

Learning, Teaching and Assessment Schedule: assignments and school placements

Forest Independent Primary Collegiate

Motivation - Creativity - Curiosity

Assignment Due Dates

Please note that standards (QTT) relevant to each assignment are listed on the single assignment sheets. In Maths, English and Science you should have an understanding of the underpinning knowledge that you are required to demonstrate by the completion of this course. Your Behaviour Journal is an on-going Major assignment.

Week Due	Subject	Assignment	Tutor	Short task or Major
nb All assignments must be in before tutors will mark.				
Week 5	English	Reading to Children task	JS JM	Short task (F)
Week 7	Educational Theory	Observations	JB	Short task (F)
Week 14	English	Prepare an activity related to phonics from a given week's planning and consider related issues up to 600 words	JS/JM	Short task (F)
Week 6- 10 in wk 11	Maths	Mental and Oral Starter and Presentation (written in week 11)	HB	Short task (F)
Week 9	ICT	Project task in a Junior School	RS./NW MM	Compulsory Attendance(F)
Week 11	Science	Life in Natural Habitats	I.M.	Short task (F)
Week 11	Educational Theory	Understanding Child Development and Teacher Effectiveness	JB	Short task (F)
Week 14	Educational Theory	Task Analysis – task in session		Attendance (F)
Week 14	Professional Studies	Evaluate and Suggest Learning Objectives	LS/JS	Short task (F)
Week 14	Educational Theory	Behaviour Journal including <i>Teaching Children with English as an Additional Language</i>	SB	Major overall short task(F) BJ
Week 5/13	Design and Tech.	Set and completed task – in session	GFW	Compulsory Attendance(F)
Week 15	Science	Science Topic Friction is a Force	IM	Major (S)
Week 18	Professional Studies	Differentiation	LS/JS	Major task (S)
Week 19	Educational Theory	Behaviour Journal (including <i>(a)Home School Links and (b)Playground observations</i>	SB	short task(F) in BJ
Week 23 In:Feb.12th	English	Creative Writing and Gifted and Talented Children	JS/JM	Major task (S)
Week 25	Art and Design	Art Project	IB	Short Task (S)
Week 27	Educational Theory	Behaviour Journal (including <i>Working in a Special School</i> write up)	SB	short task(F) in BJ
Week 27	Maths	Plan a Daily Maths Lesson for Three Sequential Lessons	H.B.	Major task (F)
Week 27	Professional Studies	Assessment Activity	LS/JS	Short task(F)
Week 27	Science	Produce an Interactive Display	IM	Short task(F)
Week 27	Ed Theory and English	Child Study with Behaviour, Language and Literacy	SB	Major (S)
Week 28	Music	Music Task	MM	Short task(F)
Week 30	Maths	Developing Using and Applying Mathematics	HB	Major (S)
Weeks 33/34	Education	Presentations Written submissions week 34	Tutors/ guests.	Major (S)
Week 32	RE	Planning a Lesson	PG	Short task (F)
Week 33	History	Artefacts	BW	Short task (F)
Week 29	Geography	Practical task set in Geography session 1. To be carried out throughout TP2 ready for Geography 2.	SB/YW	Compulsory Attendance(F)
Week 34	Professional Studies	Planning a School Trip	LS/JS	Short Task (S)
Spring Term	Thematic Week	Working as a team, creating and planning Task set and completed in sessions	RG	Major Compulsory Attendance(S)

(F) = formative pass/fail (S) summative (credit/final grade weighting) Complete Behaviour Journal is a Major Assignment

Forest Independent Primary Collegiate SHORT TASKS

Short tasks are part of required coursework either completed in session time or as an activity in school and rationalised or lesson plans and rationalised. All must be completed and are a pass/fail.

Criteria for Formative Marking for Short Tasks

Pass		Fail	
<ul style="list-style-type: none"> • good attempt to address the question 		<ul style="list-style-type: none"> • question inadequately addressed 	
<ul style="list-style-type: none"> • an attempt to evaluate/argue/discuss the main issues 		<ul style="list-style-type: none"> • no or inadequate attempt to analyse/discuss issues 	
<ul style="list-style-type: none"> • adequate reading used to support ideas/arguments/reflection 		<ul style="list-style-type: none"> • no evidence of reading 	
<ul style="list-style-type: none"> • appropriate structure 		<ul style="list-style-type: none"> • unstructured approach 	
<ul style="list-style-type: none"> • good written style 		<ul style="list-style-type: none"> • confused written style which may obscure meaning 	
<ul style="list-style-type: none"> • adequate completion of task showing understanding of the main issue(s) 		<ul style="list-style-type: none"> • inadequate completion of task set 	
<ul style="list-style-type: none"> • planning that exemplifies teaching and learning practice in the classroom 		<ul style="list-style-type: none"> • poor planning 	

Please ensure that the tasks are handed in on time. Ensure that you have written clearly the title of the assignment on the 'front sheet for marking'.



Forest Independent Primary Collegiate

English Short Task

Reading to Children Task: choosing an appropriate reading text for KS1/2.

Task due: Week 5

Number of words: 900

This task must be completed as part of on-going assessment.

Aim

The aim of this assignment is for trainees to show clearly the following:

- how trainees can evaluate texts and language critically
- careful consideration of different elements of the system of spoken English
- how to develop and extend ideas from literary and non fiction texts and how to evaluate their quality and their suitability to meet different teaching objectives
- how to motivate good listening in pupils
- developing pupils' enthusiasm for reading
- how to read to children

Learning Outcomes

- can understand how to gain pupils' attention and interest.
- Show understanding of appropriate Key Stage applicability:
 - use of text,
 - use of illustrations
- evidence of understanding of story as a vehicle for learning especially in speaking and listening
- show how reflection on an activity can inform future practice.

Learning materials: back up equipment as necessary e.g. puppets, chosen text

Standards:

- Q14 knowledge and understanding and related pedagogy
- Q10,15 teaching, learning and behaviour management strategies and how to personalise learning
- Q15 aware of typical curricula and frameworks
- Q26b challenging teaching objectives
- Q30 establishing a purposeful learning environment
- Q25a and b select and prepare resources meeting learning objectives

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Educational Theory

SHORT TASK

This task must be completed as part of on-going assessment.

Observations (cognitive, social and behavioural)

Task set: Induction Week 2

Task due: Week 6

Number of words: Observation plus 150 words per observation

Aim

The aim of this assignment is to raise trainees' awareness of using observation in the classroom to inform their professional values, management and teaching.

