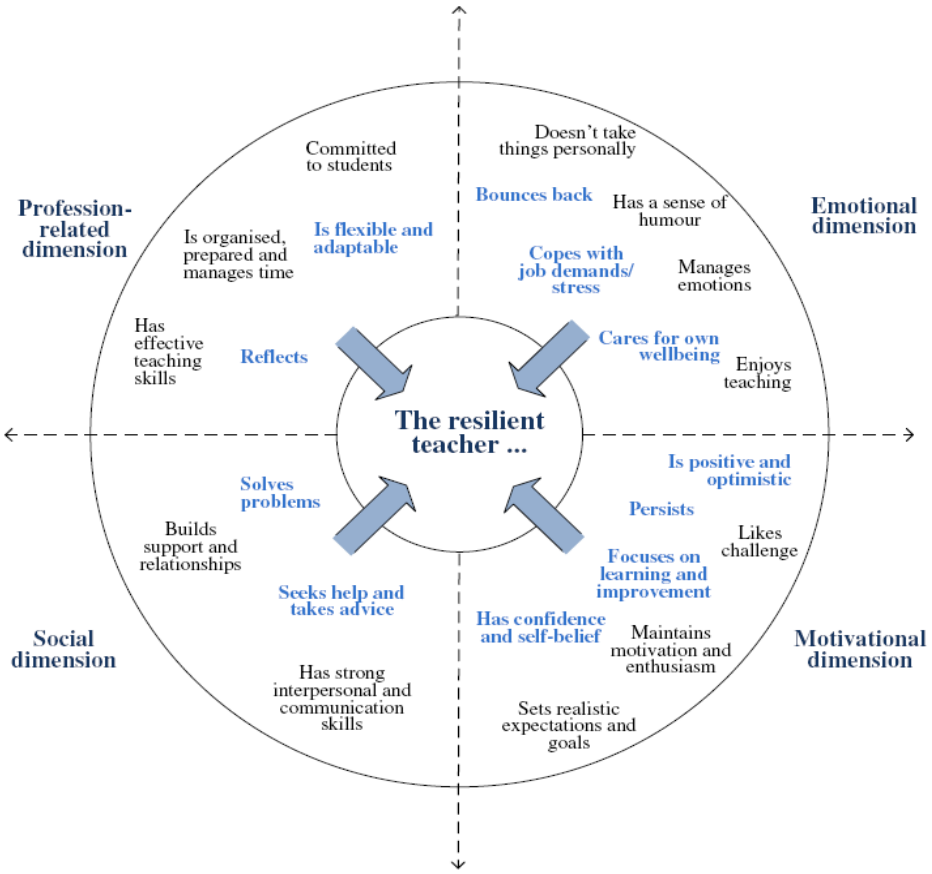


Fig. 1. A four dimensional framework of teacher resilience.

27. Additional Opportunities

There are a number of optional opportunities to personalise your training and extend your experience of teaching & learning across the year. These can help make your application stand out when you are looking for jobs, assist you with areas where you are less strong, and enable you to build up additional expertise in areas where you might specialise later on. Some options carry external certification and incur a charge, but many are run in-house and are free. We are very grateful to members of the partnership, from schools and other organisations, who support the course by providing these opportunities. If trainees have a relevant area of expertise that they would like to share with others we would be delighted to add them to the programme. Extra opportunities are often offered through the year and you need to keep a close eye on Blackboard announcements and the Additional Opportunities folder for further details. All trainees are encouraged to opt for at least one additional opportunity.

The most substantial Additional Opportunity offered on the course is the trip to Kenya. You will be emailed with details of the meetings being held near the start of the course to tell you more about this.

28. Employment and applying for jobs

We have very high rates of employment in recent years for our graduates with many gaining employment in their placement and other partnership schools.

Applying for jobs sessions and a jobs fair, attended by local schools, take place throughout the programme. Study time has been specifically timetabled after the jobs fair so that you can arrange visits to schools attending that you are interested in applying to. Additionally your Professional Tutor (PT) can help and advise you, especially with your personal statement.

Many SD Trainees are employed by their school or their alliance, so any guidance on applying for jobs is offered by alliances and their base school in the first instance. SDs are also invited an optional session later in the year. Your PT can help and advise, especially with your personal statement but your professional mentor and/or anyone else advised by your base school or lead school will probably be the first person to approach.

For all trainees there is a folder on Blackboard with important information about applying for jobs, including what you should put on the application form for your University reference. It is important to follow this guidance carefully to ensure that your reference is dealt with as speedily as possible.

29. Quality Assurance of the Primary PGCE

The University is committed to placing students at the heart of its education mission. We welcome constructive feedback at any stage on any aspect of the course, and encourage you to voice any concerns, should they arise, sooner rather than later so we can act wherever possible to improve matters for you, other trainees and subsequent cohorts. Equally we hope you will find much to celebrate within the course and it is also helpful to hear about this. As well as the formal procedures outlined below, we encourage you to talk with us; Subject lead tutors, Professional Tutors, the Programme Director and Associate Programme Director will always be interested to hear about relevant points. School Direct trainees' first point of contact should be their lead school.

Equally we recognise the invaluable part played by everyone in partnership schools and other partners so feedback and suggestions from all involved are welcomed. The following sections outline ways in which different stakeholders contribute to the overall picture and shows how judgements are moderated.

29.1 Preparedness to Teach surveys

These fulfil several functions; they enable you to see how you are progressing in certain key elements of the course and to target areas as necessary. They help us monitor your progress and identify any group or cohort needs. Finally they help us evaluate the provision and make any adjustments as necessary. You will complete them three times across the year and details will be emailed to you about a week before each deadline.

29.2 Evaluations

At the end of the course you will be asked to complete an evaluation. Further details will be given nearer the time.

29.3 Student Staff Liaison Committee (SSLC)

The SSLC is made up of two trainees from each teaching group who are elected by their peers. The role of the SSLC is to gather the views and comments of all trainees who attend a particular programme and to feedback those views and comments at SSLC meetings.

SSLC meetings occur at least 4 times every year and are held at the University, usually during lunch-time (see Section 7 in Part 1 of this Handbook). At the end of the year SSLC members are asked to meet with the External Examiners.

29.4 Partnership involvement

We work closely with our partnership schools and other organisations to develop the quality and relevance of the course in a range of ways including:

- Involvement of consultant heads and deputies on the Programme Improvement Board;
- Discussions with CMs in school, at briefings and at training events;
- Contributions by teachers from partnership schools to lectures and seminars;
- Involvement by tutors in teaching school alliances and schools in various ways;
- Focus days and other training hosted by schools;
- Close liaison with local NQTs and NQT programmes;
- Additional opportunities hosted by schools and/or offered by staff from schools;

29.5 External Examiners

Like all University programmes the course is moderated by an External Examiner who visits at various points through the year to meet trainees and schools. A sample of trainees will also be observed teaching by the External Examiner, possible along with the Class Mentor and Professional Tutor.

29.6 Ofsted

As with schools, ITE courses are subject to Ofsted inspections. Should this happen during the year we will inform trainee teachers and schools of all arrangements by email.

29.7 Moderating judgements

Judgements both of teaching and assignments are moderated through a number of processes:

- Professional Tutors make a minimum of three visits to all trainee teachers in school and the vast majority of these involve joint observations with class mentors. These visits also involve reviews of evidence which will feed into review statements.
- Through eFolio, tutors can review trainee teachers' progress and evidence. Where necessary this will be discussed with the Programme Director and/or the team.
- School review statements are agreed and signed by the class mentor and at least one senior member of staff (usually the headteacher).
- Professional Tutors agree review statements for all trainees with class mentors and sign them. This follows discussion of evidence and judgements within the tutor team.
- Mentors are encouraged wherever possible to carry out joint observations and discussions within and between schools.
- School Direct trainees have moderating visits from their alliance.
- Mentor training includes opportunities to discuss and compare judgements of trainees.
- Professional Tutor judgements are moderated by joint visits with the Programme Director.
- Assignment judgements within the programme are moderated following University regulations. All Professional Tutors also mark on other programmes.

- External examiners review assignment grades and teaching grades on their visits. Professional Tutors will often carry out joint observations with them.
- Several tutors are external examiners at other institutions and are involved with school judgements in other ways, for example as governors.
- We work closely with local NQT programmes and NQTs to gain feedback and pick up any grading issues.

30. Assignments

Lead tutor: Alex Woodgate-Jones

NB There is also important information relating to assignments in sections 5.8 - 5.10, and 11.5 – 11.7 in Part 1 of this Handbook.

30.1 An introduction to studying at Masters level

The PGCE programme at the University of Southampton is accredited at Masters (M) level and although it does not in itself provide you with a Masters degree, successful completion confers up to 30 ECTS (60 CATS) points at M level which can be used towards a full Masters degree at Southampton or another institution, shortening your course of study and, if at Southampton, reducing the fee payable.

Although we encourage all PGCE students to continue with their studies, we appreciate that not everyone will wish to do so. However, we believe that the M level element which is integrated within our PGCE programme and explicitly articulated through our M level assignment structure will significantly benefit your professional development, regardless of whether you take your academic studies further. In June 2007, a UCET[2] report on research evidence into the impact of relevant Masters level study on teaching noted the following advantages, which are unlikely to have changed in subsequent years:

- Encourages teachers to follow a critical, reflective, inspirational and innovative approach and to take risks in the context of their schools
- Provides teachers with skills to evaluate the impact on classroom performance of different teaching strategies and models of professional learning
- Develops teachers' problem solving and research skills
- Fosters sustained engagement of teachers with their continuing professional development
- Helps teachers identify connections between education policy, research findings and classroom practice
- Helps develop a professional community that shares, discusses and adapts new ideas and approaches
- Helps teachers support pupils in different contexts and in partnership with a range of different professional groups

In accordance, at Southampton, we believe that our M level PGCE will not only prepare you as a beginning teacher,but will prepare you to continue to develop throughout your career, and to respond effectively to the many changes you will experience in education over the years. The level of critical thinking required permeates throughout your programme, enabling you to develop strong links and relationships between theory, research and practice in both schools and University, and will contribute strongly towards your development as an excellent teacher.

[2] Universities Council for the Education of Teachers (UCET)

30.2 Your M level assignments: overview and rationale

You have three assignments, each worth 10 ECTS points, as summarised below, each representing one module. In each case, the *practical learning activity* will contribute significantly to your professional development, and will provide evidence of achievement in relation to the Teachers' Standards. Meanwhile, the *assessed outcome* will enable you to demonstrate academic achievement against the Masters level Typical Performance Indicators (see Section 51). The table below summarises the three assignments; more detail is provided later in this handbook.

Focus area	**Nature of assessed outcome**	**Timing**
How the school seeks to bring about effective learning and progress for all children *Focus: pedagogy and practice at school and class level, understanding of theoretical perspective and exploring educational research*	Reflective essay supported by observational evidence	Autumn 2018
Supporting an individual child's learning (reading or mathematics) *Focus*: *pedagogy and practice with an individual child*	Reflective and evaluative report, supported by assessment evidence	Autumn 2018 - Spring 2019
Design and implementation of a teaching and learning project *Focus*: *pedagogy and practice with the whole class and engaging with research.*	Oral presentation supported by assessment evidence	Spring 2019 - Summer 2019

30.3 Rationale: pedagogy, practice and reflection

Most of your work on your assignments will take place during placement – not only the practical elements, but at least some of the reading and writing that will be required.

The overarching aim of our M level modules is to blend pedagogy with practice and educational policy as encountered in schools. They should help to structure your learning experience to enable you to observe and reflect, and teach and reflect, while increasingly asking the crucial question: *what impact am I as teacher having on the learning of these children?* You will also need to develop your critical thinking beyond personal opinion, in two ways. Firstly, you will need to consider the practices discussed in relation to published research and theoretical perspectives – not merely as an academic exercise, but to extend the horizons of your own thinking and experience so that you are informed by the thinking and findings of others. Essentially, you are discussing the questions *Why might doing X in this way be a good idea*? *Why might I have reason to expect it to be effective?* Secondly, you will be developing your ability to assess children's learning throughout the PGCE year, and two of the assignments will help you to refine your assessment strategies and ask: *How can I find out whether my teaching is effective? What does effective mean in this context? What fair conclusions can I draw based on the assessment evidence I have?* Your assignments are therefore directly relevant to both your own professional development and the learning of the children you are teaching during your PGCE year.

The ability to reflect critically and constructively on your teaching and children's learning has long been recognised as central to effective teacher development (e.g. Pollard and Tann 1993; Schön, 1983); not only do you make decisions after the event about what to do next and how to do it, but you are also continually making 'on-the-spot' decisions in the midst of your interactions with children which will have an immediate, short-term impact in a highly complex environment. The terms *reflective practice* and *reflective action* (Pollard and Tann 1993) refer to the process in which your active awareness of making such decisions affects the way you will make decisions in the future. Reflective practice is thus a cyclic activity dependent on critical self-evaluation, which develops the

impact of short-term decision-making into longer-term understanding and influence. Pollard and Tann (1993, pp.9-10) identify six features which characterise reflective practice in the primary school classroom, noting that reflective teaching:

- implies an active concern with aims and consequences, as well as technical efficiency;
- is applied in a cyclic or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously;
- requires competence in methods of classroom enquiry, to support the development of teaching competence;
- requires attitudes of open-mindedness, responsibility and wholeheartedness;
- is based on teacher judgment, which is informed partly by self-reflection but also partly by insights from educational disciplines;
- enhances professional learning and personal fulfilment most powerfully when supported by collaboration and dialogue with colleagues.

Reflective teaching, therefore, is an essential feature of good classroom practice, and will help you succeed as an excellent trainee teacher, and continue to develop throughout your career. It will help you move far beyond the 'if it works, use it' way of thinking to consider the deeper and more significant implications of your practice. For example, giving Charlie sought-after classroom responsibilities may encourage him to comply with behaviour expectations, but what are Charlie and the others learning about how the classroom works? When you 'differentiate' your questions for 'less able' children, with the good intention of enabling them to answer successfully, might you actually be denying them opportunities to learn? When you keep stopping a child's individual reading to help him apply specific strategies correctly, what are the implications for his sense of self as a reader, and his developing understanding of what reading means? These are commonplace scenarios, with no easy right answer, all of which, without reflection, can quickly become routine – but should help you begin to understand some of the complexities of the classroom, and the less obvious implications of the choices that you as teacher will make, including their moral and ethical dimensions.

Additionally, it is easy to take the practices of the school and class in which you are working for granted as 'the way it's done here' – or simply 'the way it's done', particularly where school practices are similar to those you remember yourself from your schooldays – such as 'times tables', 'the spelling test', 'practice for SATs', 'ability groups', 'playtime', 'golden time'. While it is obviously very important that you actively fit into the role expected of you in your host school, as a critically reflective trainee you will be asking questions all the time: *why this way? what are the implications for different children? what are the alternatives? what does this approach tell me about the school or teacher's view of teaching and learning?* We hope you will be able to discuss school practices with colleagues, and reach a deeper understanding of why the school works as it does, but remind you that all such discussions need to be framed very professionally so there is no sense that you are criticising school practices, merely interested in them. Ultimately, if you merely accept the 'status quo' for any aspect of classroom life without considering the social, political, moral and ethical impacts of your teaching behaviours, you may be denying the children you are teaching the best opportunities for successful learning.

Your three assignments provide structured opportunities for you to observe and reflect critically on school practices and your own educational decision making in practice. However, we hope that reflection on pedagogy and practice will quickly become an integral element of the way you work as an excellent beginning teacher.

30.4 Developing Masters level knowledge and skills

The M level modules (assignments) will enable you to develop your skills and knowledge in various ways which will help you if you do continue with Masters study, and will inform your thinking about practice even if you do not. These will include:

- What it means to think, read and write at M level;
- The relationship between theory, evidence and practice;
- A basic introduction to the principles of research methodology and methods ;
- The conventions of academic writing.

30.5 University-school integration

Your assignments are fully integrated within your school placements, and have been timetabled accordingly across the year. Most data collection will take place during your normal class teaching activity, and assessment is also a core part of your teaching role, so you should not consider this as additional to your practical teaching. However, you will also need to engage in the related reading, writing and thinking on placement, so we will explain to your school mentors that you need dedicated time out of the classroom during the school day for study purposes. We recommend that you negotiate a specific timetable for assignment study. It is *essential* that you discuss your plans for each assignment with your school mentor, who must approve your intentions as appropriate, before you begin the project; your mentor may also help you with organisational arrangements. You are encouraged to take colleagues' views into account in your thinking, and may include references to your professional conversations as evidence, as long as the source is acknowledged.

30.6 Assignment key dates

Please note these are final deadlines. With the exception of Assignment 3 where you will be given a specific date and time to present, you can submit any of the other elements and assignments ahead of the deadline.

Draft outline submitted:	by Mon 25^{tth} Nov 2019 1600 (before this date if completed)
Assignment 1 submission:	Mon 6 Jan 2020: 1600
Assignment 1 feedback:	Mon 3 Feb 2020: 1600
Assignment 2 submission:	Mon 24 Feb 2020: 1600
Assignment 2 feedback:	Mon 23 March 2020: 1600
Assignment 3 proposal:	Wed 22 April 2020:1600
Assignment 3 presentation	Wed 3 June 2020: **0900**
Assignment 3 feedback:	Fri 5 June:1630
Assignment 1 & 2 resubmissions (tbc)	
Assignment 3 resubmissions	Fri 26 June 2020: **0900**

30.7 Assignment 1

REFLECTING ON A SPECIFIC AREA OF CHILDREN'S PROGRESS AND LEARNING IN THE CLASSROOM AND RELATING THIS TO LITERATURE AND RESEARCH

Focus on one specific area of learning to examine in detail, making good use of recent research and policy literature, and drawing on appropriate theoretical perspectives. Use your reading to reflect critically on your observations and experiences of classroom life during your first placement, with attention to how the school seeks to bring about effective learning and progress for all children. You should illustrate your account with carefully selected examples.

Some examples: teacher-pupil interaction; development of children's thinking; child-initiated learning; independent learning; lesson structuring; assessment practices; dialogic talk; questioning approaches; experience-based learning; pupil groupings; relationships with parents and wider community; talk for learning; the physical or social environment; learning outside the classroom; use of digital technologies; etc.

This first assignment calls for you to engage with a good range of research and theoretical literature, but is situated in the context of your early impressions, observations and experiences of school life in the Autumn term, along with your professional conversations with colleagues. It provides a structure for professional reflection, enabling you to select an aspect of interest and relate your reading critically to your first-hand learning. Being 'critical' in this context is not about identifying problems, but refers to making links, seeing relationships and noting divergences, asking questions. Read the brief above carefully to ensure *all* elements are included in your work.

You must discuss your assignment intentions with your class mentor and professional tutor, and ensure that they are satisfied that your approach is appropriate and professional. As the evidence is observation-based, you should avoid formal 'interviews' (although it is acceptable to refer to conversations you have had in the course of your placement).

You should go about this assignment with sensitivity, and do nothing that might be construed as unprofessional, For example, you are encouraged to discuss practices with school colleagues, but should take care not to intrude overly on their time, and should acknowledge their contributions. You should also be very careful not to be perceived to be criticising any school practices, but rather discussing them in a professional manner. All identifying names must be anonymised.

30.1.1 What your work needs to include

You will submit a **written assignment of maximum length 4000 words**. It should include the following (not intended as section headings, more as a list of ingredients):

- An introduction introducing the context, justifying the central focus and outlining the structure of your work
- Headed sections which spotlight the specific focus area and follow a logical and cohesive sequence
- An account of school or class practice which is supported in the text by anonymised observational evidence – not just described, but carefully analysed to identify the principles underpinning practice. You will also need to consider practice in other year groups to identify how progression is encouraged.

- A critical discussion of that practice in relation to relevant literature in the areas of published research, theory and policy
- A concluding section, pulling together your findings and outlining clearly the impact your reflections will have on your own professional development
- At appropriate points, references to the Teachers' Standards.

