The curriculum map for our Primary PGCE course has been produced to demonstrate how all core areas of the ITT Core content framework are explicitly delivered throughout the curriculum, ensuring trainees are prepared for the next stage in their professional development as teachers, including ECF induction.

Component elements of the CCF statements mapped in more detail through consultation with Partners and expert colleagues, including our local Teaching School Hub (TSH) and London Providers Network (LPN), to ensure high quality delivery across the curriculum, including Intensive Training and Practice (ITAP) weeks as outlined in the Partnership response. The trainee curriculum will be finalised by Summer 23/24, ready for delivery in 2024/25 in line with the 2045/25 ITT Criteria (draft) (DfE 2021).

Our proposed approach to curriculum design reflects effective practice for teacher development. We will utilise evidence underpinning the NPQLTD, ensuring we build on the evidence-based structure embedded in both the CCF and ECF. This will provide a continuum from novice to expert in teachers' professional development. We will go beyond the minimum entitlement, creating a curriculum inspired by our vision of developing critically confident and well-rounded teachers who are values driven and equipped to transform the lives of children and young people in our communities.

The curriculum comprises three modules:

- Professional Practice (including School Experience) across the year
- Reflective Teacher (Level 7) in Autumn term
- Perspectives on Policy, Practice and Professionalism (Level 7) in Spring term.

A sample of CCF mapping and evidence-based reading for one core subject (English) is included below. This demonstrates the approach that we will use across the university-based element to ensure all CCF core areas and statements are carefully sequenced and coherent, both within and across the Areas of Professional Learning (APL). The curriculum includes a variety of approaches for both taught and placement-based activities, including direct explanation, deconstruction, focused observations and targeted practices.

Contents:

1. Provider ITT Curriculum and Vision, including course aims.
2. Overview of mapping of CCF core areas across the trainee journey
3. Example of overview of curriculum for academic year
4. Example of mapping of CCF Learn That and Learn How to statements university taught course and placement (core area: assessment)
5. Example of CCF Learn That statement mapping to subject (English)
6. Detailed example of subject specific reading list (English)

Provider ITT Curriculum and Vision, including course aims.

Department of Education Vision	To develop critically confident and well-rounded teachers who are values driven and equipped to transform the lives of children and young people in our communities.							
University Curriculum Framework	Key Skills (including Knowledge & Understanding, Intellectual Skills, Practical Skills) Graduate Attributes Inclusive Curriculum Framework							
KU ITT Areas of Professional Learning	**Core Curriculum and Pedagogy**		**Child Development and Inclusive Practice**		**Foundation Curriculum and Pedagogy**		**Professional Practice**	
CCF Core Area/Section	Pedagogy	2, 4	Pedagogy	2, 5	Pedagogy	2, 4	Behaviour Management	1, 7
	Curriculum	3			Curriculum	3	Professional Behaviours	8
	Assessment	6			Assessment	6	Part 2	
Professional Practice Module (including placement)	Y		Y		Y		Y	
Level 7 modules			Y				Y	

Indicative content	• Theories of learning
	• Curriculum Design
	• Pedagogy
	• English language and literacy subject knowledge
	• Mathematics subject knowledge
	• Science subject knowledge
	• Planning
	• Assessment
			• Child Development
			• Patterns of growth
			• Inclusion
			• Adaptive and assisted learning
			• Equality, Diversity and Inclusion (EDI)
			• Special Educational Needs and Disabilities (SEND)
			• English as an Additional Language (EAL)
					• Definitions of curriculum
					• Political, historical and social influences
					• Contemporary perspectives
					• Learning environments
					• Subject and pedagogical knowledge in:
					  • Art and Design
					  • Computing
					  • Design and Technology
							• Professionalism
							• Professional identity
							• Legislation
							• Safeguarding
							• Child protection
							• Health and safety
							• Behaviour Management
							• Reflective Practice
							• Parental partnerships
							• Communication skills	

		• Behaviours • Speech and Language • Autistic Spectrum Condition (ASC) • Dyslexia • Interprofessional working • Mental Health • Relationships • Working with agencies and services for families and children	• Foreign Languages (KS2) • Geography • History • Music • PE • RE	• Contemporary issues • Mentoring • Leadership