Trainees will be given five observation schedules:

- A. Social Observation
 - child to group
 - child to child
 - child to adult
- B. Cognitive Observation
- C. Physical Observation

It is expected that these observations will be carried out in TP1 and is a model for how to begin your child study in TP2. **The 1. reading of the data in a conclusion is important as well as 2. the trainees' suggestions for planning adult responses to what has been observed and 3. incorporated them into a behaviour plan focusing on behaviours that the child may need to practice to improve his/her learning in school.**

Learning Outcomes

Trainees should know:

- how cognitive development refers to intellectual processes including thinking, learning, and problem solving and planning.
- the contribution of a pupil's social context and cultural background to the development of self-concept, morals and values, as well as to the acquisition of knowledge, skills and understanding
-

Learning materials: observation forms

Standards:

Q1 committed to raising educational achievement

Q5 concern for the development of learners

Q18 pupils learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development

Q21b to identify and support a range of pupils

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.

Forest Independent Primary Collegiate

English

SHORT TASK

This task must be completed as part of on-going assessment.

Due week 14

Prepare an activity related to phonics from a given week's planning and consider related issues up to 600 words

The aim of this assignment is to show trainee ability to:

- develop pupils' phonic skills
- choose a task for the whole class, individual and group work
- consider motivation to learn and the place of play in learning
- to show awareness of learning styles
- how a game/activity can be used to assess learning

Choose an activity from the given weeks' planning. You need to check with your class teacher in KS1 classes, the best time to engage the children and in KS2 choose an appropriate age activity for the SEN children or with a year 3 class.

You will find issues to focus on the given sheet. These include:

- Are the children blending to read and segmenting to spell each day?
- In the 'practise' part of the session, are all the children included in active learning?
- What resources would have to be collected/prepared for the week's teaching?
- Do any sessions demand a large number of resources?
- Is the planning clear enough for others to follow?
- Has anything been omitted from the plan?
- Reflect on your planned activity.

Additional features: ideas for using across KS1, KS2 and SEN

Standards

Q14 Knowledge and understanding

Q10,15 National Curriculum/Literacy strategies KS1/2

Q10 Establishing a purposeful learning environment

Q22 select and prepare resources

Q26 range of monitoring and assessment strategies



Forest Independent Primary Collegiate

Maths Short task

Present a five to ten-minute mental and oral starter to the group.

Task set: induction

Task due: Presenting week 6/10. Short written submission week 11

Number of words: 1000

Aim

Regular oral and mental work develops, and secures, pupils' mental strategies and recall skills, and their visualisation, thinking and communication skills. Mental methods are prioritised as they play a key role in developing understanding of the structure of number and mathematics.

The purpose of this assignment is to concentrate on building pupils' mental concepts and skills in an interactive manner, encouraging the participation and learning of all pupils. Care should be taken to ensure all pupils are given the opportunity to make progress.

Learning outcomes

Trainees should show understanding of the following:

- forms of starter
- maintenance of participation
- how to teach mental strategies
- how to select and use materials and images
- how to use questioning and discussion while teaching whole classes or groups, including differentiation
- how to use interactive methods: introduction of lesson, skilfully framed, oral and mental, clear instruction, clear explanation, developing and illustrating maths, follow up and consolidation
- what learning has taken place
- how audience reacts to your starter!

Learning materials: Photocopiable examples

Additional Features: Mention of any successful ideas used or observed.

Standards:

- Q10/Q14 Knowledge and Understanding – subject knowledge per se and pedagogic knowledge
- Q15 National Curriculum/Numeracy Strategies KS1/2
- Q25(b) Develop concepts and processes to meet challenging learning objectives
- Q25(a) Take practical account of diversity and promote inclusion
- Q25(a) Use a range of resources
- Q12 Know a range of approaches to assessment, including the importance of formative assessment

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.

Forest Independent Primary Collegiate

ICT SHORT TASK

ICT project with pupils in Alderton School, Loughton

Task: Carried out in Week 9

This task must be attended and completed as part of on-going assessment.

This task will be carried out in this junior school. Trainees will work with pupils on a project supported by a number of ICT resources. The project should be recorded either through 'word', by digital camera, or photocopied if it is not to be kept by the trainee. The task may take the form of a school newspaper, a short story, or a topic led investigation. The task should allow the trainee to use information sources and ICT devices to acquire, scrutinise and relate data to a wide range of purposes. They should be able to work with pupils to make informed decisions about when and how to best use ICT for accessing information, interpreting problems or completing expressive work.

Aim

The aim of this assignment is for trainees to experience the use of ICT in the school setting: to know how to use ICT effectively to teach a subject and to support their wider professional role.

Learning outcomes:

- Being familiar with the detail of the ICT national Curriculum at KS1/2 (2000) and its implications for planning in teaching practice.
- To know how to manage and organise ICT equipment
- To know when and how to use ICT support across the curriculum
- To develop personal skills and knowledge of appropriate software.

Learning materials: variety of ICT resources

Additional Features: recording of project

Standards:

Q7 Reflect on an improve practice...(relating to trainees ICT Personal Action Plan)

Q17 Know how to use skills in ICT to support their teaching and wider professional activities

Q23 Design opportunities for learners to develop their ICT skills

Q25a to use a range of teaching strategies and resources, including e-learning

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Science Short Task

Studying a Habitat

Task due: Week 11

Number of words: four lesson plans and rationalisation (900 words)

This task must be completed as part of on-going assessment.

Aim

The aim of this assignment is to demonstrate that the trainee shows knowledge and understanding of natural habitats and that nature is a process. It also must show that four lessons can have an overall aim and that a sequence of lessons can be planned with objectives that work toward that aim. The lessons should also show thinking about motivation to learn and creative ideas for learning.

Learning Outcomes

- how to plan a sequence of lessons
- showing through the lesson plan (FIPC) all elements of the lesson
- how to resource teaching and learning
- through rationalisation show understanding of sequences of lesson in any key stage
- evidence of scientific skills and language
- showing how assessment can be related throughout a series of lessons.

Learning materials: scientific/general resources needed as well as health and safety issues.

Additional features: careful questions to elicit pupil knowledge and understanding

Standards

Q11 know the assessment requirements and arrangements for T,L and how to personalise learning

Q14 secure knowledge and understanding and related pedagogy

Q15 know and understand curricula, frameworks applicable to age range

Q30 establishing a purposeful learning environment

Q26b challenging teaching objectives

Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Educational Theory

SHORT TASK

How Understanding of Child Development Improves Teacher Effectiveness in the Classroom.

Task due: Week 11

Number of words: 1200

This task must be completed as part of on-going assessment.

Aim

The aim of this assignment is for the trainee to relate and show understanding of the relevance of theory to practice. The work should include emotional, behavioural, social, physical and academic development theory and should show research into those areas through reference to reading.

Learning outcome

The task should show in final discussion about how this theory to practice process **may** improve teacher effectiveness and why.

Additional Features: Trainees might like to include their own reflective observations/practice within the body of the work.