Before writing your assignment you are expected to send a draft overview of its structure to your professional tutor so s/he can check that your work is likely to have a coherent and well-structured argument. You will also be expected to include a sample of your writing (200 words) which will include a direct quote, an indirect quote and a few additional references to literature. This is to make sure that your writing is in an appropriate academic style and that you understand the Harvard style of referencing which may be different to the one you have used previously. Your Professional Tutor may advise you on other assignment related matters if they are apparent from this section. As with all assignments you can discuss points with your Professional Tutor as set out later in this section.

30.1.2 Assessment guidelines

In accordance with Masters Typical Performance Indicators (see Section 51) you should demonstrate the ability:

- to justify your choice of focus area
- to read to a suitably broad level (theory, research, policy, professional literature), identifying and summarizing relevant elements in relation to your reflections
- to relate research and/or theory to practice
- to structure your reflections coherently and cohesively in writing
- to support your views with evidence drawn from published research findings and your own observations
- to draw reasoned conclusions based on your reflections, including implications for the development of your own teaching

30.1.3 Guidance relating to academic reading and writing

See section 31of this Handbook, and relevant chapters in *Learning and Teaching at M Level* (Bryan, Carpenter and Hoult 2010). You will also find some starter sources on Blackboard. Additionally, here are some useful reminders and tips for your first assignment (and those that follow) based on tutors' past experience:

- provide a title that 'grabs' the reader
- make it clear at the start what you aim to achieve, and how you intend to get there
- think up interesting section headings that help you to move on your argument (but best to avoid questions)
- avoid, or explain clearly, educational jargon – terms like 'traffic lights', 'up-levelling', 'golden time', 'sub-levels' and so on
- use gender-neutral language
- remember to anonymise *all* identifying names (children, colleagues, school)
- when referring to educational theory, don't just name-drop: discuss your observations in relation to that theory, giving enough detail to demonstrate that you understand accurately what you are writing about
- be aware that Vygotsky did not coin the term 'scaffolding'!
- where you are referring to research studies, provide some evidence of findings and the nature of the research – for example, what did the researchers find out? What methods did they use?

How applicable is that research to your own discussion, and why?

- write formally – better to avoid contractions like 'don't'
- check accurate use of apostrophes and commas, in particular – if unsure, find out!
- beware the 'comma splice' (where a comma is used to 'join' two sentences instead of a full stop or connective)
- check spellings of words you know you confuse - 'practice' (noun)/, 'practise' (verb) tend to be particularly problematic (and spellchecker doesn't always help)

30.8 Assignment 2

EVALUATING INDIVIDUAL LEARNING

Plan to carry out a one-to-one teaching activity with one child, on a daily or near-daily basis over a period of at least four weeks. Focus on a specific area of English/literacy or mathematics, and use assessment evidence to write a report in which you critically evaluate the impact of your intervention, setting this in the context of current research, theory and policy.

This assignment has been designed to develop out of your 'Reading Buddy' or 'Maths Mate' directed activity. The purpose is to help you explore progress and development in these key areas in some detail; this will be explained more fully in University sessions in October. There is no limit placed on your work with the child, but four weeks of near-daily sessions, each lasting about 10-20 minutes, is an absolute minimum if you are to assess progress over time.

Although the assignment is not due in until Spring half term, you need to plan carefully when you are going to carry out this work and are strongly encouraged to start in the Autumn term; if you are going to a second placement school in January (applies to most School Direct trainees), and prefer to carry it out there, make sure you start promptly. You need to *begin your own reading earlier*, to inform your teaching and reflection.

As you work with the individual child or children, you should keep a log of your activity and observations, and collect assessment evidence in a systematic manner; 'before' and 'after' assessments will be valuable, but evidence of progress along the way, including notes of any 'critical incidents', will also be important. You will be given specific assignment guidance in University in December, and then need to translate your learning from the directed activity into an academic assignment, as below.

You will need to follow all guidance given on ethical practice and as a minimum, your mentor must agree your plan is appropriate for the learner. You must state in the assignment that your mentor has agreed that your intervention can go ahead.

30.1.4 What your work needs to include

You will submit a written report of maximum length 3000 words, with a corpus of evidence presented as an *annotated* appendix (equivalent to 1000 words for assessment purposes – no limit on actual word count, but no more than 12 sides of A4). It should include the following (not intended as section headings):

- An account of the child's current attainment and areas for development in the target area (based on discussion with Class Teacher and existing assessment records) (approx. 250 words)
- A summary of your initial plan with a clear statement of purpose (learning objectives) and details of assessment methods to be used (approx. 500 words – could be a diagram)
- A short paragraph relating to ethics: you should indicate how you are addressing any potential ethical issues, but also how your intervention is actively intended to do good
- At appropriate points, discussion of your intervention in relation to research, theory, policy – see notes below
- A critically reflective commentary on the activity, including what you did, pupil responses and your assessment evidence, with reference to the appendices; to include a brief section on the limitations of your approach
- At appropriate points, references to the Teachers' Standards
- Introductory and concluding sections to set the scene, summarise outcomes and consider impact on your future practice. You should include a short paragraph on how you will continue to cater for the child's particular needs in your ongoing teaching of the class.
- Appendices: *e.g. general profile of the child and sense of him/herself as a learner, teaching schedule/plan, samples of materials used, your assessment evidence with annotations evidencing what the child can do and can't do yet, any formal assessment records that are appropriate (eg APP record, phonics checklist, miscue analyses, record formats used by school).* There is no word count limit. See notes below.

30.1.5 Assessment guidelines

In accordance with Master Typical Performance Indicators, you should demonstrate the ability:

- to set out a reasoned case for undertaking your project and planning it as you have chosen
- to read to a suitably broad level (theory, research, policy, professional literature), identifying and summarizing relevant points
- to relate research and/or theory to practice
- to structure your argument coherently and cohesively in writing
- to collect, analyse and interpret data as appropriate to your particular project
- to draw reasoned conclusions based on evaluation of your findings, including implications for the development of your own teaching

30.1.6 The role of academic reading

Although this assignment is rooted in an issue from practice, your intervention must be soundly based on an analysis of the child's needs and a strategic plan which might be reasonably predicted to bring about positive outcomes. To provide such a principled plan, you must consult academic sources relating to theoretical perspectives on early literacy or mathematics, and research in this area, although obviously you must also take into account the child's own interests and preferences. DfE publications and policy will be of relevance, but often serve more as guidance for practice than as research in their own right – you need to look further in books and journals. You are expected to use literature to:

- inform your intervention
- discuss your findings
- comment critically on the effectiveness of your intervention and how, with informed hindsight, you might have done it differently

It is important that you begin reading before your intervention starts, so that you can design it from an informed basis. In the words of one of last year's students:

> *In hindsight, (and despite the university's encouragement!) I wished that I had read more, earlier on, for assignment 2. This would have helped me develop my reading buddy further by giving me extra theory and research to try out.*

Some starter sources are linked or recommended via Blackboard/Assignments; you have been asked to acquire certain core texts; and tutors may provide additional guidance during sessions.

30.1.7 The role of appendices

The appendix provides supplementary evidence to support what you say in the main text. It is not in itself part of your argument. You should include as much as you reasonably need to support your account, within the 12-side rule, but keep it concise, with the determining principle one of relevance: if you don't need it, leave it out. You must therefore select carefully. All appendix material must be referenced in the body of the report,and should be appropriately annotated to make it clear why it is included. Note: it is expected that each appendix page (i.e. 1-12) will normally contain one piece of evidence.

If your evidence is in hard copy, you need to incorporate it digitally within your assignment, either by scanning or including a digital image.

30.9 Assignment 3

(Deadline for submission on Turnitin: Weds 3 June 0900.

EXPLORING A PEDAGOGIC APPROACH

Plan, implement and evaluate, within the parameters of your day-to-day teaching, a teaching approach or method that you have not used previously to any great extent. This project should be developed out of your research/theoretical reading and observation/ experience in schools to date. In order to evaluate its effectiveness, you should plan how to collect and analyse assessment data in a systematic and rigorous fashion, so that you can interpret your findings fairly and critically. This assignment takes the form of a research report to be presented orally to a group of peers.

This assignment gives you an opportunity to follow your own professional interests,or develop an area of practice in which you wish to improve, and to evaluate its effectiveness in terms of pupil learning. It therefore offers scope to develop your professional and academic skills concurrently through an empirical investigation, and to develop your understanding of education research from the inside. You will develop your skills in using an oral presentation format and share knowledge with other students.

This assignment needs to be **planned before Easter** for implementation after Easter. *You must present a basic plan to your class mentor and gain his/her agreement that your basic plan is appropriate and manageable. You must then email the plan to your professional tutor by Wednesday*

22nd h *April to check and countersign as ethically permissible.* You should then state in the assignment that your mentor has agreed that your project can go ahead.

30.1.8 What your work needs to include

The assignment will be assessed via **a 15 minute (maximum) oral presentation**, supported by slides and evidence. It is assessed as equivalent to a 4000 word written assignment.

- **up to 15 slides**, including a title slide and a slide with key references
- a **handout** of your slides (6 to a page) copied for marking tutors

In a short time span, you need to present a clear overview of your project, with a well-explained, research-informed rationale, and comprehensive account of your findings and what they signify. In so doing, you should demonstrate how you have collected and analysed the data (assessment evidence), showing your appreciation of the scope and limitations of your data; and identify the implications for your future practice (impact).

30.1.9 Assessment guidelines

In accordance with Masters Typical Performance Indicators, you should demonstrate the ability:

- to set out a reasoned case for undertaking your project and planning it in the way you have chosen
- to read to a suitably broad level (theory, research, policy, professional literature), identifying and summarizing relevant elements for your argument
- to relate research and/or theory to practice
- to collect, analyse and interpret data as appropriate to your particular project
- to draw reasoned conclusions based on a critical interpretation and evaluation of your findings, including implications for the development of your own teaching
- to structure an oral argument coherently and cohesively
- to present your project orally to an audience

30.1.10 Practical and ethical guidance for assignment 3

TALK ASAP to your Class Mentor about your project. It's your project, but you can only carry it out by agreement, and your Class Mentor may have some good ideas to help you decide. Start reading and thinking and thinking in good time, so you can start planning well before Easter.

LIMIT YOUR AMBITIONS. This is a very small-scale project, and if you try to increase its complexity you are likely to create problems for yourself. *Keep it small* – ideally based on only 1-3 lessons, or limited to a 1-2 week period. Leave yourself at least 2 weeks as contingency time.

READ! It remains crucial that your project intersects well with the existing research literature. Trawl the journals, and if there is little in the area, either (a) change focus, or (b) acknowledge that fact and find other relevant literature you can adapt to your needs. Remember the theoretical sources you consulted for earlier assignments (we hope!) – identify a more theoretical perspective you can use. Finally – check current policy, for help in establishing a context.

READ a little about research method. Use your core text, but also consult methodological books in the library about quantitative and qualitative approaches to data collection.

AVOID audio-recording or video-recording children's work UNLESS you have explicit permission from the school (in writing, to be submitted to your Professional Tutor with your plan) on the basis that this is a reasonable and normal approach used by the school for collecting assessment evidence.

AVOID formal 'interviews'. If you wish to take children's views into account, create opportunities in the course of your teaching activity to talk to children about their learning, thoughts about the pedagogic approach you are trying out, etc, and capture these, probably through notes (but see above). Good teachers frequently 'interview' children in this way. If you wish to consult colleagues, by all means have professional conversations with them, and note their responses if they are agreeable.

QUESTIONNAIRES? Some schools use short surveys routinely as part of their evaluation procedures, for example to find out what children think of alterations to teaching approaches, or their views about topics being studied. If your class mentor agrees that your intentions fall in line with normal practice, then that is probably fine (check with your professional tutor when you submit your plan).

30.1.11 The role of data

You are evaluating a teaching approach, using assessment information (data), in the same way that academic researchers would. However, while such a 'researcher' might introduce data collection approaches that are not part of school practice, you as a trainee-teacher-researcher will be collecting the kind of data that is normally available to a teacher within the day-to-day job. However, such data could take various forms, and you will need to decide in advance what's appropriate for your study. For example:

- data relating to **outcomes**:
- quantitative (such as test results)
- qualitative (such as pieces of writing)
- data relating to **process** (such as observational notes about what children are doing at particular times – could be systematic; could be notes recording data regarding behaviours of certain individuals)

You will have 'raw data' – the actual information you collect – which you will need to analyse and make sense of (interpret) in order to form an informed opinion (evaluate). This will take place in different ways, depending on the nature of the data and your intentions, and you need to be able to justify both the nature of your data collection and its analysis and interpretation, considering questions such as these:

- How representative? Of whom? Does that matter?
- How valid? Do my data really tell me what I want to find out? How do I know?
- How reliable? Is it a fair test? Might factors outside my control influence the results? To what extent am I, as teacher, influencing the results?
- Is there any kind of bias at work? If so, how do I take this into account?

31. Studying and writing at Masters level

This section provides some further practical guidance which we hope you will find useful. Much additional information and some helpful links are available on Blackboard, and you are expected to use the guidance provided there.

32. Developing 'research skills'

All your assignments are situated within the context of your normal classroom work as a trainee teacher, and are based on reflection, assessment and evaluation, all normal parts of the teacher's role. As such, they fall outside the definition of 'research'. However, you will be utilising knowledge and skills that are on a continuum with those used by researchers, as in essence you are carrying out classroom-based enquiries. In the context of your assignment, these will include reading sources effectively; selecting and summarising; constructing a persuasive, well-reasoned piece of text; referencing a range of sources; making links between theory, policy and practice, and professional values; drawing conclusions based on evidence; critical thinking.

33. The ethical dimension of your work

Teaching, every bit as much as research, is intrinsically an ethical enterprise, and you must take every precaution to ensure that your actions bring about good for the participants and avoid any form of harm at all costs. Your assignments provide an opportunity for you to demonstrate that you are alert as to the ethical dimensions of your teaching, and you are therefore expected to include a brief section or paragraph in each assignment discussing the ethical precautions taken.

Children are 'vulnerable' individuals, and your enhanced disclosure is only the very first step in the process of ensuring children are safe in your care. Some of the questions you will need to consider as an ethical practitioner include:

- How will you ensure the school (head teacher, teacher) is satisfied that your plans are appropriate?
    - For assignments 1 and 2, you must consult with your class mentor and if considered necessary a senior member of staff; your professional tutor will also discuss your assignment with you and check that the school is happy with your intentions, and will intervene if any aspect is a matter of concern
    - *For assignment 3, you will need to prepare a simple assignment plan to be agreed by your class mentor and formally approved and signed by your professional tutor* (in person or by email); you must have the permission of *both* before you begin your project (see p. 90).
- How will you ensure in your work that you avoid criticising school practices, but take a position which is reflective, evaluative and analytical? This is a matter of professionalism.
- How will you ensure that *children, teachers, school* are not identifiable in your report?
    - Eg pseudonyms (Goldenhill Primary School, Joe Bloggs)
    - Or using a code (Pupil A, Pupil B, Colleague S, SENCO, DHT etc)
    - *You must make it clear that you are concealing real identities* – e.g. Joe Bloggs (pseudonym); or, All names have been altered in the interest of anonymity.
    - *Remember to anonymize all names in any appendices*
- How will you ensure that other adults in the classroom understand what you are doing?
    - For example, how will you brief your TA?
- How will you ensure that the activities you ask children to engage in or questions you ask them are beneficial and not harmful to them or their learning, in any way?
    - For example, if an enjoyable activity is carried out with part of a class, you should consider the implications for the *remainder of the class: are they missing out?*
- Do you need to audio-record any interactions? If so, do you need any permission?
    - Note: if audio-recording is a routine feature of school life, you should obtain a written statement saying so; it would also be good practice to ask for the participants' consent to you taking the recording away to listen to it afterwards
    - You will need to keep the recordings securely and destroy them afterwards (adhere to

Data Protection Act 1998)

You may come up with other considerations, depending on your individual circumstances. Because your work falls within the normal parameters of classroom teaching and learning, you do not need to obtain consent from child participants or their parents as you would with a 'research project', because they are obliged to comply with normal school practices and as such do not have the right to withdraw at any time. *It is crucial that your work remains within the domain of 'normal practice' and this is agreed by your mentor and tutor.* Otherwise, you will need to seek full approval from the Ethics and Research Governance Office; see https://www.ergo.soton.ac.uk/

Although primarily intended for those carrying out research studies, the ethical guidelines produced by Southampton Education School are available via Blackboard, as well as the ethical guidelines for researchers provided by the British Educational Research Association (BERA). It is obviously important that your classroom activity falls within acceptable parameters.

34. Individualisation

The assignments offer degrees of individual choice within a common structure. Although the second is restricted to two key curriculum areas, the others offer you an excellent opportunity to explore particular areas of interest in depth, and you may find you are able to relate content sufficiently across these to begin to see yourself as a specialist, or use these to explore areas where you are less confident.

35. Professionalism

As always, we expect all PGCE trainees to conduct themselves professionally at all times. This will include ways of working in schools. It is extremely important that you are not seen to imply criticism of a teacher's or school's practices, and refrain from making excessive demands of teachers; your class mentor is not responsible for academic support for your assignments, although s/he will help you manage your project. It is a professional and ethical requirement that you gain class mentor approval for the work you carry out with children, and that you work within school policy.

36. Assignment support

You will have 5 lectures focussing on the assignments and supporting you with your academic work. In addition you will receive support from your professional tutor. students . Comprehensive guidance is provided on Blackboard alongside a range of helpful resources. . You are expected to use your initiative and put in the effort to find out what support is available via Blackboard; *tutors will not support with questions already well answered in this Handbook or via online resources.* You are entitled to the following forms of support for assignments and resubmissions:

- Specific teaching sessions timed to support your assignment requirements
- Guidance in this handbook
- Early individual feedback (and guidance where necessary) based on a sample of your academic writing to ensure you understand the conventions of academic writing, including how to reference accurately. To do this you will submit a draft overview and example of your writing to your professional tutor.
- An additional support session may be provided by the assignment lead for any trainees identified by tutors who might benefit from this (as well as others who might choose to attend).
- Individual face-to-face and email support with your *own* tutor *within reasonable limits*
    - You can discuss your assignment and any issues with your tutor during their visits

    - Tutors will not pre-read assignments, but may reasonably comment on plans and short extracts (2/3 paragraphs) ; please note that any feedback offered relates only to the discussions which have taken place, and contains no guarantee that the final submission will achieve a satisfactory grade
- Guidance and links on Blackboard, including:
    - some starter readings for each assignment
    - basic guidance about approaches to collecting, analysing, interpreting data
    - guidance on how to structure your assignment
    - advice on referencing (Harvard system)
- Library resources
    - study support and library orientation e-tutorials (see library website)
    - books, e-books, e-journals which you can search for via Webcat
    - Delphis – very useful search engine for locating texts on a subject
- Starter reading lists
    - some e-books and chapters are linked on Blackboard (in the assignment folders) as a helpful starter; you are, however, expected to read more widely.
    - subject teams publish up-to-date reading lists, which include a range of titles including good journals in the subject area
- Access to University student support services (see Part 1 of this Handbook)

37. Submitting your assignments
(please also see the University guidance in Section 8 in Part 1 of this Handbook)

38. Policy on Word length and Over-Length Work

The word count specified for the assignments is the absolute maximum permitted and refers to the maximum amount tutors will read. Your work will be over length if you go even one word over the stipulated length or upper limit. There are no complicated penalties to apply. Instead, over length work will be addressed through marking **only that portion of work that falls within the word limit**. Your mark will be based on this portion of your work with the result that the mark will usually be lowered. Tutors will check the word length which:

- **Includes**: all quotations, data (except where presented as appendices for assignment 2), in-text titles and headings, tables and diagrams, etc.
- **Excludes**: title page with statement of authorship, reference list, appendices

There is no need to include a contents page or abstract. This approach to over length work does not apply if a piece of work does not have a word limit, however, you should attend to the length guidance given. This applies to the appendices for Assignment 2 and the time limit and number of slides for Assignment 3.

