

BA QTS PRIMARY 5-11

This is your Welcome Pack and provides you with an indication of the content of the Programme and the preparation that you can undertake before starting your BA QTS Primary 5-11 Programme.

Welcome Pack

Programme Structure

The BA QTS Primary 5-11 Programme consists of 9 modules in year one.

Module ITT1028	Module ITT1035P	Module ITT1036P	Module ITT1030	Module ITT1031	Module ITT1032	Module ITT1033	Module ITT1034	Module ITT1029
Professional Studies	School Experience 1a Includes phonics	School Experience 1b	Developing Teacher of English	Developing Teacher of Mathematics	Developing Teacher of Science and Design and Technology	Developing Teacher of Wider Primary Curriculum	Developing Expertise as a Primary Teacher	Practitioner Researcher

The School Experience Modules (labelled P) count towards the 120 days which you must spend in schools in Key Stage One and Key Stage Two throughout your three years on the programme. The School Experience modules are assessed against the Teachers' Standards and evidence is recorded on your School Experience Assessment Tool (SEAT) and an app called My Progress.

Blended Learning

You will learn through a range of experiences, at University and in school, which blend together to ensure you develop professional skills, values and attitudes appropriate to secure high levels of children's attainment, progress and well-being as well as gaining a good degree.

Each module is made up of Learning Events and Online Learning Events. Learning Events have a pre-face to face activity and a post – face to face activity. The face to face session will be timetabled and you will be given this timetable in September. The Online Learning Events can be completed on or offsite, you will be given advice on when they are best to complete.

Each module has a Module Leader and they meet on a regular basis with the Programme Leader to ensure we are providing high quality teaching and learning activities.

You will be taught how to use a range of technological tools which you can use to increase your own engagement with theories and practices. You will be able to use these tools in your own teaching.

Support

You will all have a Personal Tutor based at the University and a trained mentor during each School Experience. The PT is your first 'go to person' if you have any questions or need support.

Preparation for the Year

You will be given access to an online site (NILE) for all materials and your timetable. You will need to check these regularly. You will work independently and in groups. You will require general stationery. The University based day will be 9-5pm and the school experience day from 8.20am -4.30pm although these are changeable and determined by each school.

What to do before you start the Programme.

1. Initial Ideas about Learning

Create a mind map or a drawing to represent your responses to these four questions.

- **What do you think is learning?**
- **How do you think children learn?**
- **What do you need to learn?**
- **What do children need to learn?**

2. Key Stage One and Two National Curriculum

You are going to learn to teach all aspects of the Primary National Curriculum for Key Stage One and Key Stage Two.

List all the subjects.

Write down three things for each subject that you are looking forward to teaching to children and why.

KS1 and KS2 curriculum can be found at
<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

3. Developing Behaviour Management

Behaviour management is an enormously practical matter. Behaviour management is an integral and substantive element of ITT, and it will be

delivered continuously and incrementally throughout the training period. It will be explicitly signposted, given privileged time in the programme and constructed so that it guarantees basic skills, knowledge and attitudes are accrued before more advanced techniques are expected.

The 3Rs of the behaviour curriculum.

Behaviour training will focus on three areas that are essential for the design and maintenance of ordered, safe and productive classrooms. These three areas are:

- i. Routines: classroom routines as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviours.
- ii. Responses: strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours, and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions (for example: consequences described by the school behaviour policy) and informal ones (for example: verbal/ non-verbal cues, body language).
- iii. Relationships: regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger's; the basic psychology of: motivation; long and short term memory; concentration; learning; cognitive load, spacing and interleaving; group dynamics.

Please reflect upon these three areas in relation to your own experience as a pupil and from your observations of children.

You can use the following questions to guide your reflections:

1. What routines have you experienced/observed to support behaviour managements? Were they successful (why/why not?)
2. What strategies/interventions have you seen to de-escalate confrontation? Were they successful (why/why not?)
3. How do you react in challenging situations? Consider how you can begin to manage these reactions and your own emotional state.

4. The use of data in schools

The collection and use of data within primary schools is something with which you will become increasingly accustomed with throughout your training.

To initially reflect on this area, consider these questions;

- a) What data is collected by schools?
- b) Why is it collected?
- c) How is it used?
- d) As a trainee teacher how will you be involved in this process?

5. Phonics and early reading

Effective phonics and early reading teaching is built upon good subject knowledge. The more you can build this up before you start your training, the better your confidence will be for teaching this in the classroom.

This first link explores and explains some really important phonics knowledge and terminology for teachers.

<https://literacytrust.org.uk/resources/quick-guide-phonics/>

6. Resources

Over the year, you will need to use, develop and evaluate a range of resources to enhance your teaching and the children's learning.

List five resources which you believe will be essential for teaching.

There is a wide range of books, journals and websites which you can access. The website below focuses on tools which are supported by educational research.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

7. Reading Lists

Each module will have its own reading list that you can access once you arrive at University. We suggest you consider these books for English, mathematics and science.

- Steve Farrow (2006) *The really useful science book* 3rd edition London: Falmer Press.
- Peter Loxley, Lyn Dawes, Linda Nicholls and Babs Dore (2013) *Teaching Primary Science* 2nd edition Abingdon: Routledge
- Wynne Harlen and Anne Qualter (2014) *The teaching of science in Primary Schools* 6th edition Abingdon: Routledge.