Learning materials: materials from sessions as well as personal reading from the fipc reading list as relevant

Standards:

Q1 have high expectations ensuring they achieve their full educational potential

Q18 Understand how children and young people develop. And that progress and well being of learners are affected

Q21a and b Health and well being

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Educational Theory

SHORT TASK

Write a task analysis for a given aim and set appropriate teacher targets

Task : (completed in session time LP1) Week 14

This task must be completed as part of on-going assessment within the session.

Aim

The aim of this assignment is for trainees to show understanding of ways of thinking about 'teaching on' in terms of behaviour management. It should help trainees to know how to target pupils' behaviour in a consistent manner over time instead of a response reaction. This task should follow the required format discussed in the session. Therefore, trainees should show that they understand that behaviours are never in isolation but a part of a process that may inform target setting. It should also make clear, that pupils never achieve targets without adult input. The task should present a task analysis of the trainee's choice and include a recommendation for adult action

Learning outcome

- understand the issues of planning behavioural management within the classroom and in particular the behaviour of children who are in difficulties due to their behaviour.
- knowing how to set clear targets

Learning materials: reading particularly on behaviour management skills especially on the analysis of behaviour on the reading list.

Standards:

- Q10 personalised behaviour management
- Q 19 effective personalised provision for SEN
- Q21b how to identify and support children
- Q25d ability to manage the learning...
- Q31 establish a clear framework to promote self control and independence

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Professional Studies

SHORT TASK

Evaluate and suggest learning objectives for a given piece of a pupil's work

Task due: Week 14

Number of words: marked work plus 1000 words

This task must be completed as part of on-going assessment.

The purpose of this assignment is for trainees to show how marking effects individual or class planning. Trainees should mark a chosen piece of work and then write an evaluation including their criteria for marking and suggesting the next objectives for the pupil, with reference to the national curriculum. Reference should be made to:

- assessing learning objectives
- marking and monitoring
- considering demanding and appropriate expectations
- setting clear targets for pupil's learning

Resources: pupil's work

Additional Features: example of marked sheet

Standards

Q14	secure knowledge and understanding and related pedagogy
Q22	planning for progression
Q25 ,b, d	use of resources. Build on prior knowledge, managing learning of individuals, groups
Q26 a,b	affective use of assessment....
Q27	constructive feedback
Q28	identifying emerging needs
Q29	evaluating the impact of their teaching...

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Design and Technology

SHORT TASK

This task must be completed as part of on-going assessment.

Week 5 & 11

This task will be completed within the taught sessions. Trainees will go through the process of design and technology with a focus on teacher expectations and setting challenging learning objectives.

Aim

The aim of these sessions is to highlight the processes in design and technology. There will be discussion, presentation and a workshop to work on the set task.

Learning outcomes

- Understand the processes with design and technology
- Understanding the way design and technology can link with other subjects
- How to set up practical tasks in the classroom
- Awareness of health and safety issues.

Learning materials: D&T tools will be supplied by the college. Trainees should bring rulers, scissors and drawing pens/pencils. National curriculum handbook

Standards

Q14 secure knowledge and understanding and related pedagogy
Q15 know and understand curricula, frameworks applicable to age range
Q30 establishing a purposeful learning environment
Q26b challenging teaching objectives
Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

This task must be passed for completion of the course. Trainees who are absent on these days must complete the task in their own time.

Forest Independent Primary Collegiate

Art and Design SHORT TASK

Production of Art Lesson Plan

with example of pupil, evidence (exemplification of learning) e.g. sketch, photograph

Task set: LPI

Task due: Week 25

This task must be completed as part of on-going assessment.

Lesson Plan must show explicitly:

- Art NC POS (KSU/EYFS ELG (as appropriate)
- Cross Curricular link eg literacy, ICT
- Assessment (link back to NC Pos KSU)
- Evaluation of learning (teacher and pupil based on art professional practice and learning)

Evidence

- national curriculum programme of study for art and cross curriculum links
- evaluation of the learning and progress made (3.2.2/3)
- evidence of either FS/ KS1 and KS2 eg photograph, sketch, pupil work

Aim

The aim of this assignment is for the trainee to show knowledge and understanding of the place of art and design, national curriculum. It should also demonstrate trainee knowledge of resources and skills necessary to teach, and pupils to learn, to develop skills for art and design in KS1 and KS2. Trainees must be clear that the learning is objective/learning led and not task driven. "What more do the pupils know as a result of the teaching?"

Learning outcomes:

- Understanding the place of art and design in school
- Knowledge of ways of recording the art
- Choosing media
- Identify specific art and design knowledge and skills and understanding

Learning materials: National Curriculum for Art and Design

Handouts in sessions, practical task materials

Standards

Q1,2, 2 Professional attributes

Q7a Personal professional development.

Q10,11,12,14,15,18,19 Professional Knowledge and Understanding

Q22,25,26,27,28,29,30,31,33 Professional skills

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated. This task must be passed for completion of the course.

Forest Independent Primary Collegiate

Professional Studies

SHORT TASK

Show how to set up an assessment activity and chart for a class group. This assignment must be visual only.

Task due: Week 27
Assessment activity only

This task must be completed as part of on-going assessment.

Aim

The aim of this task is for trainees to create an appropriate assessment activity. The task should be clear visually to the tutor and connected to a learning objective. The method of recording should not only be for the adults but pupils as well. It may be that the assessment chart may be board size in which case a photograph will be sufficient. Trainees might find other ways to present the task for marking.

Learning Outcomes

- Demonstrate first hand experience of pupil assessment of learning
- Consider a variety of ways in which assessment can take place
- To know how the assessment will inform future planning

Learning materials: materials necessary for display trainees should consult assessment methods in the reading lists.

Additional Features: Trainee might like to include an idea for a following activity that moves the pupils on. (100 words or pictorial example only)

Standards:

Q1	High expectations so they can achieve full educational potential
Q22	planning for progression
Q23	Design opportunities for learners to develop their learning skills
Q25a,b,c b	build on prior knowledge
Q26 a,b	affective use of assessment...
Q27	constructive feedback
Q28	identifying emerging needs
Q29	evaluating the impact of their teaching...
Q30	establishing purposeful learning environment

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Science

SHORT TASK

To Produce an Interactive Display

Task Due: Week 27

Number of words: Display evidence and 400 words

This task must be completed as part of on-going assessment.

The presentation should include a brief rationale which justifies the inclusion of this kind of resource in the classroom or wider school context. It must be well organised in accordance with rules for submission explained to you at induction. The task should be designed for either KS1 or KS2 delivery.

Aim

The aim of this task is for trainees to show knowledge and understanding of:

- interactive display work as support for learning
- the topic that is in focus that term
- the science topic
- how to create an activity to engage pupils in learning.