39. Assignment presentation requirements

The quality of printing and general presentation should be of a consistently high standard, making your work easy to read.

- Submit electronic documents as Word documents, not pdfs unless they are exceptionally large files
- See check page number accurate for example of title page presentation
- Use a font of adequate size and legibility, and 1.5 line spacing
- Leave margins of at least 15mm all round
- Keep it simple and professional – there is no need for borders, etc.
- Number pages clearly after the title page
- Number any appendices, figures and tables

- See section on Appendices

40. Submission requirements

You need to submit your assignment *before the deadline*. We recommend that you upload electronic documents at least the day before. Late submissions are penalised (see next section).

In upload title, specify SURNAME Initial, Assignment focus (not title), Tutor initials

E.g. JONES M, Learning outside the Classroom, IC

Assignments 1 and 2 - before the submission date:

- Upload to Turnitin (see Blackboard/Assignments)
- Ensure your submission includes the reference list (both assignments) and all appendices (Assignment 2)
- Ensure you upload the final version (i.e. not including tracked changes, etc)

Assignment 3:

- Prepare presentation for date specified. You will present on Weds 3rd June and the submission date for all trainees is Weds 3rd June 0900.
- Please note, your proposal must be emailed to your Professional Tutor by the date specified in the timetable.

41. Penalties for late submission

Work which is submitted late without an extension being approved will be penalised.

Work submitted after the deadline will be marked as usual, including moderation or second marking, and feedback prepared and given to you. However the final agreed mark is then reduced by the factors in the following table:

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

42. Assignment Extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the ITE Office as soon as possible. Tutors are not allowed to issue an extension under any circumstances.

You should complete an Extensions/Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted via email to the ITE Office who will arrange for your request to be reviewed and approved. These

must be submitted to PGCEPrimary@soton.ac.uk. The Academic Unit will not consider the request as being made until it is received by the ITE Office.

A copy of the form can be found on Blackboard in the Assignments folder.

The ITE Office will contact you via your University email account to let you know once approval has been made. ***It is your responsibility to request an extension in a timely manner***. If an extension is not agreed, and the assignment submitted late, the university late penalty will be applied. Failing to save your work, forgetting the deadline, and other similar reasons that could have been anticipated with due care and attention will not be accepted as reasons for an extension.

In the unlikely event that you find it necessary to request further extensions to the original application, you should submit a new application making reference to the original.

43. Special Considerations

If you believe that illness or other circumstances have adversely affected your academic performance or have caused you to submit and assignment late, you must complete a Special Considerations form and submit this as soon as possible, but not normally more than five working days after any assessment or deadline may have been affected by exceptional circumstances. **It is important that you submit this to the ITE Office in a timely manner (usually deemed to be within 5 days).** All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter or a statement from your Professional Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. Full details of the University's policy on Special Considerations can be found at http://www.calendar.soton.ac.uk/sectionIV/credit-bearing-progs.html You will be informed of the result of the Special Considerations Board and, if appropriate, whether any late submission penalties have been waived.

A copy of the form can be found in on Blackboard.

44. Assignment marking

Your work is marked according to the *Typical Performance Indicators* (TPIs) of Southampton Education School's Advanced Programmes (see Section 51). You should view these as indicative of 'typical performance' and illustrative of the quality of work at each level. The emphasis placed on individual items will depend on the assessment concerned, and some items inevitably impact on others.

An overall mark is awarded based on an overall 'best-fit' judgment, and written feedback, based on the TPIs, is provided on Turnitin. The feedback also provides formative guidance as to how to improve your future marks, and you are urged to use this well to raise your mark across the year. In the School of Education we use a categorical mark scheme as below:

Category	Numerical grade
Distinction	
Outstanding	100
Excellent	90
Very good	85
Good	78

Low	72
Merit	
Very good	68
Good	65
Capable	62
Pass	
Competent	58
Satisfactory	55
Adequate	52
Pass at H level	
Good	48
Mid	45
Low	42
Fail	
Bare Fail	38
Fail	30
Fail	18
Zero	
Special circumstances	0

44.1 Fails and Zero marks

- A mark of **zero** is applied to circumstances such as:
  - No work is submitted (in the case of coursework).
  - The piece of work is submitted more than 5 university working days after a deadline without having been granted an extension (in the case of coursework).
  - Data collection begins before obtaining ethical approval from the Academic Unit's Ethics Committee (in the case of coursework) *(NB you do not generally have to seek ethical approval from the Ethics Committee for PGCE assignments but must follow the ethical practices set out in this handbook).*
  - Although the ethical approval has been obtained, the research has been conducted in a way that does not adhere to the Academic Unit's ethical standards (in the case of coursework).
  - The answer is blank or completely irrelevant.
- A mark of **18** is applied when the work is inadequate, and mostly irrelevant and/or incorrect.
- A mark of **30** is applied when the work is poor and unacceptable.
- A mark of **38** is applied when the work is poor and not worthy of a pass mark. It is just below an acceptable level.

Your assignments are normally marked firstly by your professional tutor and a sample of assignments will then be used for moderation purposes. All assignments that are awarded less than 50% will be moderated and a sample of other assignments will also be used for moderation as part of our quality assurance procedures. A further sample will be sent to our external examiners whose role is to confirm our standards are in line with those of comparable institutions.

44.2 Consequences of gaining a mark of less than 50%

In order to achieve a PGCE award you may find that you need to resubmit some or all of your assignments, a process known as referral. Each assignment can only be resubmitted once for referral and the final grade for the resubmitted assignment will be capped at 50%, although, as part of your feedback, you will be given a mark representing that which the assignment would have been graded at if it were a first submission. NB: You must make sure you meet with your professional tutor before resubmitting an assignment.

Please section 11.7 in part 1 of this Handbook for more information regarding assessment of assignment modules.

45. Academic Appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. For example, you cannot appeal simply because you disagree with a decision the University has made or feel that a higher mark should have been given. Further information is available on check right page.

46. Academic Integrity and avoiding plagiarism

It is vital that you read, understand and implement the guidance set out in Section **Error! Reference source not found.**9 in Part 1 of this handbook across all three assignments.

47. Academic reading and writing

The kind of writing required for M level work in the Education School may be similar to what you are used to from undergraduate studies; but equally it may not. This is because different academic disciplines have their own distinctive genres; for example, assignments in Schools of Law, Chemistry and English Literature, etc, all have their own conventions. Your education assignments need to be evidence-based, demonstrating a good blend of theory, research and practice, as is apparent from the Typical Performance Indicators (see Appendices). However, because you are frequently expected to make direct links to your own practice and that observed in schools, we recommend a degree of contextualisation and use of the first person ('I') as appropriate. The key is to take an analytic, reflective stance, and avoid anecdote, description and narrative where this is not woven into your own 'argument'. The notion of 'argument' is in fact central, because you are not seeking merely to tell your reader what other authors say, or what happens in a particular setting – in each assignment, you are trying to set out a case, based on a synthesis of your reading and evidence from practice, that a particular approach has benefits for learners.

It is also very important for you, as a beginning teacher, to be aware that you can read critically and write accurately and to the point. Your assignments are expected to demonstrate a good level of reading across a range of sources, and you should expect to consult online journals as well as print and electronic books from the library. A list of sources obtained via google, or similar, is not adequate. You should demonstrate a high standard of written English which supports effective communication of meaning and is also technically accurate.

The text *Learning and Teaching at M-Level: A Guide for Student Teachers* (Bryan, Carpenter and Hoult 2010) should prove particularly useful in helping you understand the nature of your M level studies. It includes a very useful chapter 'Reading and Writing Critically' – which helps you see what markers are looking for. You might also be interested in *Learning to Read Critically in Teaching and Learning* (Poulson and Wallace 2004). Both are available as e-books from the library.

48. What next? Continuing with your Masters degree

As a Masters award is normally 90 ECTS points (180 CAT points), the PGCE can contribute up to a third of a Masters award if you complete your Masters at Southampton (other institutions have their own regulations). At the University of Southampton, the credits are valid for five years from the date of award. The School of Education offers two distinct routes to Masters which are both highly appropriate for former PGCE graduates who wish to take advantage of their credits:

- **MSc Education** – a rigorous taught programme with considerable scope for personalisation to match your own interests
- **MA Ed by Dissertation through Flexible Study** (MA Ed Flex) – an equally rigorous programme for those who are suited to more independent, self-directed study

As a former PGCE student, you will be able to transfer your Southampton M level credits directly through the Recognition of Prior Learning process, and will qualify not only for a reduced amount of assessment, but, as arrangements currently stand, for a reduced tuition fee. At the end of the PGCE programme, you will receive further information about these options. Information is also available on School of Education website.

49. Example of title page

An Evaluation Of The Impact Of A One-To-One Intervention: Developing a Pupil's Understanding Of Times Tables

Name: Jo Bloggs
Student Number: 123456789

Course: EDUC6270
Tutor: Miranda Dodd

Wordcount: 3987

EXAMPLE – there is no set format but your title page should contain this information. It should be submitted as part of your work to Turnitin. It does not count in the word count.
Keep it professional and neat – there is no need to add borders, etc.

Wordcount must include any tables, quotations, data etc. but does not include title page, reference list of appendices.

In response to the feedback on assignment 1 I have …..

For assignment 2 you should show on the title page how you have responded to the feedback on assignment 1. This does NOT count in the word count.

It is essential that you include this declaration and understand its implications.

Declaration of Authorship:
I confirm that the material contained in this assignment is all my own work. Where the work of others has been drawn upon it has been properly acknowledged according to appropriate academic conventions. I have read the university's definition of plagiarism and the related regulations and am aware of the potential penalties, which may be incurred for breaches of these regulations.

50. Assignment 3 Project Approval Form

This form must be completed in sufficient detail to enable your Class Mentor (or alternative member of school staff) and Professional Tutor to approve it as appropriate and ethically permissible. The document may be expanded to **no more than two sides of A4.**

YOUR NAME			
FOCUS			
RESEARCH QUESTION			
AGE OF CHILDREN		**NUMBER OF CHILDREN INVOLVED IN PROJECT**	
PLAN Indicate clearly and concisely what you intend to do in your project			
DATA *Very briefly*, what kind of data (generally in the form of assessment evidence) will you collect in order to evaluate the effectiveness of your project?			
TIME SPAN (provisional – indicate number of lessons and/or week/s– keep brief and manageable)			

EXAMPLE
The purpose of this form is to help you crystallise your own thinking, and to make it clear to others that your planned project is entirely ethical. This is not an assessed piece of work.
It is not a lesson plan, but more of a research proposal. Your focus is on the PROJECT, not the proposed teaching, and it must be 100% clear to the reader what you intend to do.

ETHICAL CONSIDERATIONS	**RESPONSE**
• Have you ensured that your work is fully within the parameters of normal day-to-day class teaching and learning?	
• Are you sure that your data collection approach is acceptable within the bounds of normal teaching and learning?	
• Have you considered the potential benefits to all children?	
• Have you ensured that your project will not disadvantage any child or other person involved with it, in any way?	
• Have you taken steps to maintain anonymity and confidentiality?	
Declaration of class mentor consent Has your mentor agreed that this project is appropriate for the children involved, and is willing for you to go ahead with it?	
COUNTER-SIGNATURE BY PROFESSIONAL TUTOR:	**DATE**:

51. Typical Performance Indicators

Assessment Items	39% and less	40-49%	50-59% - PASS	60-69% - Merit	70% and over - Distinction
Analysis of Literature and Research	You have provided very limited evidence of reading any relevant sources and/or materials.	Your work indicates some evidence of reading and understanding relevant sources.	It is evident that you have a sound understanding of relevant literature sources and you have consulted a range of source material.	You have demonstrated a high level of understanding of major relevant sources. You have summarised and used these in a relevant manner.	You have produced evidence of a critical application of a wide range of relevant sources. You have shown that you fully appreciate and understand these materials.
Synthesis and Utilisation of Evidence	You have provided insufficient evidence that you understand the basic issues. Your work is primarily descriptive; explanation is facile and includes too much unsubstantiated opinion.	Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.	It is evident that you have a sound understanding of the main issues. You provide an acceptable commentary by synthesising evidence and materials from different sources.	It is apparent that you have a high level of appreciation of main issues. You demonstrate an ability to make appropriate critical points. You provide a comprehensive commentary by synthesising evidence and materials from several sources.	You have provided some original perspectives on the issues. You set sources and alternative views in context. You have systematically evaluated the relative merits of materials and research evidence in relation to your own work.
Consideration of Research Methodology	Your work does not provide sufficient evidence of any consideration of research methodology or methods.	You have described some aspects of methods used/adopted but you have not made it clear if these are adequate or appropriate.	You have identified appropriate research questions. You have described methods of data collection, either in your own research or that found in your source literature. You have demonstrated that they are appropriate to the issues under investigation. You have noted the scope and limitations of the approach approaches adopted.	It is evident that you have methodological awareness. You have devised relevant research questions and described appropriate methods. You have explained the scope and limitations of the approach/approaches adopted.	You have devised perceptive research questions and demonstrated methodological understanding describing and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.
Integration of Theory and Practice	There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.	You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.	You have made some critical points relating to theory and practice. You have demonstrated competent use and understanding of theoretical models and/or approaches. You have noted aspects of the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence. Generally you reach sound conclusions based on appropriate argument and evidence.	You have provided a good critical commentary linking theory and practice. You have made good use of relevant theoretical models and/or approaches, identifying concepts and assessing issues. You have described the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence.	Your work identifies and locates important concepts. You detail the nature of the theory/model and/or approaches concerned. You have explained the complexity of such relationships noting critical points from the literature. You provide a comprehensive, critical assessment of the issues explaining how this relates to your own work. Your conclusions are well developed; based on relevant argument and evidence.
Structure	You have not demonstrated a clear structure in most aspects of your work. You have not provided convincing evidence of an ability to handle argument in a coherent manner.	Your work tends to be sectioned with limited coherence. The case you present is unclear and poorly defined. Your argument is not sufficiently coherent or has inconsistencies.	You provide a clear thesis statement which generally guides your work. You generally make use of accurate constructions. Your work is structured with clarity and cohesion. You provide evidence which indicates an ability to handle argument coherently. You relate your conclusions to the case presented.	You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a well-structured clear line of reasoning. Your work is sustained and coherently argued. You clearly relate your discussion and conclusions to the focus of your work.	You provide a clear, relevant and well developed thesis statement that identifies the direction/focus of your work and clearly informs your selections and choices. The case you present makes consistent use of accurate constructions. You explain and provide a very well structured clear and cohesive case. You sustain the structure of your work in a coherently argued manner.
Presentation	The errors of syntax and/or vocabulary in your work interfere significantly with meaning. You have not followed academic conventions in the presentation of references and citations. Your work may not reflect the required length.	You have made some attempt to adhere to grammatical and/or academic conventions. You have made numerous errors and these form a barrier to comprehension. Your work may not reflect the required length.	Your work is competently presented. Generally it follows grammatical and/or academic conventions. Although there are some errors, these do not impede comprehension. You work reflects the required length. With a few exceptions references and citations are consistently and accurately presented.	Your work is presented to a high standard. With a few exceptions your work follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.	You have presented your work to a very high standard. It consistently follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.

52. School Placements

Lead Tutor: Ian Campton

52.1 Introduction for University Led Trainees

In order to support you in becoming a skilled and confident primary teacher, training that you receive whilst on school placement will help to reinforce, complement and extend your University based learning (and alliance training for SD), and provide a basis for discussion and development between placements.

You are being trained to teach 5 to 11 year-olds so will be placed in KS1 and KS2 across Placement 1 and Placement 2. During the placements there may be opportunities for you to undertake 15 days in a more specialised environment, such as EYFS (YR) and special schools. These 'mini placements' are dependent upon availability and your Professional Tutor's (PT) agreement having considered your best training interests and the level at which you are currently meeting the Teachers' Standards.

During each placement trainees increasingly take responsibility for the teaching and learning of the children in the class. All lessons taught are to be planned and evaluated and you will gradually take on the responsibility of assessing pupils' learning. In addition to this you complete a series of Professional Development Activities (PDAs) across both placements. These activities are designed to allow you to develop your skills, knowledge and understanding in a variety of different ways. So that you are able to complete the PDAs and have time to plan, prepare and assess the lessons you are responsible for, non-contact time is built into the timetable.

Both placements provide you with essential opportunities to work with children in the classroom and crucially build upon prior experience and the University taught course, with the support of experienced practitioners. Progress is essential and you will need to demonstrate a steadily increasing understanding of the professional requirements of teaching and evidence your attainment against the Teachers' Standards.

During each Placement you will be expected to undertake the following activities:

- observe your Class Mentor (CM) teaching;
- co-plan and co-teach before progressing to take full responsibility for the planning and teaching of the whole class;
- progress from solo teaching of small groups in English, mathematics and science to taking responsibility for the whole class in these subject areas. (These may be integrated with other subjects);
- teach phonics on at least 10 separate occasions when in Key Stage 1 (ideally more) and where possible on both placements. When working in Key Stage 2, this may be undertaken with catch-up groups or individuals;
- progress from observing and assisting your Class Mentor's (CM's) teaching of the foundation subjects, PSHE and RE to take full responsibility;
- teach the National Curriculum;
- use ICT effectively to support your teaching and to support your wider professional role;
- observe and assess learning in order to set clear targets and differentiate your teaching;
- develop simple record keeping systems that are effective and informative;
- use display to promote children's learning;
- carry out focused Professional Development Activities;
- demonstrate an understanding of professional attributes and maintain professionalism throughout;

- critically evaluate your own teaching in order to identify personal strengths and areas for development, including the setting of targets.

You should also meet parents and carers of children in your class, attend parents' meetings where possible, and find out how parents are involved in the life of the school.

Trainees are not insured to teach Games or PE unsupervised. A qualified teacher must be present when you teach a Games or PE lesson. Trainees are strongly encouraged to ensure their CM remains in the class if they are taking the register to ensure accuracy.

52.2 Introduction for School Direct Trainees

All placements are arranged by your Lead School who will provide you with further details. Trainees are training to teach 5 to 11 year-olds so the format of the placements will be similar to that of UL trainees. You may find that the majority of your time is spent in your base school. Some SD Alliances may offer a 15-day mini placement.

Both placements provide you with essential opportunities to work with children in the classroom and crucially build upon prior experience, your in-school training and the University taught course, with the support of experienced practitioners. Progress is essential and you will need to demonstrate a steadily increasing understanding of the professional requirements of teaching and evidence your attainment against the Teachers' Standards.

The following is a non-exhaustive list of activities you may be involved with during each Placement. Specific activities will vary between alliances:

- observe your Class Mentor (CM) teaching;
- co-plan and co-teach before progressing to take full responsibility for the planning and teaching of the whole class;
- progress from solo teaching of small groups in English, mathematics and science to taking responsibility for the whole class in these subject areas. (These may be integrated with other subjects);
- teach phonics on at least 10 separate occasions when in Key Stage 1 (ideally more) and wherever possible on both placements. When working in Key Stage 2, this may be undertaken with catch-up groups or individuals;
- progress from observing and assisting your Class Mentor's (CM's) teaching of the foundation subjects, PSHE and RE to taking full responsibility;
- teach the National Curriculum;
- use ICT effectively to support your teaching and to support your wider professional role;
- observe and assess learning in order to set clear targets and differentiate your teaching;
- develop simple record keeping systems that are effective and informative;
- use display to promote children's learning;
- carry out focused Professional Development Activities;
- demonstrate an understanding of professional attributes and maintain professionalism throughout;
- critically evaluate your own teaching in order to identify personal strengths and areas for development, including the setting of targets.

You should also meet parents and carers of children in your class, attend parents' meetings where possible, and find out how parents are involved in the life of the school.

Trainees are not insured to teach Games or PE unsupervised. A qualified teacher must be present when you teach a Games or PE lesson. Trainees are strongly encouraged to ensure their CM remains in the class if they are taking the register to ensure accuracy.