Aims of the Course

- To produce qualified teachers of the highest calibre, who, as early career professionals, are able to take their place in the teaching profession with confidence, and make immediate positive contributions to pupils' learning and development.
- To ensure that successful trainees fully meet and can build upon the required professional standards for the recommendation of Qualified Teacher Status (QTS).
- To present a carefully crafted, cohesive and coherent programme that develops the knowledge, understanding and skills that enable trainees to meet the demands of the teaching profession and progress to senior positions of responsibility.
- To set an ethos of continuing professional development by developing in trainees the knowledge and skills to explore, critically analyse and reflect upon child development, pedagogy, inclusion, curricula, assessment and practice with expert colleagues, in order to contribute fully to improvements concerning high quality and effective teaching and learning in schools.
- To provide opportunities and support for individual trainees to reach their full potential through multiple opportunities to rehearse and refine knowledge and skills in professional practice.
- To provide opportunities for trainees to critically explore and evaluate their values and beliefs in relation to personal and professional conduct and responsibilities to ensure highly effective practice in different educational environments.

Research and evidence base include:

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017) *Effective Teacher Professional Development*. Available at: https://doi.org/10.54300/122.311 (Accessed: 1 February 2022).

Hattie, J. (2012) *Visible learning for teachers*, Abingdon: Routledge.

Rosenshine, B. (2012) 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know'. *American Educator* 36 (1), p.12.

Sweller, J. (1994) 'Cognitive Load Theory, Learning Difficulty, and Instructional Design', *Learning and Instruction* 4 (4), pp. 295–312. doi: 10.1016/0959-4752(94)90003-5.

Young, M. and Muller, J. (2013) 'On the powers of powerful knowledge'. Review of Education 1 (3), pp. 229-250. doi: 10.1002/rev3.3017

Ofsted (2020) *Building great teachers? Initial teacher education curriculum research: phase 2*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/858568/Building_great_teachers__Initial_teacher_education_curriculum_research_phase_2_.pdf (Accessed: 1 February 2022).

Overview of CCF Core Areas mapped against the trainee academic and professional journey, subject to partnership agreement

	Behaviour Management	**Pedagogy**	**Curriculum**	**Assessment**	**Professional Behaviours**
Interview Question	What do you think is the most effective behaviour management technique and can you give an example from what you have seen in school?	How do you think children learn How do you think children learn best and can you give examples from what you have seen in school/your own education? How can teachers ensure that diversity is reflected in both the curriculum and classroom?	Which curriculum subject(s) can you see as being a strength for you? Which curriculum subject(s) can you see as being a challenge?	Can you give an example of how a teacher might check whether a lesson has been effective in supporting children's learning?	What will you bring that is unique to the wider life of the school?
Intensive Training and Practice Block	ITAP Block 1: Autumn term week 1	ITAP Block 2: Autumn Term (Classroom Practice) ITAP Block 4: Spring term (Adaptive Teaching)		ITAP Block 3: Spring term week 1	ITAP Block 1: Autumn term
University Based Element of Curriculum	Most BM sessions are delivered at the beginning of the taught course, with reference to subject specific strategies and techniques.	Professional Practice module: Teaching Block 1&2 (both discretely and within subject sessions) PPP module TB2 includes KU ITT research	Professional practice module: Teaching Block 1&2 Core Subjects Foundation Subjects Subject audits Reflective Teacher moduleTB1 & PPP module TB2 assignments	Taught in both dedicated assessment sessions and through subject based sessions in TB2 PPP module TB2	Professional Practice module TB1 Reflective Teacher module TB1: focus on professional and interprofessional practice.