Learning outcomes

- clear and precise communication in science
- knowledge and understanding necessary for the chosen display topic
- evidence of good use of ICT and other learning resources

Resources: use of scientific resources and health and safety issues.

Additional: The rationalisation should show knowledge and understanding of the process of the learning of the science topic. Consult your reading list for science.

Standards

Q14 secure knowledge and understanding and related pedagogy

Q15 know and understand curricula, frameworks applicable to age range

Q30 establishing a purposeful learning environment

Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards guide as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Music SHORT TASK

Making and Playing

Task due: week 28

Tutor Marian Marsh

This task must be completed as part of on-going assessment.

Aim

The aim of this assignment is to link practical activities to planning music lessons and engaging groups of children in composing and performing music. There are three requirements.

- 1 Trainees will be asked at induction to consider different ways of making musical instruments and to then think of their own response to the ideas. Trainees should consider materials to use and the sounds that are possible in **choosing an instrument to make** during the term.
- 2 Trainees should bring their instrument to the music lesson in week 28 and also a lesson plan showing ways in which their instruments could be used in a lesson making sure that there are curriculum links included. This is the **written requirement** of this task.
- 3 During the session, trainees will be asked to compose in groups music for their particular instruments. This **work is a requirement** for all trainees.

Learning outcomes

- To know the nature of music teaching and learning from the national curriculum
- How to develop pupil sense of rhythm
- Singing and playing and composing

Standards:

Q10 How to personalise learning
Q15 know and understand curricula, frameworks applicable to age range
Q30 establishing a purposeful learning environment
Q26b challenging teaching objectives
Q25a select and prepare resources

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

RE SHORT TASK

Plan a lesson for RE considering what will motivate the children to learn.

Task set: LP1

Task due: week 32

Number of words: plans and 900 min.

This task must be completed as part of on-going assessment.

The lesson should demonstrate understanding of the two attainment targets 'learning through and from' religion. The lessons should be delivered. The assignment includes a reflection of the lesson, whether objectives were met and resources adequate and its strengths and weaknesses. Trainees should suggest ways in which they could improve the lesson. Trainee should also discuss the attention the children gave to the lesson in particular and why they felt that level attention existed.

The evaluation and discussion should include a range of up to date references regarding the place of religion in school and information to back up your choice of lessons.

Standards

Q14 secure knowledge and understanding and related pedagogy

Q15 know and understand curricula, frameworks applicable to age range

Q30 establishing a purposeful learning environment

Q26b challenging teaching objectives

Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.

Forest Independent Primary Collegiate

History SHORT TASK

How would the use of artefacts enhance the teaching of history?

Task Set: Induction week

Task Due: Week 33

Number of words: 1000

This task must be completed as part of on-going assessment.

Aim

The aim of this assignment and the sessions involved focuses on the nature of history as an investigative and interpretative subject.

Search through the internet, old photographs, archaeological sights or local museums or how about just searching through an old toy cupboard? Choose an era and appropriate artefacts and think of ways in which they could be used in your planning.

Learning outcomes

- trainees understand how to help pupils to develop historical thinking through evidence.
- understanding of history in the primary curriculum.
- knowledge of topic loan

Use a planning sheet and rationalise.

Learning materials: relevant artefacts worksheets from sessions national curriculum handbook

Standards

Q14 secure knowledge and understanding and related pedagogy

Q15 know and understand curricula, frameworks applicable to age range

Q30 establishing a purposeful learning environment

Q26b challenging teaching objectives

Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course

Forest Independent Primary Collegiate

Professional Studies

Short Task

Planning a School Trip

This task must be completed as part of on-going assessment.

Date Due: Week 34

- Description of trip, organisation and educational links.
- Should include a follow up lesson plan.
- Further information e.g. risk assessment and any information from the site should be in an appendix.

Aim

The aim of this task is to demonstrate an understanding of school organisation and planning. It should also highlight links between curriculum and the community. Suggested areas might be various museums, churches, sport activities, monuments, exhibitions etc. Trainees should take a day to physically complete this outing or have helped to plan a trip in practice. Any information en route should be included and suggestions made for its use in your lesson plan.

Learning outcomes

- Understand of teachers' legal liabilities and responsibilities
- Understand links between the curriculum and the visit via a lesson plan
- Understand risk factors, school policy on going outside school (number of staff etc.) information to parents, travel organisation, costs, objectives and activities or tasks for the children.
- The essay should link with the standards below
- Task should include information received and its use for the children and/or photographs
- There should be a conclusion that summarises the value/or not of the outing

Learning materials

You should use and refer to any relevant materials in terms of curriculum or outing information

You should use referencing as laid out in the trainee handbook

Additional features

Your essay should have an abstract of about 100 words that portrays the assignment as a coherent whole and a bibliography identifying sources used. Where appropriate include supporting material in the appendix.

Standards:

Q1 high expectations ensuring learners full educational potential

Q3 a, professional duties b Awareness of policies and practices

Q21 Health and well being

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in and out of school contexts.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Trainees should keep their assessment sheets for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Geography

SHORT TASK (completed between the two sessions of geography and handed in week 29)

This task must be completed as part of on-going assessment.

Aim

The aim of both sessions in geography is to recognise the ways in which geography can be a motivating subject for children and can be used cross curricula.

Task: This practical task will be set by your tutor and will be due in the second geography session.

Learning Outcomes

- Trainee can plan and assess pupil learning in geography effectively
- Understand the importance of motivating pupils in this area (supported by ICT)
- Use of resources in foundation subjects.

Learning materials: DfES (1999) National Curriculum QAA programmes of study

Standards

Q14 secure knowledge and understanding and related pedagogy
Q15 know and understand curricula, frameworks applicable to age range
Q30 establishing a purposeful learning environment
Q26b challenging teaching objectives
Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.

Forest Independent Primary Collegiate

MAJOR SUMMATIVE ASSIGNMENTS

All major assignments are assigned credits that represent trainee learning within the curriculum subject.

ASSESSMENT LEVELS FOR MAJOR ASSIGNMENTS

The standard of achievement can be awarded at a + or – for each level.