52.3 University Led Key Dates and Placement Organisation

52.4 School Placement 1 (SP1)

Placement 1 is divided into the following blocks and dates when you will be in school. You may miss one day in November at your placement school in order to spend it at a Special School (to be confirmed at a later stage).

Placement 1a	Placement 1b	Placement 1c
14–24 Oct 2019 (except Fridays)	04 Nov – 20 Dec 2019 (except Fridays, but including 20 Dec)	06 Jan – 30 Jan 2020 (except Fridays)

52.5 School Placement 2 (SP2)

Placement 2 is also divided into three blocks. The placement includes Fridays and there are three return days, noted below, when you will be in University for the day. For Placement 2c, you may not be in your placement school especially if you have successfully completed your placement by 22 May 2020.

52.6 Enhancement weeks

More details about Placement 2c, or Enhancement Weeks, will be made available near the time; however, this phase of the placement will provide you with an opportunity to experience different aspects of your practice (such as working with children with EAL and/or SEND), and different age ranges. The time will enable you to address any gaps and broaden your experiences from those you may have already encountered by this stage in your training.

Placement 2a	Placement 2b	Placement 2c
24 Feb – 03 Apr 2020 (Return Day 10 Mar 2020)	20 Apr – 22 May 2020 (Return Day 05 May)	Enhancement Weeks (Inc. EYFS experience) 04 – 25 Jun (Return Day 19 June)

52.7 School Direct Key Dates and Placement Organisation

Each Alliance Lead School will provide specific details of dates and schools that it has organised for its trainees. Your second school placement (SP2) will be in the spring term.

52.8 University Led Trainees' Teaching Commitments

Across both placements your teaching commitments will see you taking on greater responsibility for longer periods of time. All teaching, whether small group or whole class, should be planned

and evaluated by the trainee (see p 79). As a general guide, your teaching commitments are as follows:

- Placement 1a – Teaching small groups as you support your Class Mentor's (CM's) lessons in a TA/LSA role.
- Placement 1b – Teaching 50% of the timetable, core and foundation subjects whole class, beginning with team teaching and progressing to solo teaching.
- Placement 1c – An appropriate increase from the suggestions for Placement 1b to 40% of the core subjects taught solo and some foundation subjects.
- School 2 – All solo teaching gradually built up to 60% then 80% of the timetable.

A certain amount of non-contact time is built into the timetable to allow you time for PPA, the completion of PDAs and assignment work. Time that is not teaching time or non-contact time is spent in class supporting your CM's lessons and taking small groups as for the requirement of Placement 1a.

52.9 School Direct Trainees' Teaching Commitments

These are determined by the base school (School 1), in conjunction with the Alliance Lead School and vary according to trainees' contractual obligations, if salaried, and individual school expectations. As a general guide SD trainee teachers will teach for 50% of the 4 days they are in school in the Autumn term, 60% in the Spring term and 70% in the Summer term. These figures may vary slightly especially for salaried trainees. Alliances may produce a document of their expectations for trainees.

52.10 Placement Support

On placement, you will work with qualified teachers and their classes. These colleagues are known as Class Mentors (CMs). It is their classes that you will mainly work with. The CM is the major source of trainee support. Those following the Maths specialism route will work alongside the Maths leader(s) in school.

Head teachers and deputy head teachers often have an involvement with the progress of the trainees on placement in their school. In some schools, a senior member of staff has an overseeing and co-ordination role for all the Initial Teacher Training (ITT) within the school and can lend support as and when necessary. This person is often known as the Professional Mentor (PM). In School Direct Alliances other members of staff are available for support and SD trainees are encouraged to ascertain who these are and when to approach them if necessary.

Professional Tutors will maintain contact with trainees throughout the programme including during placements.

52.11 Lines of Communication

Trainees with individual questions or concerns during Placement should contact, in order:

- their Class Mentor (CM);
- the senior member of staff with ITT responsibility or the Professional Mentor (but only if one has been identified to you and is encouraged by the school).
- their Professional Tutor;
- the Programme Director;
- the Director of ITE.

52.12 Professional Conduct

To demonstrate that you meet the Professional Standards relating to Teachers' Standards 1 and 8 of Part 1 and those of Part 2, you need to show you have the ability to work well with others, and this means placing importance on developing your relationship with your Class Mentor (CM) and other colleagues such as teaching assistants, as well as relationships in the staffroom. In many ways, these are as important to the success of the placement as your relationships with the children. Some important points:

- When possible, you should involve yourself in the wider life of the school. You should be willing to help your colleagues. You should attend all staff and planning meetings unless asked not to, and attend parents' meetings where appropriate;
- You should ensure that you arrive in school in good time to prepare for the day ahead, ideally no later than 8am, and spend time in school at the end of the day, until around 6pm, preparing for the teaching of the following day;
- You are encouraged to take opportunities to work with children in as many different contexts as possible, such as extra-curricular activities;
- You need to be proactive in planning and carrying out your duties, including the Professional Development Activities, and take responsibility for your own professional development.
- You should be aware that teaching colleagues have a thousand and one other things to do as well as address your training needs.
- Planning should be sent in advance to Class Mentors as requested and you should generally fit in with school expectations. If it is sent more than 24 hours in advance of the lesson being taught (not including weekends) then Class Mentors are more likely to be able to offer valuable advice and feedback. Presenting planning at the last minute is unprofessional as the Class Mentor then has limited time to respond and this could impact negatively on the children's learning.

52.13 Class Management

You are expected to set and maintain high expectations for pupil behaviour through positive and productive relationships, and should present yourself as a strong role model at all times. Early in the placement, you will observe and discuss the strategies employed by your CM to manage pupils' learning and behaviour and establish a purposeful learning environment. These strategies should be adopted by yourself and employed when working with individuals, groups and the whole class. Within the first few weeks of each placement, you should be working confidently within the established procedures of the school and placement class, and moving towards taking the lead in whole-class management for certain parts of the day.

52.14 Confidentiality

It is vital that as a professional you respect confidentiality. Do not put anything down in writing which you feel might be inappropriate if shown to the persons concerned. If you are given confidential information about children, do not discuss this with others who are not professionally involved, and never discuss it within earshot of children. The same applies when talking with children. However, if children approach you with confidential information of a serious nature you will need to make clear that you will have to pass this information on to a member of staff. Use initials when writing notes on individual children as part of your Professional Development Activities and weekly reviews and use pseudonyms for assignments.

52.15 Absence from School

You must ensure you know the school's procedures and expectations regarding staff absence and follow these appropriately. SD trainees must carefully follow the absence procedures of their schools which may include a course of action similar to what follows.
In the event of illness, or other valid reasons for an absence or being late, you must:

- inform the school as early as possible, before the start of the school day. Direct contact with an appropriate member of staff is ***essential*** and should always be made to follow up a text message sent or an answer phone message left;
- inform any University Tutor who may have arranged to visit you;

In addition, UL trainees must:

- email the ITE office on PGCEPrimary@soton.ac.uk on their first day of absence and submit a medical certificate if away for more than 5 consecutive working days.

The PGCE programme reflects the service conditions of teachers employed in schools/ colleges. You will **not** be permitted absence for:

- a vacation outside of programme date times
- time off to complete assessed work on this programme or another enrolled programme
- compassionate leave except in the instances of very close relatives.

All requests for absence (other than illness) must be made directly to the Mentor and Headteacher (or other member of the senior leadership team as directed by the school). SD trainees should follow guidance given by their Lead School. UL trainees should additionally check with their Professional Tutor and Programme Director. You should be aware that the request will not be permitted if it is not deemed to be a reasonable request under the terms and conditions afforded to a practising teacher.

Absence is likely to be granted for interviews, hospital appointments etc., but routine medical/dental appointments, etc., should be made outside school hours. Attendance is monitored carefully, and unauthorised, frequent or extended absence from any element of the course will be regarded as a serious matter. Please also see p.**Error! Bookmark not defined.**.

52.16 Working within Statutory Requirements

As a trainee teacher, you are reminded that you are required to work within the following legislation:

- health and safety legislation - Health and Safety at Work Act (1974);
- equal opportunities legislation that covers race, gender and disability – Equality Act (2010)

You are also required to fulfil the responsibilities required under the Children Act (2004).
You should ensure you read, early in the placement, the relevant school policies and become aware of any procedures. For UL, the checklists covering these matters, found at the back of the Professional Development Journal, should also be completed for each placement.

52.17 Risk Assessment

As a trainee teacher you must take responsibilities to follow instructions and act sensibly to protect your own health and safety and that of others (as set out in Sections 7 and 8 of the Health and Safety at Work Act 1974). The following guidance is University of Southampton policy for placements ('students', in this instance, refers to trainee teachers):

Risk assessment - ITE students going on placement

Work-based placement experiences in schools have been assessed by the school as amounting to 'low risk' workplaces in accordance with UCEA guidance at: www.ucea.ac.uk/en/publications. There are six areas of health and safety, listed below.

i. Work

Schools are regulated work places having to conform to the Health and Safety at Work Act (1974). The Act is based upon the concept of a general duty of care for most people associated with work activities. The UCEA guidance on Health and Safety work advises that "higher education should be encouraging students to learn and manage risk". All placements have signed up to an agreement that means they must brief students of the specific health and safety features of that workplace. However, it is also the student's duty to ensure that they familiarise themselves with:-

- the layout of the building;
- the location of fire and emergency exits;
- first aid arrangements;
- rules and regulations regarding the administering of medicines to pupils (or the maintenance of any health condition they have).

ii. Location and/or region

Southampton Education School works in partnership with hundreds of schools, colleges and places of education across several local authorities. Placements are arranged through a partnership agreement and it is not possible to place students on the basis of geographical location alone. It is the responsibility of students to explore safe ways to travel to/from the location. Students should be careful to check the safety around the surrounding area of the schools/colleges and the availability and frequency of public transport.

iii. Travel and transportation

It is the student's choice to live where they choose regardless of where the placement is situated. Travel and transportation to placements is the responsibility of the student. The programme endeavours, as far as practicable, to make travel within one hour of home. Trainees who choose to use their own cars for transport should ensure they have valid driving insurance and if choosing to offer lifts to peers that the insurance covers transportation for business purposes.

iv. Working out of hours

Many schools have their own rules with regard to work outside normal hours. Attending school events in evenings or at weekends or in holidays are usually regarded as outside normal hours. Care should be exercised when working outside these times and only with the explicit authority of the management of that school and department. Students on practice placements are advised NOT to remain in school working after other staff have left the premises, nor in any circumstances to allow themselves to be left alone with pupils out of school hours. It should be noted that the nature of school/college based placements means that students are occasionally asked to stay for extra-curricular activities, for school events or for parent meetings and other after-hours work. Due care should be taken about getting home safely on the occasions when the working day extends beyond the norm.

v. General environmental factors

Each student is an individual. Their health, their knowledge, skills and experience, and their personality could have an impact on health and safety in particular environments.

vi. Individual Student factors

Reasonable adjustment to accommodate the special needs of students in travel will be considered under the equal opportunities policy pertaining to the School of Education. Go to http://www.soton.ac.uk/about/equality.html to read these.

52.18 Professional Development Activities

The Professional Development Activities will help you to evidence particular areas of the Teachers' Standards and support your understanding of the different aspects of practice that contribute to pupils' learning. At each weekly review meeting you and your CM should discuss the impact that completing PDAs has had upon the improvement of your practice, and make any arrangements so that PDAs can be completed in the coming week. It is recommended that you discuss all the outstanding PDAs with your CM so that a schedule may be drawn up as to when each one could be completed.

52.19 On placement - Weekly reviews

These will follow a fortnightly cycle. To help you gain the most from these and to maximise your progress, before coming to your weekly review you should spend time preparing thoroughly so that reflections are already completed and ready to discuss with your mentor. Your reflections will bring together points from informal feedback, weekly observation, targets, lesson evaluations and assessment evidence. Exemplars are available on Blackboard.

Week A: A professional discussion focusing principally on Pupil Progress

In this week you bring evidence of pupil progress (especially across sequences of lessons as the year progresses) and a written reflection looking at how the children have progressed. You should consider:

- Where is the evidence for this?
- What are the areas I need to look at now, especially in relation to any challenges, issues or concerns about the children's progress?
- How will I address them?
- What are the areas I need to look at now in relation to any vulnerable groups?
- How will I address them?
- How have I progressed in my teaching, particularly in relation to my targets?
- Where is the evidence for this?
  Possible evidence to bring could include photos, examples of children's work, assessments completed, observational notes completed by you and/or TAs. Work referred to does not all have to be photocopied and included in files but the source should be clearly indicated in your reflections.

Week B: A professional discussion focusing principally on Trainee Progress

In this week you focus on reviewing your progress against the Teachers' Standards. This will of course also include some discussion of the children's progress because this is at the heart of effective teaching and learning and meeting the Standards. Before the meeting you should complete on eFolio:

- A review of the Standards (including Part 2) where you have made progress. This could refer to children's progress, teaching, training, PDAs etc. Each week B review you will probably be looking at about 4 to 6 Standards so that across the term/placement you should at least meet the expectations set out below. Note where evidence for the Standard can be found e.g. Maths books, PDA4, lesson plan (date)

In noting where evidence is to be found it is perfectly acceptable to refer to work completed in the children's books. This does not all have to be photocopied and collected. You are strongly encouraged to look at the exemplars on Blackboard.

A minimum of six pieces of evidence, three per school, should be collected against each Standard by the end of the programme. The following table is a guide outlining when the pieces may be collected. These are only suggested guidelines as placements are of different length varying between SD and UL. You should closely monitor the collection of evidence at all times.

	Portswood (SD1) and Bitterne (SD2)	University Led Child First and Lanesend (SD2)
Autumn term	2 pieces per standard	2 pieces per standard
Spring term	2 pieces per standard from School 2.	1 piece per standard in School 1 and 1 piece per standard in School 2
Summer term	2 pieces per standard	2 pieces per standard

Further details on Weekly Review Meetings, including agendas, can be found in the School Placement Handbook.

PROFESSIONAL AND SUBJECT TUTORS

Most trainees have three visits across the year as set out below, but additional visits can be made because of particular needs raised by the school or trainee. If the Professional Tutor, Class Mentor and Professional Mentor (where available) have every confidence in your teaching and professional development, the third visit may not be necessary.

	School Direct	University Led and School Direct 2
Visit 1	October/early November	November
Visit 2	During your second school placement	March (start of School 2)
Visit 3	April/May	May

Please do not assume that an additional visit always means that you are not progressing well; sometimes schools will request this to support a newer mentor, or to help with a particular point.

When your tutor visits please make sure you have all your files with you. S/he will usually:

- Observe you teach (usually for a full lesson but it may sometimes be part of a lesson) alongside your class mentor;
- Discuss your progress with your class mentor, and for SD your professional mentor;
- Give you feedback on your lesson;
- Look at a pupil progress example from a recent weekly review;
- Discuss the Tracker, targets, training and PDA progress;
- Check your current teaching file;
- Discuss your progress with Assignments;
- Once you have started completing the Preparedness to Teach survey, discuss the results of this, any needs identified and how these will be addressed.
- Discuss any other points as needed.

52.20 Guidance for Planning

As a trainee, and with support of the placement schools, you will be involved with planning lessons and sequences of lessons. Your planning experiences should follow similar lines to allow you to relate your experiences to university sessions as you progress. You should therefore refer to the Teaching and Learning sessions and the relevant parts of core and foundation subject sessions as you may wish to revisit some of your notes and reading.

52.21 Trainee teachers' "Lines of Development"

Through your planning experiences, it is important that you follow this predetermined outline in order to develop your skills and expertise appropriately:

- At the start of your training in school 1, you will prepare individual lesson plans to allow you to focus on the various aspects of each lesson, across the different subjects, and their progression. The processes involved in writing a lesson plan should enable you to:
    - learn how to plan lessons that ensure learning objectives/intentions are met, through such things as modelling, differentiation and the use of AfL;
    - to carefully consider the organisation of the class, such as managing transitions;
    - ensure that all resources are prepared.
- As all the various aspects of lesson planning become more familiar to you, hopefully becoming "second nature" by the end of your training, the focus of the planning shifts and you will begin to take responsibility for planning a sequence of lessons, such as weekly plans for English and mathematics, so you have the opportunity to consider ways in which pupils' learning will develop over the lessons.
- As you gain in confidence, you should plan using your placement schools' templates in order to experience a variety of planning materials. Normally, this will not take place before the end of November.
- Towards the end of your training (around April or May, if not sooner) it is hoped that you will be able to rely less on detailed individual lesson plans for English and mathematics and more on weekly plans, or their equivalent, and possibly have a greater input or responsibility in the creation of more medium term planning.

What follows is an outline of the trainee teachers' responsibilities under what may be considered as a "conventional" model. It is recognised that this model is beginning to evolve across the partnership schools and the planning model that you experience during both placements may be

different to this. Should this be the case, you are not necessarily expected to strictly adhere to the model outlined below, however, your planning experiences and the learning you gain from these should not significantly differ from those that would result if you were to follow the model. When different planning models are used within the placement school, the trainees' "lines of development" should not differ greatly from those listed above and both trainee teacher and CM should always consult with the Professional Tutor to seek advice.

52.22 The "Conventional" Planning Model

At the beginning of each placement, you will need to familiarise yourself with short term (weekly and daily), medium-term (half-termly and termly) and long-term curriculum plans as used by the school. This will help to discuss planning strategies, and feed into discussions of planning at the University. Different models may have different names for the different types of planning.

Medium term planning

While it is not a requirement for trainee teachers to accept a large undertaking of their own medium-term planning in any placement, it is important that you locate your own lessons and sequences of lessons clearly within the school's or CM's medium-term planning. You are therefore required to familiarise yourself with the structure and layout of the medium-term plan for the class and subjects you teach.

As you become more confident in planning, and as your subject and pedagogical knowledge develops, you should begin to become more involved with medium term planning. This may see you assist your CM and other members of staff in writing or developing the plans, or take sole responsibility for them. Some of the Professional Development Activities may support you in developing medium term plans and sequences of lessons.

Weekly planning

You are not expected to create weekly plans until you have gained confidence and competence in daily planning and your CM is happy for you to do so. Generally, this takes place for UL and SD2 trainees during School Placement 2 and during the late autumn term for SD1 trainees. Initially, you should generate daily lesson plans for English and Mathematics from your CM's weekly plans of these subjects. If these weekly plans are detailed, you should still create your own individual lesson plans, making adaptions as necessary to reflect your on-going assessment of the pupils' progress. Under no circumstances should you "copy and paste" the content of your CMs weekly plan directly into that of the lesson plan pro forma you use without appropriate amendments.

As you develop your planning and assessing skills, you should begin drawing up weekly plans for English and mathematics within the school's and/or CM's framework. Where appropriate, use of ICT should be included within core subject planning. From this point on you will consistently write weekly plans for English and mathematics, and, if possible, write a medium-term overview plan for science, within the school's general framework. By this time you should have the sufficient skills to be able to teach from these weekly plans, and annotate accordingly, rather than rely on the detailed individual lesson plans previously used. During the transition phase from individual lesson plans to weekly plans, some trainees may need to produce both types; however, unnecessary duplication of content should be avoided.

Trainee teachers should not begin to teach from weekly plans if any issues in relation to daily lesson planning have not been resolved. CMs or Professional Tutors may require trainees to continue to plan in detail on a lesson-by-lesson basis.

In evaluating weekly planning trainees should focus on continuity and progression across the unit. This may be something that is discussed at the weekly review.

Individual lesson planning

Lesson plans and their evaluation are key to successful lessons. You must therefore:

- plan and evaluate every lesson and part-lesson you teach, whether this is the whole class or a small group;
- provide plans with a clear lesson structure with precision detail;
- take account of pupils' prior assessment information (as much as possible) when planning lessons and indicate a clear assessment focus;
- incorporate planning for ICT where appropriate within the lesson plan.

The University lesson planning proformas are available on Blackboard: a generic planner and a planner for phonics sessions. UL trainees should initially use these templates but then move to using the school planning templates later on in your training. *This is not likely to be before the end of November*. You and your CM will be advised by University Tutors when, and how, this transition should take place.