					PPP module TB2: impact of policies and practice
Placement Based Element of Curriculum	Placement 1: first 2 weeks tasks include: teacher as role model, setting clear expectations and creating a secure environment to support pupil progress	Forms the basis of most tasks and activities in placements. The weight of focus will move from Classroom Practice, to How Pupils Learn to Adaptive Learning as trainee progresses through the course.	All trainees must have solid grounding in the subject knowledge required to teach across both Primary Key Stages. Trainees will be observed teaching the core and foundation subjects. A block of phonics teaching will be included in the school-based curriculum.	Assessment tasks are carefully sequenced across placements. The consolidation placement has a dedicated focus on the development of assessment and feedback strategies to ensure pupil progress.	Trainees develop professional relationships during their placements, making valuable contributions to the wider school. Trainees will have opportunities to work with parents/carers and work closely with TAs. Trainees will meet with SENCOs and other specialised colleagues whilst on placement to ensure they support pupils appropriately.
Partnership	Curriculum working groups (including expert colleagues) to map behaviour management across the APLs. Enhanced partners to provide expert input and modelling during ITAP week 1.	Curriculum working groups (including expert colleagues) to map behaviour management across the APLs. Enhanced partners, including the TSH, to design and ensure input from expert colleagues on both the taught course and	Curriculum working groups (including expert colleagues) to map behaviour management across the APLs. We will continue to work with partners and experts from the wider sector to contribute to design and delivery of the curriculum	Curriculum working groups (including expert colleagues) to map behaviour management across the APLs. Expert colleagues will play a key role in the ITAP week 3 and the subsequent placement to ensure trainees consolidate this	Curriculum working groups (including expert colleagues) to map behaviour management across the APLs. Expert colleagues will provide role models and effective mentoring to ensure trainees are able to develop their

		during the ITAP week 2 & 4.		complex core area and feel confident applying knowledge to classroom practice.	understanding of the key features of the core area of Professional Behaviours.
Mentor training	Session 1 Links to use of feedback (Mentor Standard 2/3/4)	Session 2 /9 (Adaptive teaching) Links to observation techniques (Mentor Standard 2/3/4)	Sessions 7/8/9 Provider-led subject specific training (Mentor Standard 2/4)	Session 3 /7 Links to active listening and instructional coaching (Mentor Standard 1/3)	Session 4 Links to difficult conversations (Mentor Standard 1/3)

Overview of Course

Week	Mon	Tues	Wed	Thurs	Fri
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Legend:

ITAP

Univ-led

Placement

Mapping of progression of main teaching and learning focus of CCF content and statements across the curriculum, recognising all CCF sections interlink.

	Core Area & CCF Section	Behaviour Management		Pedagogy			Curriculum	Assessment	Professional Behaviours	Part 2
Week		1	7	2	4	5	3	6	8	
1	ITAP 1 – School Based									
2-6	University-based Curriculum Teaching Block 1									
4	ITAP 2 – School Based									
7-14	Foundation Placement									
15	ITAP 3 – Provider and School Based									
16-18	Developmental Placement									
19-22	University Curriculum Teaching Block 2									
26	ITAP 4 – Provider and School Based									
23-36	Consolidation Placement									

Example of overview of curriculum for academic year, subject to partner agreement

Week	Taught Course	Placement	CCF Core Area					Area of Professional Learning
1	**Intensive Training and Placement (ITAP) Week 1 – School Based** Focus: Area of Professional Learning Behaviour Management and Professional Behaviours (APL 1&5) (CCF Links: Managing Behaviour, High Expectations, Professional Behaviours) • Recommended Reading for independent study: Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit Key Questions: • How do teachers establish and reinforce expectations for behaviours? • How do expert colleagues establish a culture of respect in the classroom?		Behaviour Management	Professional Behaviours	Pedagogy	Curriculum	Assessment	Professional Practice
2	**PROFESSIONAL PRACTICE** • Professional Behaviour 1 • Pedagogy: Inclusive Practice 1 • Curriculum: Introduction to Core Subjects (conceptual understanding and subject specific knowledge) (example to show mapping of CCF statements) • Study skills • Child Development & Learning Theory							Core Curriculum & Pedagogy Child Dev and Incl Practice Professional Practice
3	**PROFESSIONAL PRACTICE** • Curriculum - Phonics 1 (prep for ITAP 2) • Curriculum: Foundation subjects 1 – (introduction to knowledge and skills and use of enquiry based learning) • Prof Beh: Safeguarding • Pedagogy: Planning 1 (prep for ITAP 2)							Core Curriculum & Pedagogy Foundation Curr & Pedagogy Professional Practice