1	2	3	4
<ul style="list-style-type: none"> question fully addressed 	<ul style="list-style-type: none"> good attempt to address the question 	<ul style="list-style-type: none"> sound attempt to address the question 	<ul style="list-style-type: none"> question attempted or inadequately addressed, main concept understood
<ul style="list-style-type: none"> outstanding coverage of a number of aspects of the topic 	<ul style="list-style-type: none"> understanding of the main issue 	<ul style="list-style-type: none"> basic understanding of the main issues 	<ul style="list-style-type: none"> partial or no understanding of the main issues
<ul style="list-style-type: none"> relevant selection and use of appropriate and extensive reading 	<ul style="list-style-type: none"> a range of reading used to support ideas/arguments 	<ul style="list-style-type: none"> evidence of some reading possibly restricted to basic texts 	<ul style="list-style-type: none"> little or no attempt of reading, poorly used
<ul style="list-style-type: none"> independent, critical and reflective thinking sharply focused analysis 	<ul style="list-style-type: none"> a good attempt to evaluate/argue/discuss and reflect on the main issues 	<ul style="list-style-type: none"> some analysis and reflection but possibly lacking in depth and scope 	<ul style="list-style-type: none"> little or no evidence of reflective thinking
<ul style="list-style-type: none"> clear structure 	<ul style="list-style-type: none"> appropriate structure 	<ul style="list-style-type: none"> an attempt to structure work 	<ul style="list-style-type: none"> unclear or no structure
<ul style="list-style-type: none"> lucid written style and sometimes drawing on relevant knowledge outside of the topic in question 	<ul style="list-style-type: none"> good written style 	<ul style="list-style-type: none"> satisfactory written style 	<ul style="list-style-type: none"> repetitive, disjointed or confused written style

<u>Elements of the course</u>		
All following elements are compulsory and are at level 4. Summative Assignments and credit weighting. See assignment sheets for precise level 4 criteria.		
	Topic/ Research	Credit
Educational Theory/English	Child Study	10
	Behaviour Journal	10
Educational Pedagogy	Presentation/written submission	10
	Thematic Group Oral Presentation	10
Professional Studies	Differentiation	10
	Study of a Whole School Issue	10
Maths	Mental and Oral Starters and submission	10
Maths	Plan A Numeracy Hour for three sequential lessons	10
English	Creative Writing	10
Science	Science Topic Researched	10
Exams		10
TP 1,2 ,3	Planning, K and U., assessment and recording	10
All elements assessed must be passed to complete the course.		
Total credits		120 credits



Forest Independent Primary Collegiate

Professional Studies

MAJOR TASK

Define differentiation within teaching, use of and effects on planning

Task set: Induction Week 2

Task due: Week 18

Number of words: lesson plan plus 1000 words

This assignment must show advanced professional skills and understanding. It must show clearly that you have mastered the concept of differentiation and related criteria to assessment. Trainees should show that they have consulted their mentor/class teacher regarding the differentiation in their lesson plan and rationalised the information within the body of the work. Reading must be shown. This assignment is graded and is part of your final summative assessment.

Aim

The aim of this assignment is to show that trainees have an understanding of the many ways in which to differentiate learning and how to plan differentiation. Trainees should define what is meant by differentiation, and the ways in which it can practically be managed within the classroom without disadvantaging pupils. Trainees should also show how assessment of the differentiated work would differ. How does this concept relate to personalised learning?

Learning outcomes

Trainees should show that they have learnt

- how to ensure effective teaching of whole classes
- identifying pupil needs
- recognise levels at which pupils are achieving
- how to make purposeful intervention
- how to relate differentiation to the assessment of the learning.

Learning materials: Example of a planned lesson with differentiation for pupils who need to work at their own pace this may include pupils who need to be more challenged or those who need more tactile resources.

Additional Features: Examples of differentiated work.

Standards:

Q1 high expectation

Q10 K and U of a range of teaching, learning and behaviour management strategies and how to personalise learning

Q14 secure K and u and related pedagogy to teach across the age and ability range

Q19 personalised learning

Q25 b building on prior knowledge c, adapt language d managing learning on individuals, groups or whole classes



Forest Independent Primary Collegiate

Maths

Major TASK

Developing Using and Applying Mathematics

Task set: Induction Week 2

Task due: Week 30

Number of words: completion of portfolio and including rationalisation of up to and not more than 1000 words.

This task must be completed as part of on-going assessment

Aim

The purpose of this assignment is for trainees to identify what promotes pupils' learning of using and applying mathematics.

There are four elements that will comprise your portfolio for this short assignment. 1. Carry out problem solving tasks in maths sessions in LP1. 2. Plan and teach a problem solving lesson during TP1. This is an exploratory lesson and would not be assessed in the usual way. Complete an evaluation guided by set questions. 3. Carry out a mathematical investigation at trainees own level in LP2 (in session partly). 4. Rationalisation that will reflect on important issues that have arisen throughout the process, and demonstrate understanding of significant and emerging the theoretical frameworks for teaching and learning. You will demonstrate that you can self-appraise and critically reflect on your experience as a learner and teacher of mathematics and will identify and evaluate the key issues which have arisen.

You should use the course material that has been given to you in order to show awareness of significant and emerging theoretical perspectives and their influence on and links with practice.

Learning outcomes

- Identification of which feature is affecting the mathematical learning
- Analysis of the particular ways pupils learn and understand

Learning materials: session reading material - portfolio index - evaluation guide – problem solving activity files

Additional Features: This task will be supported in sessions.

Standards:

Q10 Knowledge and understanding of a range of learning strategies, how to personalize learning for all learners to achieve their potential

Q18 Understand how a range of developmental factors can affect pupils' learning

Q14 Knowledge and understanding of the pedagogy of mathematics

Trainees should keep their assessment sheets for all assignments in their assessment and recording file and to use the standards check as evidence in their final assessment in TP3

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.

Forest Independent Primary Collegiate

Maths

MAJOR ASSIGNMENT

Plan a Daily Maths Lesson for 3 Sequential Lessons

Number of words: Plans plus 2000 word rationalisation and reflection

Date Due: Week 27

This assignment must show advanced professional skills and understanding. It must show clearly that you have mastered the concept of teaching a sequence of lessons to show understanding of concepts, processes and knowledge of the maths curriculum, framework for teaching mathematics and class management at KS1/2. Trainees should show that they have consolidated information over time and have researched assessment in mathematics. Trainees should show that they have consulted their mentor/class teacher regarding the process of maths in the school. Reading must be shown. This assignment is graded and is part of your final summative assessment.

Aim

The purpose of this assignment is for the trainee to show understanding of progression, concepts, processes and knowledge of the maths curriculum, framework for teaching maths and class management at KS1/2. Trainees should explain the reasons for each decision made about the content and order of the sequence of lessons, how learning is promoted and assessed. They should make reference to their concept hierarchy, how prior learning is catered for, and ways of consolidating and extending that understanding in these assignments. Consideration should be given to visual imagery, how to achieve assessment for learning and relating activities to objectives and success criteria. **Elements of using and applying mathematics, in its widest sense, must be included.** Particular attention should be given to the importance of differentiation and how it is planned for and achieved for the different ability levels, including references. The task should show evidence of background reading, related to aspects of the lessons. Trainee should include reflection of the lessons and understanding of what comes next.