- Jolliffe, W. and Waugh, D. with Carrs. A (2015) *Teaching Systematic Synthetic Phonics in Primary Schools*. 2nd Edition. London: Learning Matters
- Medwell, J. Wray, D. Minns, H. et al (2017) *Achieving QTS Primary English. Teaching Theory and Practice*. 8th Edition. London: Learning Matters
- Medwell, J. Moore, G. Wray, D. et al (2017) *Achieving QTS Primary English. Knowledge and Understanding*. 8th Edition. London: Learning Matters

8. Subject Specific Preparation

All applicants are asked to complete the activities below for English, Mathematics and Science and the Wider Curriculum.

English 5-11

Welcome to Developing Teacher of English Module. We would like you to begin immersing yourselves in children's literature. We encourage you to build up your own collections and a log of reading over the three years but there is not an expectation to purchase any books. To help you to get started there are some suggestions below.

These books are just some of the books used in schools and they are available in the University library.

- Michael Morpurgo - Kensuke's Kingdom
- Any other novel of your choice suitable for KS2 children
- Any picture book by Anthony Browne
- Any picture book by Julia Donaldson
- Children's poems from a number of different poets. Some good examples come from: The Works Poetry Anthology chosen by Paul Cookson (10th Anniversary Collection); A Laureate's Choice: 101 poems for Children Chosen by Carol Ann Duffy; If: a treasury of Poems for Almost Every Possibility by A. Esiri and R. Kelly.

As you read each book or poem, make notes on the themes and any ideas you have for how it might engage, inspire or interest children.

Please bring your notes to the first Learning Event.

Mathematics 5-11

We look forward to seeing you in September. Our Learning Events are designed to give you an insight into the curiosity that mathematics can inspire, as well as hands-on experience with the activities you may be teaching to children in the future.

Log on to <https://www.youcubed.org/resources/what-is-number-sense/>

Please watch the 3-minute illustration of the concept of number sense.

As in the video, find as many ways to represent and calculate 12×9 . Bring this work with you to the first session.

Science 5-11

We look forward to seeing you in Primary Science Learning Events. We will be giving you an insight into the curiosity that Primary Science is expected to inspire, as well as hands-on experience of the activities you may be teaching to children in the future. To start you off, we ask you to undertake the following preparation work:

2. Complete the science audit on the Learning Matters website (<http://sagepub.net/LM/audit/audsci.asp>), which will help you to identify areas of strength and areas that need further development in your knowledge and understanding of science. You are **not** required to 'know' all the science included in the audit at this point. The intention is that you *begin* to identify for yourself whether you have sufficient knowledge of different areas of science, in order to teach with confidence across the different ages in the Primary. We will help you 'fill the gaps' in your knowledge, and perhaps more importantly, show you how to teach science in an enjoyable, practical and appropriate way. Do get the feedback which is available and relates directly to further science resources; this printout will be the baseline for your science knowledge development.

The Wider Curriculum

The Developing Teacher of Wider Curriculum Module will enable you to study art, physical education, geography, history, music and modern foreign languages as well as computing and RE and PSHE. The valuable real-world learning that takes place in these subjects can be enhanced with exploring the real world and visiting venues where you can take learning outside the classroom.

Reflect on your memories of visits when you were a child.

Where did you go? What did you learn?

Time	Mon 24 th Sept	Tuesday 25 th September	Wednesday 26 th September	Thursday 27 th September	Friday 28 th September
9:00am	Student Union Activities: 'Freshers Week'	Student Union Activities 'Freshers Week'		9:00 - 12:00 Skills Session Group 1 SN108 Group 2 SN109 Group 3 SN110 Group 4 LH113 This will be delivered by Library and Learning Services and Changemaker Hub Karen, Sarah, Gill and Sandra to attend	
10:00am		10:00-10:25am Welcome to Uon and ITT Group 1 and 2 SN208 Sarah Cave and Gill Chambers Elaine Batchelor			
10:30am		10:30 - 10:55am Welcome to Uon and ITT Group 3 and 4 SN208 Karen Woolley and Sandra Kirkland Gill Chambers and Elaine Batchelor			
11:00am					
12:00pm			12:00 - 1:30pm Team Building Session Group 1 LH321 Sarah Cave Group 2 SN303 Gill Chambers Group 3 LH322 Karen Woolley Group 4 SN203 Sandra Kirkland Personal Tutors to attend	12:00 - 1:00 Lunch (Café space) Meet your Personal Tutor - all groups	
1:00pm					
1:30pm				1:30 - 2:00 Review of First Week Group 1 and 2 SN208 Sarah and Gill	University Event - maybe a BBQ?
2:00pm				2:00 - 2:30 Review of First Week Group 3 and 4 SN208 Karen and Sandra	
3:00pm		3:00 - 5:00pm Subject session Introduction to Professional Studies, BA and ITT			
4:00pm		Group 1 LH230 Sarah Cave Group 2 LH231 Gill Chambers Group 3 LH227 Karen Woolley Group 4 LH228 Sandra Kirkland			
4:30pm					
5:00pm					