52.23 Assessment of Children's Learning

Assessment should be an integral part of teaching and learning and draw on a variety of approaches appropriate to the purpose and need. It should be manageable and focused.

As a trainee teacher you should systematically assess and record how well the lesson's learning objectives/intentions have been met in order to set clear targets for children's future learning. This includes assessment of how effectively children use appropriate subject-specific language and identification of any errors or misconceptions in their thinking. Assessment can take various forms; formal and informal. Annotations on lesson plans, for example, may note any problematic areas, and the names of any children who are clearly struggling.

Assessment also enables you as a trainee to evaluate and improve your teaching. For example, how well are children meeting the learning objectives/intentions? Are you over-preparing, under-preparing or getting it about right? Your lesson evaluations should include reference to your on-going informal assessments, clearly linking these to your targets for future teaching. You should note what worked well, as well as areas with scope for improvement. These evaluations should be considered when reflecting on your progress in the weekly review.

52.24 Guidance for Record keeping

Teaching Files

You will be expected to keep 'Teaching Files' throughout the programme. UL trainees will probably require one Assessment and Planning folder per placement and SD trainees, one per term.

You are required to maintain Assessment and Planning files as appropriate. Each file will collect together all the more detailed evidence in relation to your progress across the appropriate placement (UL) or term (SD) and is structured in the same way, storing the evidence in fortnightly sections, e.g.:

Section 1: Class information – notes on the needs of the children;
Section 2: Lesson plans, evaluations and assessment information for weeks 1-2;
Section 3: Lesson plans, evaluations and assessment information for weeks 3-4;
Section 4: Lesson plans, evaluations and assessment information for weeks 5-6 etc.

52.25 Resources for use in schools

You should be aware of the limited budgets within which primary schools work. All resources should be treated with care and respect. The school may allow trainees to borrow resources for a short period to enable them to plan for forthcoming sessions. If borrowing resources from the school, you are responsible for ensuring they are returned in good condition before the end of the placement. Unlimited access to resources, including photocopiers, should not be expected and you should remember to make contributions for drinks, telephone calls, etc.

52.26 Monitoring progress and provision of feedback

The mechanisms by which trainees, CMs and Professional Tutors are able to monitor progress and provide feedback are varied in order to support the progress of the trainee as much as possible.

52.27 Target Setting

Target setting is a major component of the PGCE Primary programme and is another element central to the successful development of the trainees. All targets are recorded in eFolio which is an online portfolio supplied by the University. You are required to set three types of targets. The first type address issues in your subject knowledge, identified through university related activities such as subject knowledge audits. The second type of targets is designed to improve your classroom practice and these are completed with CM guidance and approval during each placement. Subject knowledge targets should not be neglected during the placements as some placement targets may be required in order to meet them, such is the nature of the two. The third type of targets are set to improve practice during School Placement 2c, Enhancement Weeks, where appropriate.

Targets should be set that enable you to receive clear, precise short term priorities for improvement and development, and opportunities to develop them in a systematic way. Targets must be set every week (or reviewed and the timescale extended where necessary), following the weekly review discussions, and they must be clearly related to specific Standards to show how they link to classroom practice, based on practical suggestions made by your CM. You should be involved in the formulation of the targets and once the content is agreed, should complete the relevant sections in eFolio. This will include identifying actions to help you meet those targets, such as observing your CM or other teachers, completing relevant reading or discussing points with another member of staff. All training activities should be followed up by implementing the ideas in your teaching and evaluating the impact.

More often than not, your placement Targets will be set as a result of a formal lesson observation to be achieved by the next formal observation. When evaluating the targets, it is equally important to reflect upon the impact achieving the target has had on the pupils' learning as it is to reflect on the impact upon the practice of the trainee.

52.28 Feedback

Throughout the placements, you will receive feedback on your progress from your CMs and Professional Tutors, and possibly other school colleagues. You are expected to systematically self-evaluate and be proactive in reviewing your progress. In order that discussions, observations of lessons, and weekly reviews can be structured in a coherent and systematic way, the criteria to be used in feedback and assessment should be based firmly on the Teachers' Standards.

52.29 Supporting Documentation

Evidence

Across the year you will record evidence of your progress towards meeting the individual Teachers' Standards. By the end of each placement, you should have noted a solid range of evidence against each standard as appropriate for the placement, enabling your CMs to confirm with confidence that they have met each Standard as appropriate for the key stage in which you have taught. During each placement, discussion of your progress, as evidenced, will inform the weekly review, so that both you and your CM are clear about which specific standards require a focus and, in turn, inform your target-setting.

The evidence is part of your eFolio, updated for each week B review, Professional Tutors will be able to closely monitor the collection of evidence in supporting a view that your progress is satisfactory, or not.

Standards and Performance Tracker

The Standards and Performance Tracker, known as "the Tracker" is a document designed to help you see your progress in relation to the Teachers Standards across the year. You should discuss this once a fortnight with your CM and highlight points together when you are achieving them consistently. Some trainees choose to start a new Tracker in their second placement. You are strongly encouraged to use a different coloured highlighter each half term and include a key on the front of the document. CMs must approve any highlighting.

52.30 Supporting Processes

Weekly Review

The purpose of the weekly review during the placements is to provide opportunities for you and your CM to monitor your progress systematically and work together to plan future actions. It is also an opportunity for self-evaluation and critical reflection on your progress, with reference to the evidence collected, the Improving Performance Grid and your current targets.

There are two formats to the weekly review; the first focusses upon the progress that the children you teach are making whilst the second focusses upon your own progress in becoming a qualified teacher. The formats follow a fortnightly cycle, Week A and Week B (see 'On placement – Weekly reviews' section).

Team Teaching

In order to support any transition of you teaching small groups to solo whole class teaching, it is recommended that you and your CM work jointly on planning, delivering and assessing lessons.

This strategy of support may also be used to help trainees address specific issues that may be proving problematical. Where there is appropriate expertise in the school then it may be appropriate to use techniques such as 'parrot on the shoulder'.

Lesson Observations

Formal observations based on a standard form will take place regularly during both placements. You will be observed by CMs, or other professional colleagues where appropriate, who will undertake one formal observation a week, using the University pro forma to relate the observed practice to the Teachers' Standards. Further informal observations are expected, and CMs should additionally provide informal feedback at many points during the placement. Professional tutors will carry out moderating observations in both placements, feeding back to you and your CM and trainees. These are joint observations with the CM. During the visit, the professional tutor will also look at and comment on your files as appropriate. Observations should cover a range of subjects.

When a formal observation takes place:

- you should provide all observers with a copy of the lesson plan;
- you should ensure that your files are readily available for the observer;
- you should have the opportunity to comment on the lesson during feedback;
- feedback discussions should always emphasise strengths and/or improvements as well as areas for development;
- where possible, reference should be made to your individual targets;
- part of the feedback should be subject-specific;
- where appropriate, feedback should include comments on your use of opportunities to develop learners' literacy skills;
- the observation report and targets should use the language of the Teachers' Standards as appropriate;
- following feedback, areas for development should be noted on the observation pro forma and used to inform target setting at the following weekly review;
- you and the observer should sign the observation form, make a copy and retain one copy each;
- you should upload the forms to eFolio and attach them to the appropriate Weekly Review.

52.31 Trainees' Progress and Final Grade

Professional Tutors will complete a lesson observation on every school visit in consultation with the CM and yourself.

52.32 Assessment of Placement Training

Assessment will include:

- professional attributes;
- professional knowledge and understanding;
- professional skills.

In addition you will be assessed on your ability to:

  - self-appraise (critical reflection, evaluation, strengths, weaknesses);
  - set targets for improvement;
  - maintain their school-based training files.

Evidence will be drawn from:

- observations of lessons, professional judgments against the Teachers' Standards, based on written feedback and discussions with yourself;
- consideration of your overall progression and professional development;
- your own self-appraisal;
- your files.

52.33 Review Statements

These are completed for UL and SD at different times throughout the programme. Details can be found on the partnership website and Blackboard. Three of the reviews are full length summative statements and one is a shorter interim review.

All reviews should be emailed to PGCEPrimary@soton.ac.uk, a copy uploaded to eFolio. SD reviews should also be sent to the lead school.

52.34 Interim reviews

In preparation for these reviews, CMs will assess and discuss your initial progress with you, with careful attention to the evidence in eFolio. Discussion with the Professional Tutor will also inform the Interim Review.

52.35 Final Review/Review statements

Using the evidence collected, CMs will, in consultation with Professional Tutors, complete the Final Review Statement of the placement. Further guidance is provided in the Class Mentor Handbook. The comments recorded on the statement should identify particular strengths and areas for development. The reports from School 1 and School 2 jointly enable you to demonstrate your achievement in both key stages against the Teachers' Standards and that you meet these fully.

Both placements have to be passed and evidence demonstrates that the Standards are being met at the required level for that placement. Where Standards have not been met, the placement is subject to a referral which may lead to the placement being repeated in whole or in part.

In terms of target setting and providing feedback, when switching between schools the most recent review should inform the setting of targets in the new school.

52.36 Minimum Expectations

As a guide by which progress is measured, it is expected that you will demonstrate practice that is defined in the following ways:

52.37 University Led Trainees

By the end of the first placement it is expected that your practice will be developing as defined by the criteria in the Standards and Performance Tracker. By the end of the second placement, your practice will be considered to be good as defined by the Standards and Performance Tracker. If, at any stage, it becomes apparent that you are not likely to reach the minimum expectation of the placement, a Progress Alert or Cause for Concern will be put in place.

52.38 School Direct Trainees

By the end of the Autumn term it is expected that your practice will be developing as defined by the criteria in the Standards and Performance Tracker. This is also the minimum level expected by the end of the second school placement. By the end of the programme the expectation is that your practice will be considered to be good as defined by the Standards and Performance Tracker. If, at any stage, it becomes apparent that you are not likely to reach the minimum expectation of the appropriate point in your training, a Progress Alert or Cause for Concern will be put in place.

52.39 Trainees not meeting the Standards

In addition to the various support highlighted previously, where appropriate, an extension to the placement may be offered to enable trainees to demonstrate that they can meet the Standards to the required level within the extended period.

If a trainee's placement becomes the subject of a referral, an opportunity to retake it (for the key stage in question) may be offered. This is likely to take place in the following academic year. A trainee who retakes a placement must pass on the second attempt in order to continue on the PGCE programme.

In extreme cases of poor performance or professional misconduct a placement may be terminated immediately. The placement immediately becomes subject of a referral.

Trainees must pass each placement in order for the Board of Examiners to recommend the award of a pass, along with the successful completion of all other elements of the course.

53. Teaching and Learning

Tutors: Alex Woodgate-Jones* and Jo Wright

53.1 Welcome

The Teaching and Learning programme (T & L) is an essential part of your course and underpins all the other curriculum subjects that form part of the primary PGCE. Being an effective primary teacher involves understanding a wide range of issues that affect primary aged children and how they learn.

Cohen et al (2000) list the teacher's role and function as: manager, observer, diagnostician, educator, organizer, decision-maker, presenter, communicator, facilitator, motivator, counsellor and evaluator.

In order to carry out all these roles effectively newly qualified primary teachers will need:

- A body of general knowledge
- Knowledge of child development and its effect on learning
- Knowledge of the official curriculum
- Knowledge and skill in curriculum planning and development
- Knowledge and skill in evaluating learning
- Skills in creating an effective, inclusive learning environment
- Skills in classroom management and organization

(Calder & Grieve 2004)

To enable you to develop this knowledge and skills, issues that will be introduced on the T & L programme include:

- Learning theories
- Inclusion
- Theories and approaches relating to behaviour management
- Classroom environment and the role of the teacher
- The professional standards and the context of primary education
- Approaches to planning and assessment
- Motivation and memory
- The purpose of education and the importance of emotional literacy
- Safeguarding and child protection
- Groupwork and classroom organisation
- Building behaviours for learning (including mindsets)
- The effective use of other adults
- EYFS
- Summative assessment and tracking progress

The T & L programme will explore these issues to through discussion, activities, reading and reflection in order to enable trainees to develop these aspects of teaching and learning and encourage ongoing reflective practice.

53.2 Programme aims

- To ensure that you are aware of, and able to work within the statutory frameworks relating to teachers' responsibilities
- To encourage you to develop a critically reflective approach to teaching
- To enable you to take responsibility for your own continuing professional development
- To enable you to identify the needs of individual children and set targets for their development
- To ensure that you are constantly striving to raise attainment
- To introduce you to key practical skills required by primary school teachers in the classroom
- To develop your awareness of your own language and behaviour in the classroom and its effect upon pupils
- To ensure you are able to use a variety of strategies to manage children's behaviour positively
- To develop your awareness of equal opportunities issues in the classroom
- To ensure you understand your role in keeping children safe
- To develop your understanding of how to work effectively with other adults in the classroom
- To ensure you are familiar with both statutory documents and non statutory guidance relating to teaching and learning
- To ensure that you are aware of current research and existing good practice in education and know how to access up to date information

The T & L programme is research led and tutors will indicate relevant research findings and reports/articles during the taught sessions which you will be expected to follow up in self study time. You will be expected to do a mixture of pre- session reading, post- session reading as well as some in- session reading. There are a large number of relevant books in the Hartley Library, and further readings are available on the T&L section of Blackboard. Specific books/articles will also be shared in taught sessions.

During the Teaching and Learning Programme you will have the opportunity to work with a range of different professionals. The outcomes indicated require attendance at all sessions, carrying out pre-reading/post reading, participation in discussions and/or completion of any related activity set. Completion of the programme will provide you with evidence for some of the Teachers Standards (2012). **However, completion of the programme does not imply achievement of these standards.**

The T&L tutors are Alex Woodgate-Jones and Jo Wright. Alex is the programme tutor with overall responsibility for the T&L programme. Any matters arising (questions, concerns, evaluations, observations) should be brought to her attention in the first instance.

53.3 Assessment

There are no tests on the T & L programme and successful completion of this part of the PGCE course will depend on attendance at lectures and seminars and, for UL trainees successful completion of a reflective journal (SD trainees may also find it helpful to keep a reflective journal but there is no requirement to do this). There is a requirement that entries to this journal will be made after specifically identified sessions, but trainees are expected to do further reading around every session. More detail as to how this should be recorded in the journal will be explained in the introductory seminar. The reflective journals will be monitored twice during the programme. You are free to find your own articles/chapters on which to base your reflections and there is also a selection of articles/ relevant chapters of books are available on the Teaching and Learning section on Blackboard.

Even when you have successfully completed the PGCE course, you will not be an expert! In order to continue developing your skills as a teacher you will need to be able to reflect critically on your own practice and the reflective journal is designed to help you begin this process which you should continue to do long after you have qualified. You are encouraged to find and discuss readings in pairs/small groups as this will enable you to read more widely as well as discuss implications etc. with peers. Each member of the group must record the reading done as well as the group's thoughts in response to the questions set. If it is not possible to work as a pair/group the journal can be done individually.

Given the wide range of topics included in the T & L Programme, rather than list supporting resources here, these will be made available on Blackboard in a specific folder dedicated to appropriate sources.

CORE SUBJECTS

54. English (Core Subject)

Tutor: Miranda Dodd

English is at the heart of children's learning and thinking. It is a fascinating subject in its own right, but also a vital tool in accessing the rest of the curriculum. Taught creatively, it can inspire and enthuse children to explore this fascinating language and all the different means of communication, and to develop the all important skills they need. We need to ensure that those skills are developed by all children and no child can be ignored because of the critical role played by English in learning and life.

The Primary English programme has been designed to provide a stimulating and coherent introduction to English teaching across the primary age range, and to integrate your learning in University and schools. We do not attempt the impossible task of training you up in University for every aspect of English teaching you will encounter in schools, nor to introduce you to all the teaching approaches, schemes and resources that our partner schools use. Rather, we seek to provide a broad and principled generic introduction to English teaching, and expect that you, as a reflective and questioning learner, will be able to identify relationships between what you learn in University and the specific practices you observe and participate in in schools.

The programme is aligned with current policy emphases, informed and enhanced by attention to research, including a thorough introduction to the teaching of Phonics. Our focus is on helping you to understand how children develop their skills in spoken language, reading and writing, and on developing your skills in planning, teaching and assessing in an inclusive classroom, with an emphasis on creativity and personalisation of learning.

54.1 English (including Phonics) Programme Aims

Through the combination of University-based teaching and school-based training, we aim:

- to support you as you develop the knowledge, understanding and skills needed to plan, teach and assess learning across the primary English (including Phonics) curriculum, relating speaking and listening, reading and writing in a mutually supportive and progressive manner;
- to provide you with a working knowledge and understanding of the curriculum for English according to current frameworks and statutory requirements;
- to enable you to practise planning, teaching and assessing English across the primary age range, reflecting on your practice and giving and receiving feedback;
- to develop your knowledge and competence in all areas of English;
- to help you understand the factors which affect children's language learning, and to take account of pupils' varying needs;
- to familiarise you with a variety of strategies to develop and foster children's enthusiasm for learning language and literacy;
- to prepare you to plan effective sequences of teaching and learning in English which are embedded in meaningful contexts for learners;
- to familiarise you with ways of integrating effective learning in English with learning in other curricular areas, including the use of ICT;
- to help you identify your own strengths and weaknesses in terms of the knowledge and understanding that you need to teach English effectively, and to support your self-study.

54.2 Blackboard and Reading Lists

Please see Blackboard for:

- An extensive and up-to-date **reading list, arranged under topics** including details of **core textbooks**
- Subject knowledge test and audit details
- a repository of English-focused **websites**
- **planning documents**
- guidance on **subject knowledge self-study**

- **materials specific to individual teaching sessions** including readings, websites and guidance.

The English section of Blackboard is organised so that you have access to specific session materials within 'Session' folders; but there are also very useful (black) generic folders such as 'Drama', 'Writing', 'Guided Reading', 'Comprehension' and so on which contain a host of resources for you to draw on as you wish and are updated as we come across useful materials. These may be hyperlinked from session folders where particularly relevant, but we expect you to explore and make full use of them for your teaching and academic work.

A separate **Phonics folder** is also accessible, via the main Blackboard menu. This houses a rich repository of materials and weblinks to support you with subject knowledge and practical help in teaching with specific reference to phonics.

University session outlines include associated reading, usually from the core books which we will introduce you to. Occasionally, we may ask you to carry out specific reading for a particular University session, in which case we do expect you to do so, and where we recommend particular research-based papers which may be useful, these are linked via Blackboard.

Do let us know if you would find anything else useful.

54.3 Subject Knowledge Audits

Good subject knowledge, interpreted effectively into your practical teaching, is essential, and you will develop this primarily in school through your teaching in association with your reading and other study support (for example, websites linked to Blackboard). University sessions will help you secure some of the knowledge you may require, but cannot cover everything you will need; additionally, your specific strengths and gaps will be different from those of others. It is therefore essential that you become aware of these strengths and 'development areas' in order to develop further, and the University Audit and Testing procedures will help you do so.

The subject knowledge audit is carried out in September and the Spring term (see course organisation chart) for everyone, with an additional check as needed for anyone with any areas below 80%. The audit and answers are available on Blackboard in the English folder. You should work through this and then mark it yourself. The results are submitted through the relevant i-survey. If you are below 80% in any area then you should certainly be ensuring this is looked at in your targets and action plan. There are links to many resources on Blackboard to support this in both the English and Phonics folders. Full details of the audit process are on Blackboard and will be explained in sessions.

Although we expect you to take responsibility for your independent study, you are welcome to consult the subject tutor as necessary if you encounter difficulty. Alternatively, in the past some trainees have set up collaborative study groups and found this very effective.