Learning outcomes: Trainees should demonstrate awareness of:

- progression shown in planning of the concept hierarchy with a sequence of linked lessons
- building up of concepts, processes, connections and decision-making
- clear objectives and appropriate success criteria
- setting activities for whole class, appropriate and demanding work
- use of visual imagery and activities to aid understanding
- use of questioning and discussion, including pupils' responses
- using and applying learning to different contexts, including key aspects of learning
- evaluation and assessment of learning over the sequence of lessons
- evaluating own teaching critically and reflectively
- use of ICT for enhancement of the learning process

Additional Features: Trainees must attach as appendices examples of pupils' work and marking.

Standards:

- Q10/Q14 Knowledge and Understanding – subject knowledge per se and pedagogic knowledge
- Q15 Know the National Curriculum/Numeracy Strategies KS1/2
- Q25(b) Develop concepts and processes to meet challenging learning objectives
- Q25(a) Take practical account of diversity and promote inclusion
- Q25(a) Use a range of resources
- Q33 Role of additional adults in supporting learning
- Q26(a) Make effective use of a range of assessment, monitoring and recording strategies
- Q17 Use ICT effectively
- Q8 Have a creative and constructively critical approach towards innovation

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Behaviour Journal

MAJOR ASSIGNMENT (ongoing)

This assignment must show advanced professional skills and understanding. It must show clearly that you have pursued independent learning both through your observations, your thinking and through your. Trainees should show that they have consulted their mentor/class teacher regarding their own class management and pupil management as well as the SENCO, behaviour policies and school behavioural systems. Reading and research must be shown to support your thinking and observations. This assignment is graded throughout the year and has a final grade showing the accumulation of the parts. It is part of your final summative assessment.

Assessment

The journals will be marked when the journals are presented for marking on **Oct 23, Dec 16, March 29th**.

The journals will also be expected to be presented at the mid term assessors meeting and the final assessors meeting.

Behaviour journal should include all the entries that are suggested at the beginning of the journal and in the session given in induction regarding the process expected in the journal. .

There are three short tasks that are included in the body of the work but these should not **exceed one full page but be concise and relevant**. These are:

- **English as an Additional Language** (week 14) written after your EMAS day in week 9 and written in **week 14**. Should show your understanding of the ways in which teaching children with English as an additional language can be incorporated into a classroom. This would include topic or differentiated tasks and who would be involved and how would the teaching take place. What extra resources would you need? What social concerns would you have? You should find information in your reading, in your visit to the ethnic minority unit, from professional studies and from conversations with SENCOs in school and from your own observations This is a large area and a very detailed writing is not required here however this should be a focused piece of work and should demonstrate your knowledge of the strategies and skills that may be needed in the classroom with a child with EAL.
- **Report on the Playground**. (Week 19) Write a short précis of your observations of the playground, its strengths and difficulties and any ideas you may have for improvement in comparison also with other playgrounds.
- **Home School Links** written in **week 19**. You may include here all the ways you have read about, discussed with your mentor, learnt about in professional studies or have experienced in your teaching practices.
- **Working in a Special school** –Weeks 27 your write up of your time in your SEN placement as daily observation of behavioural issues. The purpose of this assignment is for the trainee to demonstrate an understanding of special educational needs as well as to show understanding of behaviour management. This should read like a diary of exploration over your two week placement. The task should show links between effective pupil learning and teaching strategies. There should be a focus on a discussion about how or if the special school differs from the main-stream school. Consideration should be given to any behavioural systems in the school and refer to theories that underpin that practice. Areas that could be included are:
 - identification of special needs
 - familiarity of Code of Practice
 - monitoring and intervention
 - appropriate physical contact, appropriate physical restraint

Learning Outcomes:: Trainees will be able to-

- identify pupils who have SEN, are very able, not yet fluent in English and know where to get help in order to give positive and targeted support
- observe and construct ideas
- record what they see in terms of monitoring and intervening and relate to relevant reading
- plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- establish and maintain purposeful working atmosphere
- have high expectations for behaviour establishing and maintaining a safe environment
- maintain motivation
- listening to pupils and understand differences and understand long term behaviour management plans
- evaluate own effectiveness
- have a professional approach to managing behaviour in their classroom

Where possible reference should be made to relevant reading.

Additional Features: Trainees might like to share their own responses of their experiences.

Standards:

Q2 demonstrate positive values, attitudes, behaviour they expect

Q5 recognise and respect the contribution that colleagues, parents and carers can make to the development and well being of children and young people and to raising their level of attainment

Q7 Reflect on and improve practice

Q8 have a creative and constructively critical approach and being prepared to adapt practice

Q18 Understand how children and young people develop

Q21 Know how to identify and support children and young people

Q30 establish a purposeful and safe learning environment

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote self-control and independence

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

English Major Task

Weekly and Individual Lesson Planning of Creative Writing to include Aspects of Speaking and Listening and Gifted and Talented

Date Due: Week 23

Format: Weekly and individual lesson planning sheets (1500 words)

This assignment must show advanced professional skills and understanding. It must show clearly that you have researched your topic widely. Trainees should show that they have consulted their mentor/class teacher or any professional in their chosen area, regarding . Reading must be shown. This assignment is graded and is part of your final summative assessment.

Aim

The aim of this assignment is for the trainee to research creative writing and speaking and listening in order to produce a weekly plan and one individual lesson plan. The individual lesson should be taught and evaluated

Trainee should use the National Curriculum and PNS as reference points. The assignment also requires a creative, adventurous approach to planning in order to motivate pupils. Differentiation should be clear throughout with special emphasis on supporting special needs and an EAL child placed in a middle group. Provision should also be made for a gifted and talented child in the top group. Daily shared guided reading/shared writing and sentence level/word-level objectives should be identified and at least one speaking and listening objective included.

Outcomes

- knowledge of DfEE Document on Speaking and Listening ('99)
- how to maintain children's attention and motivation
- use of ICT and other supporting resources
- use or adaptation for use of any SEN or EAL children in main stream classes
- knowledge of sequential planning
- indication as to how reading supported the planning

Learning materials: use of experience in SEN school, resources to motivate pupils in lessons, gifted and talented policy

Standards:

- Q14 Knowledge and understanding (underpinning FIPC English doc.)
- Q10 Q15 know the National Curriculum/Numeracy and Literacy Strategies KS1/2
- Q17 use ICT effectively
- Q19 Q22 differentiate to meet the needs of pupils
- Q18 Q29 able to support those who have English as an additional language
- Q22 Q23 teaching and learning objectives to plan sequences of lessons
- Q28 support and guide learners

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.
This task must be passed for completion of the course.