Immersive Field Work 1 Dorset Trip – Curriculum Foundation Subjects 2 Enquiry Base learning activities for Foundation Subject focus (History/ Art/ Geography / RE / PSHE / ML/ Music)							Child Dev and Incl Practice Foundation Curr & Pedagogy
4	**Intensive Training and Practice (ITAP) Week 2 - School Based** Focus: Area of Professional Learning (2) Pedagogy CCF links: Classroom Practice & Adaptive Teaching including EAL / SEND Phonics and Early Reading Expert colleague input and focused observation to cover: • How do effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned? • How does modelling help pupils understand new processes and ideas? • How do expert colleagues use questioning to check pupils' prior knowledge and assess understanding?						Core Curriculum & Pedagogy Foundation Curr & Pedagogy Professional Practice
	Level 7 – REFLECTIVE TEACHER • Topic 1: The value and purpose of reflective practice • Introductory Interactive Workshop (Tutor-led) • Reflection and Reflexivity: Finlayson, A. (2015) 'Reflective Practice: has it really changed over time? Reflective Practice, 17(5) pp. 570-582.						
5	**PROFESSIONAL PRACTICE** • Curriculum: Core Subjects 1 (development of conceptual understanding / subject specific knowledge) • Professional Behaviours: Trainee Wellbeing 1 • Professional Behaviours 2: Teachers and the Law • Academic Skills **Level 7 – REFLECTIVE TEACHER**						Core Curriculum & Pedagogy

	• Preparation for summative assessment - reading critically. • Deconstruction of reflective journal use to date							Professional Practice
6	**PROFESSIONAL PRACTICE** • Curriculum: Core Subjects 2 (development of conceptual understanding / subject specific knowledge) • Assessment: Introduction to concepts of assessment and its role in promoting pupil progress. (see appendix 1b) **Level 7 – REFLECTIVE TEACHER** • Topic 1: The value and purpose of reflective practice • Group Exploratory Workshop • Introduction to criticality and reflection (tutor-led workshop presentation) • Reading and reflective workshop based on Finlayson's (2015) article (peer-led).							Core Curriculum & Pedagogy Professional Practice
Foundation Placement During this 10 week placement trainees will return to University one day per week to ensure careful integration of the planned curriculum. This interleaved model will allow trainee reflection and opportunities to ensure that trainees are able to understand, apply, practise and embed new approaches. Planned taught sessions will have sufficient flexibility to allow response to trainee needs, through the use of tutorials and careful tracking of trainee progress and feedback. Trainees will teach up to 60% of timetable by the end of this placement.								
7	**PROFESSIONAL PRACTICE** • Pedagogy: Classroom practice (planning – tutorial) **Level 7 – REFLECTIVE TEACHER**	**Placement 1 'Prep Week'** Behaviour Management (routines etc) Professional Behaviours Pedagogy (Planning)						Core Curriculum & Pedagogy

	• Topic 1: The value and purpose of reflective practice • Group Workshops – critical evaluation of theoretical models and approaches • Learning Communities- sharing professional practice • Gardner, F. (2014) Being Critically Reflective. Basingstoke: Palgrave Macmillan. • Hébert, C. (2015) 'Knowing and / or experiencing: a critical examination of the reflective models of John Dewey and Donald Schön', Reflective Practice International and Multidisciplinary perspectives, 16(3), pp.361-371.	Tasks include: • focused observations of expert colleagues • building effective working relationships						Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
Reading Week – Level 7 Assignment submission (low stakes) Literature review of models of effective reflective practice								
8	**PROFESSIONAL PRACTICE** • Pedagogy: Classroom practice (planning – tutorial) **Level 7 – REFLECTIVE TEACHER** Topic 2: Professional Collaboration in Reflective Practice • Interactive Workshop – Tutor-led • This interactive workshop will consist of a critical review of theory and literature that considers the notion of collaborative practice and some of the complexities involved.	Week 2 Placement Focused observation of expert colleagues Working with groups using teacher planning						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
9	**PROFESSIONAL PRACTICE** • Pedagogy: How pupils learn: role of meta-cognition 1 **Level 7 – REFLECTIVE TEACHER**	Curriculum Focused observations of expert colleagues Working with groups using teacher planning						Core Curriculum & Pedagogy