54.4 Subject and Professional Associations

There are various subject associations that you may be interested to explore in relation to English. UKLA has a stronger Primary focus than many. Both the journal 'Literacy' that it produces and the UKLA Minibooks provide much useful guidance for practice and assignments. It also produces a more practical magazine, English 4-11. NALDIC is the main organisation

supporting work with bilingual children. NATE and the English Association are additional associations to explore. If you have a particular interest in Poetry you may wish to explore The Poetry Society and there is a National Drama Association and a National Handwriting Association for those interested in these fields. It is well worth exploring these whilst you are a student as they often have good offers. Links to useful websites are included in the relevant subject session PowerPoints and on Blackboard.

54.5 Professional Development Tasks for English

These are set out in the Professional Development Journal or available on Blackboard. All are intended to build on University input and will inform your learning in subsequent University sessions. Completing them will help you progress as a teacher and contribute to the evidence that you are meeting the Teachers' Standards.

PDA6 Systematic Synthetic Phonics

Full details are given in the Professional Development Journal and we will discuss the PDA in sessions. This PDA ensures that you have good opportunities to observe, teach and have feedback on your phonics teaching. You should complete this during your EYFS/KS1 placement and, if necessary, with a different class (if for example your Class mentor works with a higher attaining year 2 class or group who no longer need more phonics). If there are any issues with gaining experience in this critical area you should contact your Professional Tutor and the Phonics tutor as soon as possible.

Part way through the relevant placement you will need to post your reflections and your most successful phonics lesson observation on eFolio and email the Phonics lead tutor. The due dates are clearly listed on the course organisation chart. <u>The most important part of these reflections is your thoughts on your progress and areas where support is needed.</u> The phonics lead tutor will give you individual feedback.

Please note: although this Professional Development Task is geared towards your time in KS1 you should take all opportunities to explore, use and teach phonics as appropriate when you are working in KS2.

Understanding teaching and progress in English (Reading Buddy)

Full details of this PDA will be given in a separate handout in your first English session and will be posted on Blackboard. You may choose to write up this PDA for Assignment 2.

54.6 English Sessions

For each session and lecture there is a folder on Blackboard which will also include links to key related resources, where applicable, the PowerPoint will also be put in the session folder. The Learning Journey for English/Phonics outlines the content of the course. It is helpful to share this with your mentor so that s/he can see what areas we have been discussing and can help you prepare for sessions where you are bringing in work you have been doing to discuss.

There are a number of threads which will run across sessions:

- Developing your subject knowledge

- Helping all children learn and progress in a transformative inclusive classroom that does not set limits on children.
- Helping children with English as an Additional Language
- Removing barriers for children who are experiencing difficulties with areas of English
- Ensuring all children develop a strong, deep understanding of learning in English which they can apply in different situations.

You will be asked to bring examples of work to some sessions to support discussions and for some there is preparatory reading or other tasks. Details will be given in previous sessions so please ensure you have checked carefully if you are absent for a session.

As well as the sessions and lectures set out on Blackboard you will also have access to:

- (UL and SD Route 2 alliances only) Focus Days in schools to observe the teaching of systematic synthetic phonics and other KS1 practice and the teaching of literacy at KS2 (autumn and spring terms). These days are planned so that you can see a wider range of schools beyond your placement schools, including meeting some expert teachers;
- Optional Additional Opportunities for example focusing on storytelling with non-fiction books, pop-up books and children's literature;
- Optional subject knowledge top-up sessions, to be organised in response to demand after you have some experience of teaching;
- Displays by the School Library Service (subject to availability) and other organisations that support literacy in schools.

Finally – we hope you and the children enjoy your English teaching. If at any point through the course you have any concerns or queries please contact Miranda.

55. Mathematics (Core Subject)

Tutor: Ian Campton

55.1 Mathematics Programme Aims

The overall aim of the PGCE (Primary) mathematics programme is to ensure that you can confidently contribute to the raising of standards of mathematics education and levels of mathematics attainment in primary schools. The programme considers wider areas of mathematics in order to build a course which is challenging and stimulating, introduces you to the diversity of mathematics, encourages wonder and enjoyment, as well as thoroughly preparing you for a career in teaching.

This programme is designed to:

- provide you with the knowledge, skills and understanding that will enable you to become a critical and reflective mathematics practitioner;
- ensure you have a secure knowledge and understanding of mathematical subject knowledge;
- ensure you have a secure knowledge and understanding of the mathematics National Curriculum;
- make you aware of the major issues in mathematics education today and the ways these are reflected in schools;
- provide you with an understanding of the factors which influence a child's learning of mathematics;

- encourage you to think critically about the nature and processes of mathematics and to consider the consequences for teaching and learning mathematics;
- give you the opportunity to consider a diversity of strategies for communicating with children about mathematics;
- introduce you to the major resources available to teach mathematics;
- enable you to plan appropriate, differentiated activities to develop the learning of children within the primary age range;
- enable you to recognise the links between mathematics and other subjects and to integrate this into your planning across the curriculum;
- develop an awareness of the uses of mathematics beyond the classroom;
- develop an appreciation of mathematical patterns and relationships and an awareness of the creative and aesthetic aspects of mathematics;
- give you positive and active attitudes towards, and enthusiasm for, mathematics and to encourage you to communicate such attitudes to children;
- stimulate your sense of curiosity and enjoyment and encourage you to communicate this curiosity and enjoyment to children.

55.2 Blackboard and Reading

The 'Mathematics' folder on Blackboard contains a wide range of resources, materials and information appropriate to the mathematics sessions and activities within the programme. The presentation slides from the lectures and seminars will be made available for download from the folder prior to each session. The folder also contains an extensive reading list that will help support your understanding of the teaching and learning of mathematics and any assignments that you may write on the topic. A list of websites that will also be of use is also supplied in the folder.

55.3 Subject Knowledge Audits

In order to gauge your levels of competence and confidence within mathematics and its teaching, audits will be provided for you to complete at specific points during the programme. These will enable you to identify the areas in which you are competent and feel secure and those areas which need developing for which you will set targets and write and an action plan. After a period of self-study, the audits will be repeated later in the programme to see how your knowledge and confidence has improved. In order to ensure that you have a secure knowledge and understanding of mathematics which will support your training in school, your scores and progress will be carefully monitored by the maths tutor who will provide you with any support should you request it. Trainees following the Maths Specialism Route will help fellow trainees in developing their subject knowledge by leading support groups.

Details of the procedures involved in completing the test can be found on Blackboard in the Mathematics folder.

55.4 Subject and Professional Organisation

Most of the organisations and associations that are listed below offer discounts to students. You are expected to register free with the NCETM website so that you have full access to the resources that will support your training and professional development.

National Centre for Excellence in the Teaching of Mathematics (NCETM): http://www.ncetm.org.uk

Other organisations that provide quality resources, ideas and information on recent developments in mathematics education at all levels, include:

- The Association of Teachers of Mathematics (ATM): http://www.atm.org.uk
- The Mathematical Association (MA): http://www.m-a.org.uk
- The British Society for Research in the Learning of Mathematics (BSRLM): http://www.bsrlm.org.uk

55.5 Professional Development Activities for Mathematics

The Professional Development Activity (Understanding Teaching and Progress in Mathematics (Maths Mate) has been designed so that you can bring together the theory from university sessions with the practice of your school placement experiences. Additional guidance is provided on Blackboard in the Mathematics folder.

55.6 Mathematics Sessions

Full details of each session, will be uploaded to the mathematics folder on Blackboard near the time. You are advised to check this folder regularly in order to ensure you are aware of any pre-session tasks that you are required to complete beforehand.

The principal aim of the sessions is to provide you with the knowledge to teach mathematics effectively and not necessarily provide large amounts of resources with which to do so. There are many resources available through commercial mathematics schemes and on the internet so the aim of the sessions is to equip you with the necessary knowledge of how children learn mathematics so that you are able to meet their needs by selecting the appropriate materials.

In most cases the mathematics sessions will be in the form of an interactive and practical group seminar in the context of which different teaching methods and approaches will be modelled according to the content of the session.

Focus Days

Some sessions will involve trainees in working in classes of local schools. These will involve structured observations in the classes of local schools undertaken in partnership with a fellow trainee.

Prior Reading

Trainees are expected to prepare for most sessions through undertaking reading around the topic, particularly if their subject knowledge in it is not as strong as it might otherwise be. Each required reading will be posted on Blackboard prior to the session in the folder relevant to the session.

55.7 Trainees following the UL Mathematics Specialism

In addition to the above, additional provision and tasks will be undertaken and completed by those trainees following the University Led Mathematics Specialism route. These include:

- Submitting all three assignments with a mathematics focus.
- A placement in a school which has a teacher with mathematics expertise.
- Leading a specific mathematics Additional Opportunity on subject knowledge enhancement to support other trainees.
- Supporting trainees in seminars.
- A series of additional focus days in a local school.
- Completion of the Maths Mate PDA on both placements.
- Undertaking specific reading, regular reflections and maintain a journal.
- Supporting "coffee twilights" held at the university for primary teachers.
- Supporting and/or leading any catch-up sessions.
- Maintain a portfolio of activities and reflections which will be discussed at working lunches.
- Plan and lead a session with children focusing on maths in the outdoors.

This is not a definitive list as new activities often arise in response to requests from schools or organisations and planned activities can be amended or cancelled as a result of the consistently changing circumstances of schools and teachers. Maths Specialism Trainees should keep up to date through information shared via email or posted on Blackboard.

56. Science (Core Subject)

Tutor: Julie Reynolds

The science programme is research-informed and its design is driven by the Teachers' Standards (DfE, 2011) and the National Curriculum (DfE, Sept 2013).

Key documents:

www.education.gov.uk/publications/standard/SchoolsSO/Page1/DFE-00066-2011

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

56.1 Science Programme Aims

The PGCE (Primary) science programme is committed, with partners, to the training and professional development of trainee teachers who will contribute to the raising of standards of science education and levels of science attainment in primary schools locally and nationally. The programme aims to enable prospective entrants to the profession to become confident and competent classroom practitioners and professionals who can ensure effective science teaching and learning, secure children's progress in science, enjoy science so as to communicate enthusiasm and motivation for the subject, and stimulate children's intellectual and scientific curiosity.
These aims will be realised by:

- ensuring that trainees understand the place and value of science as a core subject within the overall purpose, scope, structure and balance of the National Curriculum as a whole
- ensuring that trainees understand the importance of embedding professional values and practice in the teaching of science
- providing trainees with a detailed knowledge and understanding of the National Curriculum for Science
- ensuring that trainees have a secure knowledge and understanding of science appropriate to teaching in the primary age phase

- addressing the essential core of knowledge, understanding and skills which trainees must use in relation to science (pedagogy, effective teaching , monitoring and assessment and classroom management) in order to teach science in a diversity of contexts and to children from a diversity of social, cultural, linguistic, religious and ethnic backgrounds whilst maintaining high expectations for all
- encouraging trainees to think critically about the nature, content and processes of science within and beyond the classroom
- providing trainees with a knowledge and understanding of the factors which affect children's learning of science, including their intellectual, emotional and social development and cultural background
- providing trainees with access to the key resources available to teach science effectively including research and inspection findings
- providing opportunities for trainees to practise science across the primary age range in taught sessions at the University and in schools
- underpinning good practice in science education with research and theory
- providing trainees with opportunities to make effective links between science and other areas of the primary curriculum

56.2 Perspectives on Primary Science

Even today, primary science means different things to different people. For this reason alone, and for the purposes of this science programme, it is important that we attempt to make a clear statement of what primary science is here. Considerable, and often heated, debate in recent years has revolved around whether or not primary science should be driven by content (in which the construction of scientific knowledge is perceived in the most extreme cases as fundamental to scientific understanding and that scientific methods are objective, capable of yielding absolute truths and value free) or driven by process (in which the construction of scientific knowledge is perceived in the most extreme cases as acts of individual discovery and that the methods of science and the importance of engaging in scientific activity far outweigh the products). In terms of the nature of the teaching and learning of science, both extremes have something to offer and clearly an appropriate balance between the two is required. Primary science can be defined, therefore, as an intellectual, practical, creative and social endeavour, the teaching and learning of which seeks to help children to better understand and make sense of the world in which they live.

Primary science should involve children in thinking and working in particular ways in the pursuit of reliable knowledge. While practical activity can indeed make a major contribution to securing children's interest, curiosity and progress in science, children's scientific knowledge and understanding cannot always be developed through practical activity alone.

Science is taught in primary schools for the following reasons:

- A knowledge and understanding of scientific ideas, the methods of science and the nature of science helps children to make sense of events and phenomena, natural or otherwise.
- Through their work in science, children begin to understand major scientific ideas, to appreciate how these develop and contribute to technological change and the quality of life for most people, and to recognize the cultural significance of science and its world-wide development.
- Through their work in science children acquire key practical and investigative skills and processes (subject-specific and generic) which help them to solve problems and to understand the role of experimental evidence and models in developing and evaluating scientific ideas and explanations.

- A knowledge and understanding of science and of the many ways in which scientists work can help children to engage in questioning and discussion about science-based issues which affect their lives (scientific literacy) leading them to understand the basis for democratic decision making in a changing world (public understanding of science and science for citizenship).
- Science is interesting, intellectually stimulating and encourages critical and creative thought.
- Science cultivates positive personal qualities, values and attitudes.
- Children need to appreciate the powerful yet provisional nature of science.

As a primary teacher entering the profession for the first time, you will be instrumental in the teaching, development and progression of children's scientific ideas (e.g. the concepts, rules, principles, laws, generalizations and theories of science) and the methods of science (e.g. skills, processes and procedures). You will also be instrumental in developing and fostering positive attitudes towards science (e.g. curiosity, respect for evidence, willingness to change ideas and critical reflection) and challenging science-related stereotypes.

56.3 Science: The National Curriculum for England

The National Curriculum, published in September 2013 and last updated in 2015 says that:

> *A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. (DfE, 2013)*

And this curriculum aims to ensure that all pupils:

- *develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;*
- *develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;*
- *are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future'.* (DfE, 2013)

The National Science Curriculum serves two main functions:

- It sets out the legal requirements and minimum statutory requirement for science.
- It provides information to help teachers implement science in their schools (e.g. providing notes and guidance and continuity and progression in science from one Key Stage to the next and from one school to another).

The National Curriculum can be accessed via the following link:
https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

56.4 'Early Science': Early Learning Goals And The Foundation Stage

Guidance for 'Early science' can be found in the *Statutory framework for the early years foundation stage* (DfE, July 2017) available at:
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
This sets out the requirements for learning for children by the time they enter compulsory education.

56.5 Monitoring Your Progress

You, with your tutors, will monitor your progress in a number of ways, with the emphasis on confirming that University learning is translated into effective practice in school:

- **Attendance**: Your attendance will be recorded at each science session.
- **Discussions/Reflections during sessions**: You will be asked to periodically discuss and reflect on specific sessions, noting what you have learned and how you might draw on this in the classroom
- **Practical teaching on placement**: You will teach and evaluate a range of Science lessons on both placements, through Professional Development Activities and day-to-day teaching
- **Subject Knowledge** and **Confidence** and **Competence** will be monitored through audits and tests.

56.6 Subject Knowledge Audits

You are required to have a secure knowledge and understanding of the subjects you are trained to teach. The PGCE (Primary) Science test procedures enable you to identify areas requiring development and to set personal targets. You will be required to complete a baseline science test by October. Some students will be required to repeat the test by March. A few students may be required to demonstrate how they have continued to develop their subject knowledge by mid-May. Targets for further professional development will be set on each occasion. Test results will be submitted via an isurvey. The audits and tests are intended to help you identify your strengths and weaknesses in the subject knowledge, understanding and skills required to underpin and support the effective teaching of primary science and to help your science tutor to monitor and evaluate your progress towards Qualified Teacher Status. Opportunities will be provided for you within sessions, through supported self-study, and in schools to address any 'gaps' you might have.

56.7 Support For Self-Study

Supported self-study is an important part of the science programme. Alongside the recommended reading included in this Handbook and on BlackBoard, you will find a number of websites useful, for example the BBC Bitesize App www.bbc.co.uk/education

56.8 Resources

At the University, the science programme receives technical support on all matters from Pete Sillence. For availability and access to science teaching materials for use in schools, you should contact Pete in the first instance. Any equipment provided may require a deposit.

Contact details: Pete Sillence, 34/1023, tel: 8059 2641, email P.J.Sillence@soton.ac.uk

56.9 Health and Safety

Under most normal circumstances, science activities in primary schools are generally not a source of great danger to children and reported accidents are rare. However, it is essential in the planning, organization and management of science activities that teachers take account of health and safety and legal considerations including:

- how to establish a safe environment which supports learning and in which children feel secure and confident;
- how to identify the potential hazards associated with teaching the science content of Programmes of Study at Key Stages 1 and 2 and how to avoid these hazards;
- how to assess the risks associated with particular science activities and how to select a safe way to proceed;
- how to teach children to be responsible and to recognize and assess hazards and risks for and to themselves and to others and to follow instructions or take action to control these risks and to act safely;
- knowing about current legislation relevant to teaching science at Key Stage 1 and 2 (e.g. Sections 7 and 8 of the Health and Safety at Work Act 1974, and teachers' common law duty of care to ensure that children are healthy and safe on school premises).

to avoid any potential for allegations of negligence associated with work in science.

Matters relating to health and safety appropriate to the science content of each session will be emphasized throughout the programme (e.g. testing things, food and hygiene, glassware, heating and burning, use of chemicals, electricity, investigating ourselves, animals in the classroom, micro-organisms, plants, and science out of doors).

56.10 Reading

Recommending which books to buy is always something of a challenge. With such a wide range of excellent titles available, choosing is not easy. Below is a list of highly recommended readings for the primary science course.

- Harlen, W., & Qualter, A. (2018). *The teaching of science in primary schools. (7th ed.)* London: David Fulton
- Howe, A., Davies, D., McMahon, K., Towler, L., Collier, c., & Scott, T. (2017). *Science 5-11: a guide for teachers (3rd ed.)* London: Routledge
- Loxley, P., Dawes, L., Nicholls, L & Dore, B. (2017). *Teaching primary science (3rd ed.).* London: Routledge
- Sharp, J., Peacock, G., Johnsey, R., Simon, S. and Smith, R. (2017). *Primary science:teaching theory and practice (8th ed.).* Exeter: Learning Matters.

Additional readings, some produced by primary teachers for primary teachers and drawn from professional journals, will be highlighted and made available throughout the programme. Below is a list of additional and recommended readings you may find useful.

- ASE (2011). *Be Safe! – Health and Safety in School Science and Technology for teachers of 3-12 year olds (4thed.).* Hatfield: ASE. (372.85 ASS)
- Arthur, J., & Cremin, T. (2018). *Learning to teach in the primary school (4th ed.).*

London: Routledge. (online collection)
- Peacock, G., Sharp, J., Johnsey, R., Wright, D. & Sewell, K. (2017). *Achieving QTS: Primary science: knowledge and understanding (8th ed.).* Exeter: Learning Matters.
- Tunnicliffe, S. (2015) *Starting Inquiry-based Science in the Early Years: Look, talk, think and do.* London, Fulton

Any GCSE biology text book will be useful as will advanced texts if you want to develop greater conceptual understanding.

Coordination Publications have produced a number of cheap revision texts that are very useful in supporting the learning of science. Go to *https://www.cgpbooks.co.uk* .

56.11 Journals and Magazines

Papers on matters relating to science education appear almost everywhere. Professional sources will include:

- *Primary Science (Association of Science Educators -ASE)*
- *Journal of Emergent Science (Association of Science Educators – ASE)*
- *Education in Science (Association of Science Educators -ASE)*
- *ASE International (Association of Science Educators -ASE)*
- *Science and Children (National Science Teachers Association - NSTA)*

Your more academic research-based sources will include:

- *International Journal of Science Education*
- *Science Education*
- *Journal of Research in Science Teaching*
- *Studies in Science Education*
- *Research in Science Education*

Finally, current issues of scientific interest can be found in *New Scientist* and *Scientific American*.

56.12 Useful Web sites

In addition to those already provided, the following list of URLs might be useful in the first instance.

