

A BA Student’s Journey – Pedagogical Preparation for the Wider Curriculum

The wider curriculum encompasses all foundation subject curriculum areas, including Science in the primary age phase and areas of learning in the EYFS; these are additional to maths and English preparation within our ITE.

KEY:

Begin to develop

Continue to develop

Secure & able to apply

Italics: Monitoring & Assessment

School Based Training

University Based Training

QA

BA PRE-PROGRAMME wider curriculum development
Candidates are required to have spent some time in school observing aspects of primary practice including curriculum. Specific Interview questions aimed a curriculum development and knowledge.

BA PRE-PROGRAMME wider curriculum development
On-line subject audit completed to identify initial needs/experience using current level of subject based knowledge and school experience prior to commencement of programme

Foundation Lead to monitor initial audit – Year leads/curriculum leads to input on additional support.

Year One School Experience (including Placement Days)

- DSP Observations of wider curriculum teaching and environment.
- Students to familiarise themselves with the school’s curriculum in both EYs & primary with a focus on foundation subjects and how these are presented across the wider school context.
- Observe and teach alongside the class teacher in the foundation subjects
- Block practice to include teaching where possible of foundation subjects and science.
- UPDs include workshops/drop-ins for wider curriculum development.
- At weekly review meetings, review and reflect upon their planning and teaching with mentor and link tutor with a specific focus on the wider curriculum TS3/TS4

End of Experience: Complete TAP including targets and strategies for wider curriculum subject knowledge and development.

Year One: Introduction: Resse 1400 ‘Active learning across the curriculum’:

Lectures and workshops Learning in the Local Environment through people and places with *linked assignment: Active Learning*

Child as a learner 1: EYFS

Lecture and workshops including a wider curriculum focus – what does early curriculum development in the foundation subjects look like in the EYs and how this transition to NC.

Presentation and written assignment on Enabling and Engaging in the early years setting.

Child as a learner 2:

Introducing the Wider Primary Curriculum lecture – the importance of an enriching curriculum.

Assignment – the wider curriculum and story. How learning can be enriched and sustained through story.

Child as a learner 3:

EPS drawing on curriculum design, wider school curriculum and introduction to planning across the curriculum.

Computing runs throughout the modules to develop both skills and how technology can enhance teaching and learning.

Subject knowledge development: Science subject knowledge audit folder and 1:1 tutorial

Personal and group tutorials include a focus on subject knowledge across the curriculum using initial audit/ongoing development plan to support students in personal development.

Formative Assessment of assignment tasks and presentation Peers & Tutor

School Based Tasks: Outcomes & Rationale

Summative Assessment: Assignment outcomes and links to SE analysis

Student Year 1 Evaluations of course

Grades for TS3 & 4 for school experience

Link Tutor/Mentor Survey & Student Evaluation of SE

Partnership Evaluation Year 1Exit Survey

Tracking outcomes for grade 3 & 4 students

Year 2 School Experience

- SE preparation conference include subject specific workshops based on outcomes and needs of students for SE1 and ongoing subject development plan.
- SBT include curriculum related tasks
- School Based Professional Development Days include subject specific pedagogy.
- Enrichment programme – 2-week programme students encouraged to engage in education in the wider context linked to their ongoing subject development needs.
- Gather ongoing assessment information for a group of children to understand the needs of the individuals they teach across the curriculum and write mock reports for parents.

At regular intervals, review and reflect upon their planning and teaching with mentor and link tutor using the wider curriculum tracker & development plan with a focus on TS3 & 4.

End of Experience: Complete TAP including targets and strategies for wider curriculum subject knowledge and development.

Year 2:

Lecture and workshops: Engaging with the wider curriculum: Expressing and communicating ideas.

Focus on Art, DT, Music and MFL (and related areas of learning in EYFS)
Linked assignment: understanding the place of subject areas in the curriculum and separate development needs analysis in these areas.

Lecture and workshops: Engaging with the wider curriculum:

Understanding the World:

Focus on RE, Science, History and Geography (and related areas of learning in EYFS).

Assignment: Group presentation based around a cross-curricular experience/trip to engage, motivate and challenge learning. Written assignment discussing key pedagogical features and how these progresses and sustain learning in chosen age phase.

Computing runs throughout the modules to develop both skills and how technology can enhance teaching and learning.

Subject knowledge development: Science subject knowledge audit folder and 1:1 tutorial

Personal and group tutorials include a focus on subject knowledge across the curriculum using ongoing development plan to support students in personal development.

Tracking outcomes for grade 3 & 4 students

School Based Tasks: Outcome /Rationale.

On-going Portfolio/Audit – science, curriculum tracker and development plan

Results of yr 2 essays

Student Evaluations of courses (yr2)

Link Tutor/mentor Survey & Student Evaluation of SE

Year 3 School Experience

- SE preparation conference include subject specific workshops based on outcomes and needs of students from SE2 data, TAPs and ongoing subject development plan.
- Demonstrate a secure knowledge and understanding of the purpose, scope, structure and content of NC/EYFS across the curriculum.
- Plan, teach and evaluate sequences of lessons – teaching the whole class throughout school experience, across the curriculum.
- Consider how they can contribute to and promote the wider curriculum and related pedagogy such as learning outside across the school eg running a club, or a learning outside the classroom event.
- Monitor and assess 6 -8 children with diverse needs for all the foundation subjects.
- UPD days provide subject and pedagogical workshops for personalised development.

Regularly review and reflect upon their planning and teaching with mentor and link tutor.

End of Experience: use of curriculum tracker and ongoing development plan relating to the wider curriculum, to set targets for NQT year with mentor/SE tutor.

Year 3 Creativity Conference and ongoing PD days

Lectures and workshops offering a number of subject specific and pedagogical development opportunities including input from partnership schools/colleagues and outside speakers. Students can opt for specific development according to their needs.

Opportunity to enhance subject specific knowledge and pedagogy through professional enhancements such as learning outside the Classroom.

Year 3 additional Workshops and CPD

Computing, PE; Holocaust Training;

Research Project – students are encouraged to personalise their projects according to the area of interest/development

Reflect upon target setting for NQT year with personal tutor – transition document.

Subject knowledge development: Science subject knowledge audit folder and 1:1 tutorial

Final Summative Assessment of Portfolio/Audits

Student Year 3 Evaluations of courses

Tracking students outcomes for final grades of 3 & 4

School Based Tasks: Outcomes & Rationale

Grades for teaching on School Exp.

Link Tutor/Mentor Survey & Student Evaluation of SE

Partnership Evaluation

Final Year Exit Survey

Reviewed: March 2019

Pedagogical development of the wider curriculum