	• Topic 2: Professional Collaboration in Reflective Practice • Group Workshop – Can professionals be trusted to make the right decisions? Ethical dilemmas in given practice scenarios. • Hargreaves, A. (2001) **'The emotional geographies of teachers' relations with colleagues.'** *International Journal of Educational Research*, 35 (5), pp. 503-527. • Osman, C. and Dotger, B. (2017) 'The emergence of moral, professional, and political geographies in a clinically simulated parent-teacher interaction.' *Teaching and Teacher Education*, 67, pp. 237-245.	Teaching a core area, using teacher planning (20%)						Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
10	**PROFESSIONAL PRACTICE** • Professional Behaviours: PSHE 2 British Values / Prevent **Level 7 – REFLECTIVE TEACHER** • Topic 3: Leading change through reflection and reflexivity • This session is designed to critically examine the notions of leadership and change to prepare trainees for the ECF • Bowerman, J. K. (2018) 'Action Learning: The need for action and reflection for managers and learners in a world of change.' *Journal of Eastern European and Central Asian Research*, 5(1), pp. 1-7.	Pedagogy (How pupils learn) Focused observations of expert colleagues Working with groups using teacher planning Teaching two core areas, using teacher planning (40%) Focused observation and discussion questions: How do expert colleagues plan formative assessment tasks linked to lesson objectives? How do expert colleagues think ahead about what would indicate pupil understanding?						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
11	**PROFESSIONAL PRACTICE** • Assessment: Assessment & Planning	Pedagogy (How pupils learn) Focused observations of expert colleagues Working with groups using teacher planning						Core Curriculum & Pedagogy

	Level 7 – REFLECTIVE TEACHER • Topic 3: Leading change through reflection and reflexivity • Interactive lecture - Exploring notions of communication including verbal and non-verbal clues • Group Activities Workshop • Winch, C. (2013) 'Education and broad concepts of agency.' *Educational Philosophy and Theory,* 46(6), pp. 569–583. •	Teaching a core area, using teacher planning (40%) Focused observation and discussion questions: How do expert colleagues plan for the use of formative assessment strategies? How do expert colleagues ensure feedback is effective? How does feedback move pupils forward?						Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
12	**PROFESSIONAL PRACTICE** • Pedagogy: Adaptive Teaching: SEND **Level 7 – REFLECTIVE TEACHER** • Group Activities and peer review • Peer review of reflective models in developing reflection to bring change in curriculum subject knowledge on placement • Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education,	Assessment: Focused observations of expert colleagues Working with groups using teacher planning Teaching two core areas plus foundation, using and adapting teacher planning (50%) Lead Mentor focused group activity: How do your expert colleagues avoid being influenced by misleading factors, such as how busy pupils appear? How do expert colleagues use the information from assessments to inform the decision they make? How do expert colleagues ensure students are able to act on feedback?						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
13	**PROFESSIONAL PRACTICE** • Group Tutorial – tbc to allow response to trainee progress/feedback **Level 7 – REFLECTIVE TEACHER**	Pedagogy: Adaptive Teaching Teaching at 60% using and adapting teacher planning						Core Curriculum & Pedagogy Child Dev and Incl Practice

	• Level 7 descriptors and criteria • Systematic understanding and scholarship • Synthesis • Critical analysis • Transformative solutions/originality • Presentation and referencing							Foundation Curr & Pedagogy Professional Practice
14	**PROFESSIONAL PRACTICE** • Pedagogy: EDI	Teaching at 60% using and adapting teacher planning						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
Christmas Break – Submission of Level 7 Assignment Part 2 – How has reflection supported in developing subject specific knowledge and pedagogy. The assignment focus tightly knits together research and practice in the Professional Behaviours and Curriculum and Subject Knowledge Areas of Professional Learning, using reflective practice to develop areas of subject knowledge, identified through mentor feedback and placement targets.								
15	• **Intensive Training and Practice Week 3: Assessment** (see appendix 1b) Focus: Area of Professional Learning (4) Assessment CCF Link: Assessment and Pedagogy (How Pupils Learn)							Core Curriculum & Pedagogy Child Dev and Incl Practice
Developmental Placement This is a three-week placement block which follows directly on to the ITAP planned on Assessment. Trainees will return to University one day per week to ensure careful integration of all planned elements of the curriculum. Activities will be determined by targets set by mentors on the foundation placement, allowing precise personalisation of the curriculum for both trainees who are exceeding expectations and to support trainees who are struggling to make progress.								