- Association for Science Education (ASE): *http://www.ase.org.uk*
- BBC Education: *http://www.bbc.co.uk/education/*
- CLEAPSS: *http://www.cleapss.org.uk*
- Exploratorium: *http://www.exploratorium.edu/explore*
- Explorify *https://explorify.wellcome.ac.uk/*
- MAD Scientist Network: *http://www.madsci.org*
- National Aeronautics and Space Administration (NASA): *http://www.nasa.gov/audience/foreducators/index.html*
- National Science Teachers Association (NSTA): *http://www.nsta.org*
- National Stem Centre *http://www.nationalstemcentre.org.uk/*
- Natural History Museum: *http://www.nhm.ac.uk*

- Primary Science Trust *https://pstt.org.uk*
- Primary Science-Upd8 *http://www.primaryupd8.org.uk/*
- Roger Frost home page: *http://www.rogerfrost.com*
- Science ideas and Resources: *http://www.teachingideas.co.uk/science/contents.htm*
- Times Educational Supplement: *http://www.tes.co.uk*
- Search engine: www.topmarks.co.uk

56.13 Science organisations

The Association for Science Education is *the* professional organization for teachers and others contributing to science education at all levels. Membership will keep you in touch with local, regional and national events, supply you with the journals *Primary Science* and *Education in Science*, provide discount on ASE and other publications, and provide basic insurance cover for science in the classroom. Student membership is reasonable. Details can be obtained from the ASE Web site: *https://www.ase.org.uk/join*

FOUNDATION SUBJECTS

For UL and SD2 trainees, in addition to the sessions that follow, the timetable includes two *Focus on Foundation Subjects* days designed to allow you to briefly specialise in art, geography, history and music whilst developing an understanding of progression and assessment in these subjects and exploring ways in which they can form an integrated curriculum.

For SD1 trainees, the Lead School will oversee provision in some of the following subjects.

57. Art and Design (Foundation Subject)

Tutor: Miranda Dodd

57.1 Introduction

Art and design plays a key role in the primary curriculum. Without it, schools would be very dull places! This session will give you a taster of what to expect, and some key information to help you at the beginning of your teaching career. It should give you an idea of how, if used flexibly, art can influence all subjects, including the core curriculum. It will also give you practical help, such as how to deal with the 'mess' factor! Georgia O'Keefe once said of art "I found I could say things with colour and shapes that I couldn't say any other way-things I had no words for" so it is for some children. We owe it to them to at least give it a try – no matter how terrifying the thought of a 4 year old with a paintbrush may be – and to attempt to help all children make meaning of their world.

Intended outcomes:

- Understand children's entitlement to art in the National Curriculum
- Begin to understand some common models of planning for art and design
- Appreciate how art can be used to support other subjects, including core subject teaching
- Explore progression and assessment through different techniques
- Look at how an artist's work can influence and inspire children's art
- Consider how sketchbooks can be used effectively in the classroom

ALL ART SESSIONS (APART FROM LECTURES) WILL INCLUDE PRACTICAL WORK. PLEASE EXPECT TO GET MESSY!

57.2 Suggested reading:

Boys, R. and Spink, E. (2008) *Teaching the Foundation Subjects*. London: Continuum. Pp. 1-27, 'Art and Design: Teaching the Curriculum', and 'Art and Design: Beyond the Curriculum':
Dyson, A. (n.d.) *Looking, making and learning: art and design in the primary school*. London: Institute of Education, University of London.
Edwards, J.(2013) *Teaching Primary Art*. London: Pearson.
Green, L. (1997) *Art 7-11: developing primary teaching skills*. London: Routledge
Ogier, S.(2017) *Teaching Primary Art and Design*. London: SAGE and Learning Matters.

57.3 Some useful Websites

- National Society for Education in Art and Design: http://www.nsead.org/home/index.aspx
- Take One Picture (National Gallery): http://www.takeonepicture.org/
- BBC Education: http://www.bbc.co.uk/schools/websites/4_11/site/art.shtml
- Arts awards: http://www.artsaward.org.uk/

Please see Blackboard for these and others that may have been added.

58. Computing (Foundation Subject)

Tutor: Cynthia Selby

58.1 Introduction

The 2014 National Curriculum brought considerable changes to ICT in schools. This is reflected in the change of name to 'Computing'. The course will reflect the new curriculum.

Learning outcomes are given in the session outlines, but by participating in the computing sessions and additional opportunities, you will:

- develop your knowledge and understanding of the computer science, digital literacy and information technology aspects of the Computing National Curriculum
- be equipped with e-safety knowledge and skills
- know how to teach the use of technology safely, respectfully and responsibly
- ensure that your subject knowledge of computer science, digital literacy and information technology is at the required level for teaching the subject to primary school pupils and is secure
- become aware of a wide variety of activities and resources suitable for computer science, digital literacy and information technology lessons
- be able to think critically about the suitability of activities and resources in relation to pupils' development
- consider how computing can be assessed effectively

- have the opportunity to critically consider behaviour management strategies which may be employed within lessons
- begin to plan successful and inclusive computer science, digital literacy and information technology lessons
- consider cross-curricular links between computer science, digital literacy and information technology and other subjects
- develop a positive, active and reflective attitude towards your own teaching of computer science, digital literacy and information technology.

58.2 Core Reading

- Berry, M. (2013) *Computing in the National Curriculum: A Guide for Primary Teachers.* Available at www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf
- Bird, J.et al (2014) *Lessons in Teaching Computing in Primary Schools.* Learning Matters.
- DfE (2013) *National Curriculum in England: Primary Curriculum.* London: DfE. Available at www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
- Turvey, K. et al (2014) *Primary Computing and ICT, Knowledge, Understanding and Practice. 6th edition.* Exeter: Learning Matters.

58.3 Further Reading

- Computing at School Working Group (Cambridge 2012) *Computer Science: A Curriculum for Schools.* Available at: www.computingatschool.org.uk/data/uploads/ComputingCurric.pdf
- DfE (2013) Digital Technologies in Schools. Available at www.education.gov.uk/a00201823/digital-technology-in-schools

58.3 Computing Resources

- **Code Club** provides detailed plans and resources for extra-curricular clubs, which might be adapted for use within the school curriculum. Free registration required: see www.codeclub.org.uk
- New Zealand-based **Computer Science (CS) Unplugged** produce an excellent collection of resources exploring computer science ideas through classroom-based, rather than computer-based, activities: see http://csunplugged.org/
- **Computing at School (CAS)** hosts a large resource bank of plans, resources and activities. CAS is free to join: see www.computingatschool.org.uk
- **CAS Primary Master Teachers**; for example, one teacher has shared detailed lesson plans for computer science and digital literacy topics via his website at www.code-it.co.uk
- CAS has made available a large collection of lesson plans and other resources through the **Digital Schoolhouse** project, based at Langley Grammar School: see www.digitalschoolhouse.org.uk
- **Naace** (the ICT association) and **CAS** have developed joint guidance on the new computing curriculum: see http://naacecasjointguidance.wikispaces.com/home
- A group of teachers and teacher trainers convened by the **NCTL** worked together to curate resources for initial teacher training for the computing curriculum, many of which may be useful for CPD and classroom use: see http://bit.ly/ittcomp
- There are excellent resources available for teaching with MIT's Scratch programming toolkit, together with an online support community, on the **ScratchEd** site: see http://scratched.media.mit.edu/

- Resources for teaching **safe, respectful and responsible use of technology** are widely available. Good starting points for exploring these topics are www.childnet.com/teachers-and-professionals
- and https://www.thinkuknow.co.uk/teachers/

Resource list above adapted from: Berry, M. (2013) *Computing in the National Curriculum: A Guide for Primary Teachers.* Available at www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf

You may also like to look at the Barefoot website for additional support.

59. Design and Technology (DT) (Foundation Subject)

Tutor: Julie Reynolds

59.1 Introduction

According to a 1988 DES statement, at the time when design and technology was first officially inserted into the primary curriculum, 'Technology is a creative human activity which brings about change through design and the application of knowledge and resources…….it is the means whereby mankind makes progress and society develops.' Design and technology goes far beyond just 'making things' – it's about dealing with challenges, problem-solving, relevance, creativity, real life and having fun.
The DT session (UL only) is presented as a practical session. This is designed to enable you to learn about DT, try out some practical activities and so consider the need for careful attention to technical vocabulary, sequencing, clarity of instruction, etc. as well as ways of engaging children's interest, imagination and commitment.

By participating in this session, you will:

- understand the rationale for teaching DT;
- consider what makes for good DT teaching and learning;
- reflect on the practical issues associated with DT;
- become acquainted with the DT programmes of study;
- prepare to teach children DT within the scope of the class's current DT project.

59.2 *Core reading*

For an overview:
Webster, M. (2015) *Teaching The Primary Foundation Subjects.* Open University Press Pages. 38-56 'Design and Technology'.

The following may also be of use:

Dan Davies, Alan Howe, Christopher Collier, Rebecca Digby, Sarah Earle, Kendra McMahon (2019) *Teaching Science and Technology in the Early Years (3-7)* (3rd Edition), David Fulton, Routledge

59.3 *Some useful websites:*

- Design and Technology Association: www.data.org.uk
- Primary Resources: www.primaryresources.co.uk/dandt/dandt.htm
- Stem Learning: www.stem.org.uk

New texts and resource links may be added to Blackboard through the year.

60. Foreign Languages (Foundation Subject – KS2)

Tutor: Melanie Smith

60.1 Introduction

Never has there been more emphasis on the importance of teaching foreign languages to young children. Now is an ideal time to start!

The move to make languages a requirement from age seven forms part of the primary National Curriculum, which took effect in 2014. Recently, a report found that countries with high-performing education systems begin teaching foreign languages at a much younger age than England:

> *A system in which all primary children learn a foreign language from age seven will give pupils a much stronger foundation, which they can build on in secondary school to become fluent.*
> *Learning another language is good for young children and it will give them more options in education and work.*

Schools will be allowed to decide which language, modern or ancient, their pupils should be taught. By the age of 11, pupils will be expected to speak the language in sentences with appropriate pronunciation, express simple ideas with clarity and write phrases and short sentences from memory. They will also be expected to understand basic grammar and be acquainted with songs and poems in the language studied. Primary teachers will be required to focus on a single language to avoid a piecemeal approach.

60.2 Intended Outcomes

- to train effective teachers of primary foreign language able to teach accurately and appropriately throughout Key Stage 1 and Key Stage 2.
- to train future curriculum leaders for subject leadership in primary schools in England

60.3 Course aims

The course will enable trainees to:

- be aware of their own linguistic competence in the French language at the beginning of the course, and of how this level may be maintained or improved, using their own initiative and participating in group conversation and discussion in the target language
- develop a cultural awareness and understanding of France particularly in the context of the education system
- be familiar with the French language likely to be used in the primary classroom, both in England and France
- develop an understanding of pedagogical approaches to primary French
- understand the rationale behind the teaching of Primary French
- plan and deliver lessons to stimulate pupils
- consider types of assessment and recognise the connection between learning and assessing
- evaluate and use classroom resources effectively within the primary classroom

- develop links with other curriculum areas
- study the national KS2 Framework for Languages, the focus of long-term support for primary entitlement
- be aware of KS2/3 continuity issues in Modern Languages
- know what teaching and support resources are available, regionally, commercially and on the Internet

60.4 Resources

Resources for personal development are available at the Avenue Campus.

60.5 Recommended Texts

The following texts will be helpful:

Cave, S. (2006) *100+ Fun Ideas for Practising Modern Foreign Languages in the Primary Classroom: Activities for Developing Oracy and Literacy Skills*
Drinkwater, N. (2008) *Games and Activities for Primary Modern Foreign Languages* (Classroom Gems)
Francophonie: Association for Language Learning + Language World (magazine)

There is a wide collection of resources suitable for Key Stage 2 available for you to look at in room 3019 in Building 34.

60.6 Useful Websites

http://primarymfl.ning.com/
www.hampshirelanguages.wikispaces.com
www.langprim.org .
www.ALLlanguages.org

61. Geography (Foundation Subject)

Tutor: Miranda Dodd

61.1 Introduction

'Geography teaching that informs, stimulates and motivates children, which really involves them in their learning, is at the heart of enjoyable learning' (Ofsted). Although this session is necessarily very condensed, it will help you develop a basic understanding of the subject and see how it can be interpreted to primary children in ways that are relevant, stimulating and creative. Enquiry is fundamental to primary geography, and this session emphasises the role of practical, active fieldwork and other enquiry-based learning, along with the importance of collaborative classroom activities that are lively and thought-provoking.

61.2 Suggested reading

- Catling, S. and Willy, T. (2018) *Teaching Primary Geography 2nd Edition*. London: SAGEScoffham, S. (Ed.) (2016) *Teaching Geography Creatively*. London and New York: Routledge.
- Scoffham, S. and Owen, P. (2017) *Teaching Primary Geography*. London and New York: Bloomsbury

61.3 Some useful websites

- The Geography Association http://www.geography.org.uk/
- BBC Schools Websites Geographyhttp://www.bbc.co.uk/schools/websites/4_11/site/geography.shtml
- Google Earth http://www.google.co.uk
- Please see Blackboard for these and others that may have been added.

61.4 Primary Geographer Journal

There are 20+ articles from this journal on Blackboard (Foundation subjects – Geography – Reading) Back copies are in the Library. Unfortunately there is no longer an active subscription.

62. History (Foundation Subject)

Tutor: Rachele Morse

62.1 Introduction

How do you know who you are unless you know where you've come from? How can you tell what's going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next.
Tony Robinson, quoted in the National Curriculum

History has been defined as the study of 'everything that has happened' (HMI, 1988). The 'everything' could be construed as the content – the knowledge that students of history need to know. However the knowledge has to be gathered, interpreted, analysed and communicated – this is the process of history. Studying history at primary level allows children to begin to use these key learning skills within a context that is interesting and relevant. Children are curious about the past, about how lives have changed and about famous people from the past. Analysing evidence about the past, drawing conclusions etc. all appeal to children's desire to learn and make sense of their world. Children's knowledge and understanding of the past will increase their awareness of themselves, their cultural heritage and their own personal values and beliefs. Learning about history helps children understand the present. The National Curriculum has been the subject of much debate and will mean that schools are having to think carefully about their curriculum. Our history session will introduce you to the National Curriculum and other resources. You will be encouraged to develop your own subject knowledge and you will learn how to plan, teach and assess history effectively.

62.2 Core reading

Boys, R. and Spink, E. (2008) Teaching the Foundation Subjects. London: Continuum. Pp. 64-92,

'History: Teaching the Curriculum', and 'History: Beyond the Curriculum'
Wider reading available in the library (* indicates on order 2011-12)
Arthur, J. (2000) *Issues in history teaching.* London: Routledge
Green, R. (2009) Classroom Gems: Games, Ideas and Activities for Primary Humanities (History, Geography and RE) London: Longman
Hoodless, P. (1998) *History and English in the primary school : exploiting the links*. London: Routledge
Hoodless, P. (2008) *Teaching History in Primary Schools*. Exeter: Learning Matters
Hoodless, P. McCreery, E., Bowen, P. and Bermingham, S. (2009) *Teaching Humanities in Primary Schools*. Exeter: Learning Matters
Pickford, T. (2006) Learning ICT in the humanities. London: David Fulton
Turner, A. (2002) *Access to history : curriculum planning and practical activities for pupils with learning difficulties.* London: David Fulton
Turner-Bisset, R. (2005) Creative Teaching: History in the Primary Classroom London: Routledge

62.3 Some useful websites

- The Historical Association http://www.history.org.uk/resources/primary_resources_129.html
- BBC Education http://www.bbc.co.uk/schools/primaryhistory/
- Primary Resources http://www.primaryresources.co.uk/history/history.htm

Please see Blackboard for these and others that may have been added.

63. Music (Foundation Subject)

Tutor: Ian Campton

63.1 Introduction

The programme considers wider areas of music education in order to build a course which is challenging and stimulating and will immerse you in music and the world of music education. The programme is also designed to allay any apprehensions you may have and build your confidence to teach music in preparation for your teaching career.

63.2 The session

The overall aim of the PGCE (Primary) music session is to ensure that you can confidently, and consistently, deliver a high standard of music education to primary school pupils. By participating in the session and supporting it with relevant reading as advised, you will:

- ensure that your subject knowledge of music is at the required level for teaching the subject to primary school pupils and is secure;
- ensure you have knowledge and understanding of music in the National Curriculum;
- be made aware of current issues in music education today and how these are reflected in schools;
- become aware of a wide variety of activities and resources suitable for music education in the primary school;

- be able to think critically about the suitability of activities and resources in relation to pupils' development;
- have a greater understanding of how music can support phonics teaching;
- have the opportunity to critically consider behaviour management strategies which may be employed within music lessons;
- consider and reflect upon the subject specific issues surrounding the inclusion of pupils with SEN and/or disabilities;
- begin to plan successful and inclusive music lessons;
- consider cross-curricular links between music and other subjects;
- develop a positive, active and reflective attitude towards your own teaching of music;
- build your confidence in teaching music and develop enthusiasm for music education.

The session is designed to provide you with the necessary skills and ideas for activities that will enable you to plan and deliver a music lessons during placement and will focus upon:

- pulse and rhythm;
- melody and singing;
- composition and improvisation;

The music curriculum, subject knowledge, behaviour management and listening and appraising will be covered throughout.

The session will adopt the form of a workshop, designed to encourage and inspire the less confident or less musically skilled. Where appropriate, teaching methods and learning activities will be discussed and practised. At other times, the session will be an interactive group seminar where issues pertinent to the session will be explored. Trainees with a musical background are encouraged to help and support others in their understanding of the subject.

63.3 Reading and Resources

This list provides details of the academic journals and books which can support you in your personal study and within the classroom as a teacher:

Core Reading:

BOYS, R. *et al*. (eds.), 2008. *Primary Curriculum: Teaching the Foundation Subjects*. London: Continuum.

Resources:

FARMER, B. (ed), 1982. *Springboards: ideas for music*. Melbourne: Nelson.
MINTO, D., 2009. *Classroom Gems: Games, Ideas and Activities for Primary Music*. London: Longman.
YOUNG, S. and GLOVER, J., 1998. *Music in the Early Years*. London: Falmer.

Subject Knowledge:

The following books will assist with your understanding of music theory and help develop your subject knowledge. As both books are similar, it is a matter of personal preference in selecting one for purchase should you wish to do so.

TAYLOR, E., 1989. *The AB Guide to Music Theory Vol 1.* London: Associated Board of the Royal Schools of Music.
TAYLOR, E., 1999. *First Steps in Music Theory: Grades 1 to 5*. London: Associated Board of the Royal Schools of Music.

As a teacher of primary school music, your subject knowledge should be maintained at a reasonable standard and you will be expected to develop your own subject knowledge through your own studies.

Wider reading:

GLOVER, J. and Young, S., 1999. *Primary Music: Later Years*. London: Falmer.
HARRIS, P., 2008. *Improve Your Teaching! Teaching Beginners: A new approach for instrumental and singing teachers*. London: Faber Music
HENNESSY, S., 1995. Music 7-11: *Developing primary teaching skills*. London : Routledge.

Issues Surrounding Music Education:

PHILPOTT, C. and PLUMMERIDGE, C., 2001. *Issues in Music Teaching*. Oxford : Routledge Falmer.
PAYNTER, J., 2002. Music in the school curriculum: why bother? *British Journal of Music Education*, 19 (3), 215-226.
PLUMMERIDGE, C., 2001. The Justification for Music Education. In: C. Philpott and C. Plummeridge, eds. *Issues in Music Teaching*. Oxford: RoutledgeFarmer, 21-31.
WITCHEL, J., 2001. Music Education and Individual Needs. In: C. Philpott and C. Plummeridge,eds. *Issues in Music Teaching*. Oxford: RoutledgeFarmer, 194-206.

Journals:

British Journal of Music Education
Music Education Research

Useful websites:

Please see Blackboard for a current and up to date list of websites you may find useful.