Forest Independent Primary Collegiate

Science

Major Assignment

Learning Period 1

Science Topic

Number of words: 2500

Date Due: Week 23

This assignment must show advanced professional skills and understanding. It must show clearly that you have mastered an area of science for which you had previously little knowledge. Trainees should show that they have consulted their mentor/class teacher regarding the topic and how it is delivered in their school placement. Reading and research must be evident. This assignment is graded and is part of your final summative assessment.

Within the framework of the topic 'Friction is a Force' select a particular lesson of your choice and clearly outline a full range of ways in which it might be delivered in the classroom.

Aim

You must evaluate each of the possible teaching methods you select in terms of the impact it might have on classroom management, ranging from teacher taught content to individual learning programmes. For each of your selected strategies the following criteria should be considered:

- Shared learning
- Development of pupil skills
- Individual pupil participation
- Class participation
- Ease of pupil progression
- Differentiation
- Ease of management (pupils/demands on resources/health and safety)
- Assessment/monitoring pupil progress
- Links with other subject areas

Learning outcomes

- Clear evaluation of each of the teaching strategies covered
- Understanding of pupil progress in science
- Ways of developing pupil enthusiasm in the chosen topic
- Effective exposition and how to address misconceptions
- How to use practical science activities
- ICT in planning.

Learning materials: National Curriculum, relevant research reading

Standards:

- Q8 Have a creative and constructively critical approach
- Q10 have a knowledge and understanding of a range of teaching styles
- Q11 know the assessment requirements and arrangements for T,L and how to personalise learning
- Q14 secure knowledge and understanding and related pedagogy
- Q15 know and understand curricula, frameworks applicable to age range
- Q176 Know how to use skills in literacy, numeracy and ICT to support teaching
- Q30 establishing a purposeful learning environment
- Q26b challenging teaching objectives
- Q25a select and prepare resources

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3.

All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated.

This task must be passed for completion of the course.



Forest Independent Primary Collegiate

English/Educational Theory

Major Assignment

TP2/Learning Period 2

This assignment must show advanced professional skills and understanding. It must show clearly that you have researched widely. Trainees should show that they have consulted their mentor/class teacher or any professional in their chosen area related to the child. Reading must be shown. This assignment is graded and is part of your final summative assessment.

A Child Profile with Specific Reference to Behaviour, Language and Literacy

Number of words: 3500-4000

Date due Week 27

Aims

The aims of this assignment are for trainees to: learn to look at the child from different perspectives drawing together the behaviour and learning. Additionally, trainees should recognise that considering evidence and looking for ways forward for the child's learning may depend on a number of factors.

Learning Outcomes:

- that the process of learning is individual
- that evidence to support planning for learning can be varied
- to understand how children make progress in their learning
- that researching areas of a child's difficulty/strength may help to support the child.

Assignment

Trainees should choose a child during their TP2 with help from their mentor.. the chosen child may not necessarily be on Stages of Assessment or showing behavioural difficulties. The child may instead show excellent behaviour and therefore your exploration into the child's learning behaviour is of equal importance. Evidence may usefully be collated in part of your behaviour journal writings. You may also like to use observation schedules as you completed in TP1 for example. Evidence should be gathered re: home, relationships, learning behaviour, interests and should record changes or developments in the child's behaviour through term. Discussion with the teacher or other adults would be important as will your reading. The child will demonstrate obvious behaviours that you should pursue in terms of information or related strategies and theories. Should there be specific learning characteristics either behaviourally or academically, these should be researched and included in the body of the work.

Many questions may be in your mind such as: Does poor behaviour necessarily mean the child is not learning? Is a child's social development important to success in schools? What sustains the child's good learning behaviour? How would you define inappropriate learning behaviour and how is it sustained in some instances? The purpose of this section is to put the child's behaviour directly in touch with his or her learning ability and skills.

In your discussion regarding language and literacy, look at the whole child through the English curriculum. Trainees should begin with a consideration of language usage throughout the school from literacy hour, speaking and listening opportunities and English curriculum areas particularly writing. Trainees should show understanding of progress from KS1 to KS2. Opportunity for language extension through the curriculum should be examined. Trainees should show evidence of reading.

The child's work can be used as evidence particularly examples in terms of his/her reading, writing, speaking and listening and grammar can be included. Interviews or passing comments should be recorded. Levelling and assessment examples should be included. Areas for extension e.g. assembly, school plays, circle times should also be examined if appropriate.

In conclusion you should include some suggestions as to how identified needs could be addressed and demonstrate your skills in the lexical, grammatical and textual areas through their own writing.

Especially important would be your recommendations (and why) in your conclusions for ways forward in managing the child's behaviour that will make his or her learning optimal.

Learning materials: observation sheets, behaviour journal, school resources.

Additional features: Trainees should include an appendix of examples of work or supporting evidence.

Ethics

Make sure that the child's name does not appear in the body of the work.

Standards relating to behaviour and class management:

Q2 demonstrate positive values, attitudes, behaviour they expect

Q5 recognise and respect the contribution that colleagues, parents and carers can make to the development and well being of children and young people and to raising their level of attainment

Q7 Reflect on and improve practice

Q8 have a creative and constructively critical approach and being prepared to adapt practice

Q18 Understand how children and young people develop

Q21 Know how to identify and support children and young people

Q30 establish a purposeful and safe learning environment

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote self-control and independence

Standards relating to language and literacy:

Q10 Q15 know the National Curriculum/Numeracy and Literacy Strategies KS1/2

Q19 Q22 differentiate to meet the needs of pupils

Q18 Q29 able to support those who have English as an additional language

Q22 Q23 teaching and learning objectives to plan sequences of lessons

Q28 support and guide learners

Forest Independent Primary Collegiate

Presentations

Major Assignment

This assignment must show advanced professional skills and understanding. It must show clearly that you have researched your topic widely. Trainees should show that they have consulted their mentor/class teacher or any professional in their chosen area. regarding . Reading must be shown. This assignment is graded and is part of your final summative assessment.

