



# Train to Teach with ConnectEd Partnership and the University of Wolverhampton

## Primary Programme

ConnectEd Partnership is a partnership of over 100 schools across all phases that work together to develop and share expertise. We are passionate about developing future leaders and believe that School Direct offers a unique opportunity for trainees to learn and develop in our schools.

Within the Partnership we have a range of expertise in teacher training and development having delivered the school direct programme successfully for 2 years. Our experienced and highly valued practitioners will provide high quality training and mentoring to our students and will ensure you are supported every step of the way.

ConnectEd Partnership works in close partnership with the University of Wolverhampton to offer the best possible teacher training experience. We specialise in supporting primary and special school teacher trainees and our strong partnership represents a mixture of all phase, academy, free and maintained schools. Through the training year we make full use of the strengths of our partnership schools and offer trainees access to a wide range of experiences across a number of partner schools.

The school direct programme offers trainees a fantastic opportunity to learn from the best teachers whilst also being supported academically by university staff.

## Introduction

Trainee teachers undertaking the School Direct route will be expected to complete two successful placements in different schools at different key stages. They will be required to complete a Record of Professional Development (RoPD) to evidence meeting standards. **All trainee teachers, as part of our selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach. This includes an interview, audit of subject knowledge, Fitness to teach and enhanced DBS checks.**

## Placement One

Placement One preparation days will be during the 1<sup>st</sup> week in October; this will be an opportunity for the trainee teacher to get to know the children, school policies including Safeguarding and to complete school-based tasks. The main placement date will during the second half of the Autumn Term

### **The trainee teacher's teaching responsibility**

During Placement One, the trainee teachers should teach for 50% of a full timetable. This 50% may consist of teaching the whole class, groups and 1:1 within the class, depending on the trainee teachers' previous experience and confidence. The trainee teachers should be team teaching and planning, leading group work and assessing pupil progress. They will also need to observe practice in the Foundation Stage, Key Stage One and Key Stage Two; to include observing and teaching phonics.

### **Alternative Educational Setting**

Trainee teachers will have the opportunity to further consolidate their experience in a range of settings by undertaking a two-week placement in an alternative setting.

### **Immersion Days**

Trainee teachers will undertake immersion days across a variety of settings that may include; an outstanding school, a special school, a school with a high number of families in receipt of pupil premium and a school with a high population of children for whom English is an additional language.

### **Nursery & Secondary Placements**

Trainee teachers will undertake a one week experience in both a nursery and secondary setting to give the trainee teachers a breadth of experience and provide them with opportunities to demonstrate all the standards for QTS.

## **Placement Two**

Placement Two commences the first week in March, with four days preparation, planning and time for preliminary assessment of the pupils to be taught and how the school uses assessment throughout. This is to enable them to gain sufficient knowledge and understanding of the pupils' level of achievement so that they can successfully plan appropriate and demanding tasks which challenge and motivate. During the preparation days it would be beneficial for the trainee teacher to meet with the SENCO and Assessment Co-ordinator. Trainee teachers then return to University for their NQT preparation week.

### **The trainee teacher's teaching responsibility**

During Placement Two, the trainee teachers should build up to teaching **70%** of a full timetable. This 70% may consist of teaching the whole class, groups and 1:1 within the class in the first week, however trainee teachers will need to move towards taking the full role of the class teacher as soon as the Mentor feels they are ready. The trainee teacher should be planning, leading group work and assessing pupil progress. They will also need to observe practice in the Foundation Stage, Key Stage One and Key Stage Two; to include observing and teaching phonics.

### **Alternative Educational Setting (AES)**

Alternative Educational Settings include; a Pupil Referral Unit (PRU), Special School, Nursery, Secondary School or the self-funded International Visit organised by the University of Wolverhampton.

## **The University Moderating Tutor**

The trainee teacher will be allocated a University Moderating Tutor (UMT). The UMT will make initial contact with the Mentor, normally by telephone, during the first few days the trainee teacher is in school. The UMT will visit the school to meet with the Mentor and undertake observation/s. wherever possible; this should be a co-observation with the Mentor and/or class teacher. The arrangements for a second visit would be negotiable, dependant on the needs of the trainee teacher and the Mentor. These arrangements might include some or all of the following:

- second observation of learning and teaching
- discussion with Mentor
- discussion with class teacher / other staff
- discussion with trainee teacher
- review of trainee teacher's paperwork e.g. teaching file, RoPD

Additional contact will be necessary where there is '**Cause for Concern**' about the trainee teacher's development and other visits will be arranged where the trainee teacher is 'Cause for Concern' of failure. Please contact the University Moderating Tutor in the first instance. Please note as a PGCE/SDT student your UMT also has a pastoral role and can support and advise you.