64. Physical Education (PE) (Foundation Subject)

Tutor: Susie Fawcett

64.1 Introduction

Physical education is hugely important. It develops pupils' physical competence and confidence, and their ability to use these to participate in a range of activities. It provides opportunities for children to be creative, and both collaborative and competitive. It encourages them to approach challenges and new experiences with a positive attitude. Recent concerns about childhood obesity and health more generally led to a government drive (from 2003) to ensure that all pupils receive 2 hours of curriculum PE in a typical week and participate in at least 3 hours of high quality PE and school sport. Physical Education in primary schools involves six types of activity: games, gymnastics, dance, swimming, athletics and 'outdoor and adventurous activities'. Children are

expected to develop the requisite skills, the ability to 'select and apply skills, tactics and compositional ideas'; they are expected to be able to evaluate and improve their performance; and to know and understand about the importance of engaging in physical activities in the interests of health and fitness. These three sessions will introduce you to three of the above activities: games, gymnastics and dance. However, we hope that you will take every opportunity to develop your knowledge and understanding of all aspects of PE that you encounter on placement, both within the curriculum and as extra-curricular activities.

64.2 The sessions

You should come dressed for practical PE work for all sessions.

64.3 Reading and Resources

Core

Boys, R. and Spink, E. (2008) *Teaching the Foundation Subjects*. London: Continuum. Pp. 144- 170, 'Physical Education: Teaching the Curriculum', and 'Physical Education: Beyond the Curriculum'

Wider reading

Allen, W. (2009) *Games, Ideas and Activities for Primary PE* (Classroom Gems) Longman
Bailey, R. (2001) *Teaching physical education: a handbook for primary & secondary school teachers*. London: Kogan Page
Byl, J. (2004) 101 *Fun Warm-Up and Cool-Down Games*. Human Kinetics Publishers
DfE (2010) PE and Sport Survey (see Blackboard link)
Doherty, J. (2008) *Physical education and development 3-11: a guide for teachers*. London: Routledge
Griggs, G. (ed) (2012) An Introduction to Primary Physical Education. London: Routledge
Hopper, B., Grey, J. and Maude, T. (2000) Teaching physical education in the primary school. London: RoutledgeFalmer
Knight, E. (1997) Physical education in primary schools: access for all. London: David Fulton
Laker, A. (2001) *Developing personal, social and moral education through physical education: a practical guide for teachers.* London: Routledge
Lawrence, J. (2012) *Teaching Primary Physical Education*. London: SAGE
Morris, K. and Dowson, A. (2004) Fun and Games: 100 Sport-Related Activities for Ages 5-16. Human Kinetics Publishers
Pickup, I., Price, L., Shaunessy, J., Spence, J. and Trace, M. (2008) *Learning to Teach Primary PE*. Exeter: Learning Matters. Also ONLINE
Sabin, V. (1998) Primary school games: a teaching manual. Northampton: Val Sabin Publications
Sabin, V. (1998) Primary School Gymnastics; a teaching manual. Northampton; Val Sabin Publications
Severs, J. (2003) Safety and risk in primary school physical education: a guide for teachers.London: Routledge.
Sparkes, L. (2005) Ready, Steady, Teach PE. Educational Printing Services Ltd
Williams, A. (2000) Primary school physical education: research into practice. London: RoutledgeFalmer

Some useful websites

- Primary Resources: PE http://www.primaryresources.co.uk/pe/pe.htm

- TES PE resources http://www.tes.co.uk/ks1-physical-education-primary-teachingresources/
- British Gymnastics http://www.british-gymnastics.org

Please see Blackboard for these and others that may have been added.

NON-NATIONAL CURRICULUM SUBJECTS

65. Personal, Social, Health and Citizenship Education (PSHCE)

Tutor: Jo Wright

65.1 Introduction

Personal, social, health education currently forms part of the non-statutory framework in the primary school. There is overlap with citizenship (which is a statutory discrete subject in the secondary school), so that often the two subjects are combined as Personal, social, health and citizenship education (PSHCE). PSHCE is planned to help children grow and develop as individuals, and as members of families and communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

From September 2020, the teaching of Relationships Education, Relationships and Sex education (RSE) and Health Education will be mandatory. Schools are encouraged to adopt the new curriculum from September 2019.

PSHCE takes place through specific lessons and projects, and also through cross-curricular learning, whole-school and community activities and, importantly, is transmitted via the school's ethos in the way the school operates as a community.

65.2 The Programme

Health Focus – A whole-day event, for both primary and secondary trainees held during December, is designed to raise your awareness of issues relating to children's health and wellbeing and the kinds of support that are available for you to call on. You will also be expected to carry out a Professional Development Activity aimed at promoting children's understanding of this crucial area of the curriculum.

65.3 Sessions

By participating in the sessions, you will:

- Establish a common understanding of what constitutes PSHE and citizenship in primary schools
- Situate PSHE and Citizenship in the National Curriculum
- Become aware of content and progression across KS 1 and 2, with reference to the non-statutory framework

- Become aware of the importance of a whole school approach outside the taught curriculum
- Become aware of the intentions and procedures for the use of circle time in primary schools
- Discuss issues and questions that might arise as a result of SRE.
- Become aware of government guidance on teaching sex and relationship education

65.4 Reading and Resources

Bailey, Richard (2000) *Teaching Values and Citizenship Across the Curriculum: Educating Children for the World*. London: Kogan Page
Best, R. (2000) *Education for spiritual, moral, social and cultural development*. London: Continuum
Cornwell, S. (2009) *The emotional curriculum: a journey towards emotional literacy*. London: SAGE
Faupel, A. (2003) *Emotional literacy: assessment and intervention: ages 9 to 11*. London: NFER/Nelson.
Holden, C. and Clough, N. (eds.)(1998) *Children as citizens: education for participation*. London: Jessica Kingsley
Invernizzi, A. (2008) *Children and citizenship*. London: SAGE. Also ONLINE
Killick, S. (2006) *Emotional Literacy: at the heart of the school ethos*. London: Paul Chapman/SAGE. ONLINE
Mosley, Jenny (1998) More Quality Circle Time: Evaluating your practice and developing creativity within *Whole School Quality Circle Time Model: Volume 2*. LDA: Cambs
Murdoch, K. and Wilson, J. (2007) *Helping your Pupils to Work Cooperatively*. London: David Fulton
Rigby, K (1997) *Bullying in Schools and what to do about it*. London: Jessica Kingsley Pub
Ripley, K. (2007) *First steps to emotional literacy : a programme for children in the foundation stage and key stage 1 and for older children who have language and/or social communication difficulties*. London: Routledge
Robinson, G & Maines, B (1997) *Crying for Help: The No Blame Approach to Bullying*. Bristol: Lucky Duck Pub
Sharp, P. (2001) *Nurturing Emotional Literacy*. London:David Fulton
Sherwood, P. (2008) *Emotional Literacy: the heart of classroom management*. Camberwell, Victoria: ACER Press
Spendlove, D. (2008) *Emotional Literacy*. London: Continuum. Also ONLINE
Weare, K. (2000) *Promoting Emotional and Social Health: A whole school approach*. London: Routledge
Wetton, N. & Cansell, P. (2001) *Feeling Good: Raising self-esteem in the primary school classroom*. London: Forbes Publication Ltd

Some useful Websites

- Hertfordshire Grid for Learning: www.thegrid.org.uk (all aspects)
- National Emotional Literacy Interest Group http://collections-r.europarchive.org/tna/20040105040008/nelig.com/
- Citizenship Foundation www.citfou.org.uk (citizenship)
- Primary Resources: PSHE and Citizenship http://www.primaryresources.co.uk/pshe/pshe.htm
- BBC Schools PSHE http://www.bbc.co.uk/schools/websites/4_11/site/pshe.shtml
- PSHE Association https://www.pshe-association.org.uk/

Please see Blackboard for these and others that may have been added.

66. Religious Education (RE) (Statutory)

Tutor: Colin Stevens

66.1 Introduction

Welcome to Primary R.E. This short programme has been designed to provide an introduction to teaching this subject across the primary age range. The school curriculum promotes the "spiritual, moral... and cultural development of pupils and of society.
http://religiouseducationcouncil.org.uk/

Religious Education can be one of the:

> *most dynamic and exciting areas of the curriculum to teach, for it is here that children can gain an understanding of the rich world of faith and explore some of those questions that are fundamental to human existence.*
>
> *McCreery, et al. (2007, p.1)*

Although every maintained school must provide RE, as identified in the 1944 and 1988 Education Acts, no statutory programme is prescribed in the National Curriculum. A non-statutory guidance document is published (available on Blackboard). The key document in determining the teaching of RE is the locally agreed syllabus, which has been established by the local Standing Advisory Council for Religious Education (SACRE); this is required to 'reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. For Hampshire, Portsmouth and Southampton, the Agreed Syllabus is Living Difference. Schools designated as having a religious character, however, are free to make their own decisions in preparing their syllabuses. R.E. maintains its current position within the revised National Curriculum as part of the statutory curriculum for maintained schools. As with any subject, RE needs to be planned for, taught in ways that engage the child, beginning with first- hand experience and using multi-sensory approaches, and also assessed. This session is designed to develop your understanding of how to teach RE, which considers learning about and learning from religion. In the session we will also include the advice from the non-statutory document ' DfE 'Promoting Fundamental British Values' as part of SMSC in schools - November 2014'. The significance of spiritual, moral, social and cultural education in schools is reflected in the OFSTED Inspection framework from September 2015 which requires inspectors to 'consider the pupils' spiritual, moral, social and cultural development at the school'.

66.2 Statutory Documents

The statutory curriculum document is the locally agreed syllabus which has been established by the local Standing Advisory Council for Religious Education (SACRE). For Hampshire, Portsmouth and Southampton this is 'Living Difference'.

The study of RE considers:

- Learning About, And
- Learning from religion

66.3 Assessment

All locally agreed syllabuses have a section on assessment. This 'is influenced by the assessment arrangements for National Curriculum subjects, using the same language. In RE, therefore, it is possible to speak of 'Attainment Targets' and 'Levels of Achievement' even though these are not nationally prescribed.'

> McCreery, E, Palmer, S & Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 116)

Please look for the assessment requirements within the locally agreed syllabus that you are working with.

Assessment for learning: 'There is no national requirement to report on children's achievements in RE, so our reasons for doing it must relate to our own practice and the development of the children we are teaching. The term 'assessment for learning' draws our attention to the purpose of assessment in RE. We do it because in some way it helps children to learn.' McCreery, E, Palmer, & S Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 117-8)

In the same way as all other subjects it is important to involve children in the assessment process.

> 'They need to know:
>
> - Why the teacher wants to assess their learning;
> - What the teacher is going to assess;
> - What the teacher will be looking for in any piece of work;
> - What specific criteria the teacher will use for judging their work;
> - How they can best meet the criteria and produce a good standard of work.
>
> McCreery, E, Palmer, S & Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 119)

Examples of assessment from McCreery, E, Palmer, S & Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 120)

Lesson objectives **By the end of the lesson the children will:**	**Assessment criteria** **Can the children:**
Be able to explain why the cross is a symbol of Christianity (Year 2)	Explain why the cross is a symbol of Christianity?
Have extended their understanding of the festival of Diwali (Year 3)	Describe the festival of Diwali in detail?
Be able to express their understanding of the term peace (Year 4)	Express their understanding of the term: peace?

66.4 General points to consider:

A*n extract from' Teaching and Learning in Primary RE:*

- At primary level RE is about laying the foundations for future study.
- RE needs to begin where the child is – it should directly relate to experience. Aim to include first- hand experience: Which festivals do they celebrate? Are they / do they know anyone, who belongs to a faith community? Celebrate the religious and cultural diversity of every pupil in the room.
- The process of Religious Education should be cumulative, so that concepts and ideas are revisited, understanding and skills gradually developed.

- RE should be sensual. Adopt a multi-sensory approach because it suits their developmental stage (sensory perception) and the senses are still, very much, how they come to understand the world around them.
- The distinctiveness and integrity of individual religions needs to be respected.
- Avoid 'tokenism'. Do not tell the Christmas story but not celebrate it with candles, or forget to mention Advent. Do not hold a party for Eid, but fail to mention prayer and fasting. Do not tell the story of Diwali but not spend time lighting diva lamps.
- Children can draw meaning from a wide variety of sources, so do not limit or underestimate them.
- The demands of other curriculum subjects do not leave a lot of time for RE; and so the emphasis should be on quality even if quantity is not possible. However, this does not mean a nice story at the end of the day, or a story (and if you are lucky a prayer too) in assembly.

Overview for teaching RE in Key Stage 1:

- Adopt a sensory approach.
- Begin by exploring the children's own experience / understanding of religion and encourage them to share this.
- A thematic approach is popular and can be a good way in by ensuring that the children begin to deal with the broader themes of religion, in a way that can easily be related to their experience. However, be aware of superficiality. Themes should directly relate to RE.
- 36 hours teaching per year.
- Christianity and one other world religion must be studied.
- Three complimentary studies- symbol, specialness and religious ideas
- Laying foundations.
- Encourage the children to ask questions.
- Engage the children's imagination and feelings through stories.
- Children at this stage are curious about the people, objects, feelings and events around them. Tap into this.
- Symbols are used in religion and life and need to be explored at a basic and concrete level.

Overview for teaching RE in Key Stage 2:

- Gathering information but still experience based.
- Technical language can now be gradually introduced.
- Empathy is still difficult at this stage, although their horizons are gradually widening, such that they can now see themselves as part of a local, national and global community.
- 45 hrs per year.
- Christianity and two other world religions must be studied.
- Four complimentary studies- symbols, God and the world, a sense of time and community/belonging.
- The child is still at the sensory perception stage; but will begin to organise material / information, form and link ideas.
- Children will be able to communicate beliefs in a simple way.
- Children will begin to develop their own responses to the problems of being human.
- Children need to be encouraged to ask questions.
- Children need to develop the skills and attitudes that will help them form a more mature understanding of religion at a later stage.

66.5 The session

By participating in this session, you will:

- Develop your understanding of the role and status of RE in primary schools
- Know the key features of the Hampshire Agreed Syllabus
- Consider how RE contributes to pupils' spiritual development
- Consider how to enable pupils to reflect on religious issues and relate their own beliefs and values to them
- Consider how RE develops skills in pupils, such as empathy, reflection, tolerance, respect, sensitivity, drawing out meaning from evidence, asking questions, structuring argument.
- Consider how RE provides pupils with the opportunity to engage and explore religious questions and then to formulate their own questions about the ultimate questions of life
- Briefly look at planning primary RE
- Consider the relationship between RE and spiritual, moral, social and cultural (SMSC) development and recent statutory and non-statutory requirements for staff and how this relates to safeguarding.

You will reflect on your own experiences of RE, and your existing subject knowledge, before going on to consider why RE is included in the curriculum and what its aims are. You will be introduced to the key features of the local syllabus, Living Difference, consider appropriate RE topics for each primary key stage and explore a range of approaches and methods that characterize good practice in RE teaching. At the end of the session, you will reflect on whether your ideas about RE teaching and learning have changed as a result of the input.

You should leave the session feeling more confident about teaching RE.

66.6 Reading and Resources

Core reading

Boys, R. and Spink, E. (2008) *Teaching the Foundation Subjects*. London: Continuum. Pp. 171-202, 'Religious Education: Teaching the Curriculum', and 'Religious Education: Beyond the Curriculum'
Living Difference: the agreed syllabus for Hampshire, Southampton and Portsmouth
Hampshire County Council: RE Primary News

Wider reading

Erricker, C., Lowndes, J. and Bellchambers, E. (2011) *Primary religious education - a new approach: conceptual enquiry in primary RE.* London: Routledge.
Green, R. (2009) *Classroom Gems: Games, Ideas and Activities for Primary Humanities (History,Geography and RE*) London: Longman
*Lowndes, J. (2007) *The Complete Multifaith Resource for Primary RE Ages 4-7*. London: Routledge
McCreery, E., Palmer, S. and Voiels, V. (2008) *Teaching religious education: primary and early years.* Exeter: Learning Matters. ONLINE
*Webster, M. (2010) *Creative Approaches to Teaching Primary RE.* Essex: Pearson

Some useful websites and resources

- Primary resources: RE http://www.primaryresources.co.uk/re/re.htm

- NC Non-statutory guidance 2010http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010
- RE Online http://www.reonline.org.uk/
- MMI.org: Embedding ICT in the primary RE classroomhttp://www.mmiweb.org.uk/microsites/primaryreandict/website.html
- Woodlands School World Religions Homework Help http://resources.woodlands-junior.kent.sch.uk/homework/Religion.html
- Woodlands School Links for Teachers http://www.woodlands-junior.kent.sch.uk/teacher/re.html
- Hertfordshire Grid for Learning: Scheme of Work for RE – primaryhttp://www.thegrid.org.uk/learning/re/ks1_2/resources/herts_sow/year1.shtml
- Hampshire County Council resources: http://re.hias.hants.gov.uk/
- The Stapleford Centre http://www.stapleford-centre.org/resources/40-creative-ideas-for-primary-re
- Teaching Ideas http://www.teachingideas.co.uk/re/contents.htm

RE teaching resources for KS1 – KS4 produced by Hampshire County Council: a collection of key stage specific RE teaching packs and artefacts for KS1 – KS4, covering a range of themes, topics and religions.
Available direct from the County RE Centre, Tel: 01962 863134.
E-mail: re.centre@hants.gov.uk

67. Acronyms

Acronym	Explanation
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AFL	Assessment for Learning
AMA	Academically more able
APEx	Audit of Prior Experience
APP	Assessing Pupil Progress
ASD	Autistic Spectrum Disorder
BB	Blackboard
BESD	Behaviour, emotional and social difficulty
BME	Black and minority ethnic
CAF	Common assessment framework
CAMHS	Child and adolescent mental health service
CFC	Cause for concern
CIF	Common Inspection Framework
CoP	Code of Practice
CPD	Continuing Professional Development
CRB/DBS	Criminal records bureau (now replaced by DBS)
CM	Class Mentor
DBS	Disclosure and Barring Service (replaced CRB)
DfE	Department for Education
EAL	English as an Additional Language
EFA	Emotional First Aid, OR Education Funding Agency
EHC plan	Education, Health and Care plan
ELSA	Emotional Literacy (or Learning) Support Assistant
EP	Educational Psychologist
EYFS(P)	Early Years Foundation Stage (Profile)

GDD	Global Development Delay
G&T	Gifted and talented (now usually AMA)
HI	Hearing Impairment
IEP	Individual Education Plan
INCo	Inclusion coordinator
ITT/ITE	Initial teacher training/education
KS	Key Stage
LAC	Looked after children
LSA	Learning Support Assistant
MFL	Modern Foreign Languages
MLD	Moderate learning difficulties
NC	National Curriculum
NCTL	National College for Teaching and Leadership
OFSTED	Office for Standards in Education, Children's Services and Skills
OT	Occupational therapy/ist
PAT	Personal Academic Tutor (referred to on PGCE as Professional Tutor)
PDP	Professional Development Portfolio
PDA	Professional Development Activity
PGCE	Postgraduate/Professional Certificate in Education
PMFL	Primary Modern Foreign Languages
PP	Pupil Premium
PPA	Planning, Preparation and Assessment (time)
PRU	Pupil referral unit
PSH(C)E	Personal, Social, Health, (Citizenship), Emotional or Economic Education
PT	Professional Tutor
QTS	Qualified teacher status
SAA	Student and Academic Admin (in University)
SALT	Speech and Language therapy/ist
SALSA	Speech and language support assistant
SENCo	Special Educational Needs Coordinator
SEN/SEND/DSENT	Special Educational Needs (Disability)
SEdS	Southampton Education School
SLD	Severe learning difficulty
SMSC	Spiritual, Moral, Social and Cultural development
SpLD	Specific Learning Difficulty (e.g. dyslexia, dyspraxia)
T&L	Teaching & Learning
TA	Teaching Assistant
TAC	Team around the Child
TRN	Teacher Reference Number
TTP	Targets and training plan
VI	Visual impairment

If you find another acronym that should be included do let us know.