Number of words: 3000

Presentation: Week 33 Written Submission: Week 34

A choice of subjects:

- 1 The Playground as a Teaching and Learning Environment
- 2 Best use of Display throughout the School as a Teaching and Learning Opportunity.
- 3 Developing Pupil Independent Learning
- 4 Listening in the Classroom
- 5 The Language of Behaviour and Learning
- 6 Creating a Learning Environment : Balancing the Needs of Thirty Children
- 7 The Value of Teamwork to Enhance Learning: Adults and Pupils
- 8 The Role of Picture Books in KS2
- 9 Thinking and Questioning
- 10 Developing Research Skills in Pupils
- 11 Self-Assessment for All in the Classroom
- 12 English as a Second Language
- 13 Popular Children's Fiction from 1900. Why popular?
- 14 Ways of Developing an Inclusive Classroom
- 15 Approaches to SEN across the curriculum in KS1
- 16 The Place of Drama in School:
- 17 A Multi Sensory Approach to the Teaching of English
- 18 Making Maths Popular in the Classroom
- 19 The Use of Media in Education
- 20 Traveller Children
- 21 Gender in the Classroom
- 22 Constructivist Thinking in the Classroom

Aim

The aim of this assignment is for the trainees to show research evidence, knowledge and understanding and co-operative approaches to teaching. Trainees will work in pairs to produce a presentation that is shared. The areas of responsibility for the individuals, as part of the whole, must also be handed in as individual written submissions. (see below) The 60-minute presentation should inform and maintain interest of fellow trainees and guests. The assignment is about how to present and organise material and information and the use of ICT in the primary classroom. It might also include aspects of assessment and an understanding of stages of development and the application of learning to the real world where applicable to the subject. The trainee should also be aware of structure and content as well as audience. **In this respect the trainees should consider audience participation, engaging interest and motivating resources.**

Each subject should take into consideration the place of the subject in primary school. Trainees should read widely and raise issues relevant to the topic.

Forest Independent Primary Collegiate

Presentation Assessment Form		
Title of Presentation		
Trainees' names: T1 T2		
Visitor/professional board agreement on presentation mark	<input type="checkbox"/>	
	1 - 2 - 3 - 4	
	T1 T2	
Content Professionally interesting. Relevant and carefully selected content. Presentation demonstrates the ability to succinctly summarise or to refocus on salient points arising from the study. Clearly contributes to own and others professional development		Dull, inappropriate and poorly selected content which fails to bring out salient points and to contribute to others professional development
Recognition of audience Involves audience appropriately and effectively through questions, activities or discussion. Piece contributes well to others professional development. Fully engages audience's attention		Does not involve or engage audience's attention, or contribute to their professional development
Structure and style Wells structured and timed presentation appropriate to the topic and content of the presentation. Good fluency, audibility and clarity. Varies tone, pace and style appropriately. Uses effective body language, positioning and eye contact. A good range of information and clearly presented demonstrating competence in a broad range of ICT.		Poorly structured and/or inappropriate presentation. Poor delivery style and minimal audience involvement. Poor fluency, tone, pace and audibility impede the clarity of the presentation. Inappropriate or monotonous style and body language. Poor positioning.
Use of materials Very well prepared, focused and organized materials, carefully used and fully supportive of the content of the presentation. Competent and appropriate use of ICT.		Aids poorly prepared and used, providing little or no support for the topic and content presented. Underdeveloped use of ICT.
Focus of enquiry Clear and relevant choice of focus. Appropriately linked to other subjects. The content of the report fully addresses the original question or statement.		Poorly focused and lacking in clarity of aim. Has given little or no relevance to teaching or to the broader context of education. The content fails to address the subject.
Written submission		
Use of relevant literature, ideas, depth of knowledge and understanding Good evidence of basic literature search and school-focused reading. Competent and critical use of sources and pertinent and well-paced quotations and references. The work demonstrates a thorough understanding of basic concepts, theory and practice in the field. Explanations are well supported by research and reading. Clear personal conclusion.		Little evidence of engagement with relevant literature in the field. Few or no references to sources consulted. Poor and/or inappropriate quotations and references. The work demonstrates limited understanding of basic concepts, theory and practice in the field. Conclusions are muddled and poorly expressed. Links between enquiry in the field, reading, theory and practice are inadequately drawn.
Structure, production and presentation The work has a strong, clear structure which describes the development of the topic. Sections follow a logical sequence. The language used is expressive, correct and appropriate to the genre.		The work is poorly structured and obscures the points made and the significance of the topic. The work is poorly laid out and presented with limited use of ICT. Language punctuation and style are incorrect or inappropriate to the genre, and academic conventions are not adhered to.
Name of reviewer:		
Date:		

Note: trainees must communicate clearly and grammatically and must show teacher qualities. Concerns should be noted on reverse. Exceptional presentation should also be noted.

Written submissions

- must be referenced
- should include: a description of the individuals input, a reflection of the preparation and presentation and a reflection on the feedback given by the presentation board.

Learning Outcomes:

Trainees should show skills and knowledge necessary for the classroom that include:

- stimulating intellectual curiosity, communicating enthusiasm fostering pupils' enthusiasm and maintaining motivation
- clear presentation of content
- selection of learning resources/ICT
- use of references showing extended learning
- understanding and use of correct terms necessary to be precise in their explanations

Note: Trainees will be marked for both presentation and written assignment.

Standards

Q2 Demonstrate positive values attitudes and behaviour

Q3 a b professional duties, policies and practices

Q6 have a commitment to collaboration and co-operative working

Q7 reflect on and improve practice

Q8 have a creative and constructively critical approach towards innovation

Q21 Be aware of current legal requirements

Q25 Use a range of teaching strategies and resources including e-learning c. adapt their language

Q30 establish a purposeful learning environment

Q32 Work as a team member

Trainees should keep their assessment sheet for all assignments in their development file and to use the standards check as evidence in their final assessment in TP3. All work must show evidence of reading and referenced according to the Harvard method unless otherwise stated. This task must be passed for completion of the course.

Forest Independent Primary Collegiate

Teaching Practices/School Experiences

Aims

- For trainees to complete their teaching practices within KS1 and KS2 and especially over extended periods of time.
- For trainees to plan, implement, record and assess children's learning and to evaluate their own teaching through reflection.

Learning Outcomes

- Trainees will experience educational; issues, school practices and organisation, curriculum planning, teaching assessing classroom management and lesson evaluation as well as professional communication with colleagues.
- Trainees will develop their subject knowledge and understanding

Learning outcomes – skills

Trainees will be able to:

- Plan for pupil learning
- Demonstrate competence in teaching of National Curriculum subjects in KS1 and KS2
- Observe, plan and manage pupil behaviour using known principles and theories that underpin thinking in this area
- Organise the classroom to promote learning
- Assess pupil learning including levelling and reporting.

Process

TP1 - Trainees spend two block teaching practice weeks in school plus 15 days school experience in the same school. Trainees will teach up to 40% of the timetable at the discretion of the mentor

TP2 - Trainees will spend six weeks in school teaching up to 60% min. of the timetable at the discretion of the mentor.

TP3 - Trainees will spend eight weeks in school teaching 80% of the timetable.

Learning, Teaching and Assessment strategy

Planning, implementing and evaluating lesson in accordance with the FIPC and the school is required. Trainees will participate fully in the life of the school.

Trainees will be assessed against the standards in each TP. (TP1 as a progress check only.) The standards are set out in Qualifying to Teach. Teaching Practice File and Recording File are requirements of the teaching practices.

All Teaching Practices including the SEN placement are requirements of the course.



Learning Material

National curriculum documents

National Numeracy strategy

QCA documents

School curriculum materials