## Course Overview

The Primary PGCE/ SDT course includes the following elements:

### Before the course

- Partnership Agreement
- Admissions support
- Interviewing support
- Validation of modules against national benchmarks
- Compliance checks and advice against statutory documentation
- Online forum
- Enrolment
- Programme handbook

### During The course

- Library
- Virtual Learning Environment
- Audits in English, Maths and Science
- Reading Lists
- Training against validated module outcomes as set out below
- Quality assurance of training
- Quality assurance of School Experience
- 3 assignments and school-based tasks and audits
- External examiners

## Primary Professional Studies

This module introduces trainee teachers to a range of educational issues that are generic to primary teaching, for example, documentation and practices relating to the Every Child Matters agenda, the current primary curriculum and the legal responsibilities of teachers. The status of the National Curriculum for primary education will be covered, together with explanations of ways in which individual schools implement the requirements and guidance, as well as how they respond to current educational initiatives. Particular attention will be paid to how teachers and schools provide access to the National Curriculum for all pupils, regardless of ability, ethnic diversity or special educational needs. Reference will be made to curricular areas outside of the National Curriculum, including pupils' personal, social and moral development.

At the completion of the module, trainee teachers are expected to be able to demonstrate knowledge and understanding of:

- The aims, principles and designs of the curriculum appropriate to the age range of children they are trained to teach, the impact of the hidden curriculum on pupils' engagement and outcomes
- The **planning** process- where to start, linking assessment to planning, how to focus on the child's learning, planning to break down **barriers to learning, ensure challenge and support underperforming groups of pupils.**
- **how children's learning can be affected by a range of factors**, including their physical, intellectual, linguistic, social, cultural & emotional development
- their role and the roles of others in **Safeguarding** and promoting the well-being of children (legal duty, disclosure, reporting, promoting British values, the Prevent agenda, FGM, lessons from Trojan Horse, tackling extremism)
- **Behaviour management** – how to promote behaviours for learning, use of intrinsic motivation, extrinsic rewards, effective use of praise, importance of consistency, depersonalising classroom behaviour, challenging bullying
- **Inclusive practice - SEND-** SEN, disability and the law, the Code of Practice, the role of the SENCO, **English as an additional language**
- how their own practice can be informed by **critical evaluation of recent and relevant educational research** (*Learning theory*- how to scaffold learning to meet children's needs based on the key features of Piaget, Vygotsky, Gardner, VAK, accelerated learning, relevant theories of learning, pedagogy etc.)
- how to **communicate effectively** (at appropriate levels in oral, visual and written forms) **with children, colleagues, parents and carers**
- how to gather **assessment** information & utilise it effectively to support their own & others learning, how to process & utilize numerical information & data

## Core Curriculum and Enhancement

On completion of the module, a trainee teacher will have demonstrated knowledge and understanding of the following:

- the aims, principles, and design of the English, maths and science, design technology and ICT curriculum appropriate to the age range of children they are being trained to teach and secure relevant subject knowledge
- how children’s learning can be affected by a range of factors, including such pupil characteristics as English as an additional language, special educational needs and gifted and talented
- effective teaching and behaviour management strategies that underpin children’s learning in English, maths, ICT, design technology and science
- educational issues related to the nature, content and purposes of teaching in the curriculum e.g. the debate relating to the role of phonics in teaching children to read

## Overview of the Taught Content

English	Mathematics	Science
Audit Evaluation	Number & the Number System	Misconceptions, constructivism, safety & audits
SWOT & Action Plan	Calculation Strategies for Addition & Subtraction	Working Scientifically (including investigations, variables, data) & cross-curricular planning
Phonics	Calculation Strategies for Multiplication & Division	Materials (including states of matter)
Speaking & Listening	Solving Problems	Electricity
Reading	FDPRD	Living Things, Seasonal Changes
Writing	Handling Data and Probability	Evolution & Inheritance (including rocks & fossils)
Poetry	Shape & Space	Light & sound
Phonics (2)	Measure	Forces & magnets
Non-fiction	Mathematical activities using ICT	The Earth & Space
Planning & creative Literacy	Mastery approaches	

This programme is subject to change

## The Wider Curriculum

This module aims to introduce students to wider areas of learning: art, music, drama, geography, history, modern foreign languages, PE, computing, RE and PSHE. Students will develop a knowledge and understanding of key concepts and skills in each subject and will consider how to combine subjects to design a sequence of learning. They will explore related pedagogical approaches and linking theory to practice. Students will reflect upon experiences in the primary classroom and will critically explore the roles and key purposes of these subjects within the primary curriculum.

- To demonstrate a knowledge and understanding of key concepts of chosen curriculum subjects
- To be able to critically discuss cross-curricular and discrete subject approaches
- To be able to plan three effective lessons based on a topic, including at least one with a cross-curricular approach.

## How to Apply for ConnectEd Partnership's School Direct Programme

- The application process is through a single central UCAS application:
- <http://www.ucas.com/apply/teacher-training>
- Use the following search criteria to find our programmes:
- **Training Provider Name:** ConnectEd Partnership, Broadmeadow Special School
- **Training Provider Code:** 27U
- **Tuition Route Programme Code:** 3BP4
- **For more information please see our website:** [www.connectedpartnership.com](http://www.connectedpartnership.com)

or contact *Harinder Jandu, Teaching School Coordinator* on  
01902 290152 or [harinder.jandu@connetcedpartnership.com](mailto:harinder.jandu@connetcedpartnership.com)