16	**PROFESSIONAL PRACTICE** • Memory Skills & Metacognition **Level 7 – Perspectives on Policy, Practice and Professionalism** • Seminar: examining the notion of and discourses around professionalism and professional identity • Situating teaching in current policy and practice debates • Lecture: Exploring education policy, analysing some key policy developments and the importance of all teachers being critically engaged in policy developments in their practice Professor Rob Coe's paper (2013) Improving Education Video – The Art of Policy making	Activities in addition to those set through placement targets. Assessment Focused observation of expert colleagues Plan & teach series of lessons on core subject with expert colleague to ensure opportunity to apply and practice learning on pupils metacognition and effective feedback						Core Curriculum & Pedagogy Child Dev and Incl Practice Professional Practice
17	**PROFESSIONAL PRACTICE** Working with Data **Level 7 – Perspectives on Policy, Practice and Professionalism** • Preparation for the summative assessment Lecture: • Datafication and performativity and their impact on education • Ball, S. (2003) The teacher's soul and the terrors of performativity, *Journal of Education Policy*, 18:2, 215-228	Activities in addition to those set through placement targets. Assessment + Pedagogy (How pupils learn) Choose from: Using effectively timed feedback Effective written feedback Effective verbal feedback Opportunities for expert colleague input and feedback to develop and improve practice.						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice

18	**PROFESSIONAL PRACTICE** • Social & Emotional Learning Environment **Level 7 – Perspectives on Policy, Practice and Professionalism** • Group Debate: Performativity in education; does it raise educational standards or destroy creativity and innovation? • Professional trust and codes of practice • Hellawell, B. (2018) ''There is Still a Long Way to Go to be Solidly Marvellous': Professional Identities, Performativity and Responsibilisation Arising From the Send Code of Practice 2015,' *British Journal of Educational Studies* 66 (2), pp. 165-181,	Activities in addition to those set through placement targets. Assessment + Adaptive Teaching Consolidation of using AfL to inform inclusive practice with opportunity for expert colleague input and feedback to develop and improve practice.						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
19	**PROFESSIONAL PRACTICE** • Curriculum - Foundation Subjects 3 • Trainee Wellbeing 2 **Level 7 – Perspectives on Policy, Practice and Professionalism** • Social mobility, and its impact on the education system • Evidence Briefing: Education Vital for Social Mobility Economic and Social Research Council (2012)							Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
20	**PROFESSIONAL PRACTICE** • Curriculum – Core Subjects 3 • Preparation for Employment, including ECF induction **Level 7 – Perspectives on Policy, Practice and Professionalism** • Aspect of current policy e.g. the impact of Covid • Breslin's *Lessons from Lockdown* (2021) and his 'six realities of lockdown'.							Core Curriculum & Pedagogy Child Dev and Incl Practice Professional Practice

• Half Term week – Self Study								
21	**PROFESSIONAL PRACTICE** • Curriculum – Core Subjects 4 • Phonics & Early Reading 3 • Early Childhood Development **Level 7 – Perspectives on Policy, Practice and Professionalism** • Professional Practice and the Inclusive Classroom • Gallagher, J. J. (2015). Political Issues in Gifted Education. *Journal for the Education of the Gifted,* (Links to an external site.) • Dimitriadis, C. (2016). Gifted programs cannot be successful without gifted research and theory. *Journal for the Education of the Gifted, 39*(3), 221-236. doi:10.1177/0162353216657185							Core Curriculum & Pedagogy Child Dev and Incl Practice Professional Practice
22	**PROFESSIONAL PRACTICE** Immersive Field work • Curriculum – Foundation Subjects 4 • Creative Practitioner Week –local and national settings (galleries/museums/Houses of Parliament) • Intensive input from expert partners • Self-study • Collaborative group work **Level 7 – Perspectives on Policy, Practice and Professionalism** • Supporting wellbeing in children • Ipsos MORI (2011) Children's Well-being in UK, Sweden and Spain: The Role of Inequality and Materialism							Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice

Consolidation Placement This is the final placement for the PGCE course. Trainees will be working closely with expert colleagues, mentors and lead mentors on a more personalised programme to allow them to continue to develop their understanding and confidence when teaching longer sequences. The last 6 weeks of the placement will allow trainees to work at 80% in order to meet the Quality Requirements in full.								
23	**PROFESSIONAL PRACTICE** • Preparation for Employment, looking ahead to leadership **Level 7 – Perspectives on Policy, Practice and Professionalism** • Critical Race Theory • Ladson-Billings G. (1998) Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education.* 11 (1) pp 7-24	Prep Week						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
24	**PROFESSIONAL PRACTICE** • Phonics & Early Reading 4 **Level 7 – Perspectives on Policy, Practice and Professionalism** • Group tutorials to support proposal writing	Consolidation Placement begins Targets and activities for this placement will be bespoke to ensure that trainees have the opportunity to identify and isolate areas where further consolidation or practice is required before teaching at 80%						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
25	**PROFESSIONAL PRACTICE** • Working with agencies and services for families and children **Level 7 – Perspectives on Policy, Practice and Professionalism**	Targets and activities for this placement will be bespoke to ensure that trainees have the opportunity to identify and isolate areas where further consolidation or practice is required before teaching at 80%						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy

	• Submission of proposal							Professional Practice
26	Intensive Training & Practice Week 4: Pedagogy & Inclusive Practice CCF Focus: Adaptive Teaching • Focus: EAL/SEN applying knowledge to practice • EAL / Supporting Forces Families • Using assessment to ensure inclusion **Level 7 – Perspectives on Policy, Practice and Professionalism** Peer Review of submission							Child Dev and Incl Practice Professional Practice
• Easter – Self Study								
27		Targets and activities for this placement will be bespoke to ensure that trainees have the opportunity to identify and isolate areas where further consolidation or practice is required before teaching at 80%						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
28	Level 7 assignment – school based activity: Work with mentor to implement research informed change to improve pupil progress.	Targets and activities for this placement will be bespoke to ensure that trainees have the opportunity to identify and isolate areas where further consolidation or practice is required before teaching at 80%						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
29		Targets and activities for this placement will be bespoke to ensure that trainees have the opportunity to identify and isolate areas where further consolidation or practice is required before teaching at 80%						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice

30		Targets and activities for this placement will be bespoke to ensure that trainees have the opportunity to identify and isolate areas where further consolidation or practice is required before teaching at 80%						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
31		80% teaching						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
Half term – Self Study Assignment Submission: Analysis of success of research informed change on pupil progress and resulting targets for ECT induction. The module will support trainees to propose an evidence-informed change to pedagogic or curriculum practice which will be implemented on placement and reviewed by mentors. Trainees analyse this mentor feedback, based on the impact of their project on pupil progress, and use this to develop targets for their ECT years thereby ensuring the continuum between training and employment.								
32		80% teaching						Core Curriculum & Pedagogy Child Dev and Incl Practice Foundation Curr & Pedagogy Professional Practice
33		80% teaching						
34		80% teaching						
35		80% teaching						
36	Final assessment	80% teaching						
37	Return Days Induction Year Profiles, including targets for ECT induction							

Example of mapping of CCF Learn That and Learn How to statements across university taught course and placement (core area: assessment), subject to partnership agreement

Teaching Block 1

Assessment (S6)		
Learn that (taught course)	**Learn How to (Foundation Placement)**	**Learn How to (Developmental Placement)**
Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	Planning formative assessment tasks linked to lesson objectives and success criteria. Structuring questions and tasks to enable the identification of knowledge gaps and misconceptions	Eliciting prior knowledge and pre-existing misconceptions Recording data that is useful for improving pupil outcomes.
Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	Monitoring pupil work during lessons, including checking for misconceptions. Using verbal feedback during lessons.	Using probing questions to check that correct answers stems from secure understanding
Teachers use assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.	Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. Focusing on specific actions for pupils and providing time for pupils to respond to feedback.	
Accurate feedback should encourage further effort, and provide specific guidance on how to improve.	Using verbal feedback during lessons.	Ensuring that feedback is specific and helpful when using peer- or self-assessment.

	Identifying efficient approaches to marking (e.g. by using abbreviations and codes in written feedback) and alternative approaches to providing feedback (e.g. using whole class feedback).	Using externally validated materials, where possible, in controlled conditions for summative assessments.

Teaching Block 2

Assessment (S6)	
Learn that (taught course)	**Learn How to (Consolidation Placement)**
Over time, feedback should support pupils to monitor and regulate their own learning.	Scaffolding self-assessment by sharing model work with pupils, highlighting key details personalizing feedback taking into account a range of social factors
Efficient approaches to assessment can stop it from becoming too onerous and have a disproportionate impact on workload.	
Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.	Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments Personalizing feedback taking into account a range of social factors

Detailed example of CCF Learn That statements mapping to English, subject to partnership agreement

Week 7:	Fri: **WC Introduction: Why English Matters** The development and content of the English Curriculum; the key place of teacher subject knowledge in effective teaching; the concept of being literate; the importance of creativity; looking ahead at the PGCE Core English Course.				
	Behaviour Management **HE 1.1, 1.2, 1.3, 1.5** **MB 7.4, 7.6, 7.7**	***Pedagogy*** **HPL 2.1 CP 4.1** **AT 5.1, 5.2,**	***Curriculum*** **SC 3.1, 3.2**	***Assessment*** **A 6.1, 6.6**	***Professional Behaviours*** **PB 8.2, 8.3, 8.4, 8.5, 8.7**
Week 8:	**Day1:** PHONICS INTRO followed by PHONICS workshop PHASES 1-4 SSP definition. Locating – SVR: purpose of SSP in early reading and spelling; key subject knowledge: concepts; terminology; pronouncing GPCs; segmenting & blending phonemes. Locating – curriculum documents. EEF guidance reports – literacy/English; DfE, 2021, position paper.				
		Pedagogy **HPL 2.1, 2.2, 2.3, 2.6, 2.7** **CP 4.3, 4.4, 4.6, 4.8, 4.10**	***Curriculum*** **SC 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9**		***Professional Behaviours*** **PB 8.1, 8.2, 8.3, 8.5, 8.6, 8.7**
	Day 2 PHONICS PHASES 5&6 followed by lecture: THE PHONICS LESSON Revisiting key subject knowledge. Progression in phonics learning and teaching; the place of prior knowledge and memory. Age related expectations. The place of published schemes; relationship to curriculum documents. Phonically decodable books. Assessing phonics. Best practice in teaching and learning phonics. Year 1 phonics screening. EEF guidance reports – literacy/English; DfE, 2021, position paper.				
	Behaviour Management **HE 1.3, 1.5, 1.6**	***Pedagogy*** **HPL 2.2, 2.6, 2.7, 2.8, 2.9** **CP 4.2, 4.3, 4.4, 4.5, 4.8, 4.10** **AT 5.1, 5.2, 5.3, 5.4, 5.5**	***Curriculum*** **SC 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9**	***Assessment*** **A 6.1, 6.3, 6.4, 6.5, 6.6**	

Week 9: WC – Whole Cohort WS - Workshop	Mon: **WC1 CHOOSING & USING LITERATURE** Choosing and using quality literature; diversity, representation and inclusion. Teachers as Readers. Reading for Pleasure; reader engagement and academic achievement. Children's access to reading materials. Reading and vocabulary development. Open University RfP/TARs. CLPE and NLT reports – diversity and inclusion.				
	Behaviour Management **HE 1.1, 1.2, 1.3, 1.4** **MB 7.1**		***Curriculum*** **SC 3.2, 3.5, 3.6**		***Professional Behaviours*** **PB 8.1, 8.2**
	Mon**: WS1 SPEAKING & LISTENING** Speech, language and communication. How children develop language. Oracy, incl. pedagogy and assessment. Talk and learning. Classroom ethos and supportive environment. The Word Gap. Cambridge Oracy Framework.				
		Pedagogy **HPL 2.1** **CP 4.3, 4.4, 4.5, 4.7, 4.8** **AT 5.1, 5.2**	***Curriculum*** **SC 3.2, 3.5, 3.10**	***Assessment*** **A 6.1, 6.5**	
	Tues: WS2 DEVELOPMENT OF READING Defining 'reading' – SVR; decoding and comprehension – and understanding skills involved. What comes before 'reading'. The importance of fluency. Effective pedagogies for teaching. Developing reading comprehension; questioning; self-regulation/co-regulation and reading; reciprocal reading. Introduction to assessing reading comprehension. Statutory assessment. EEF guidance reports – literacy/English; DfE, 2021, position paper.				
	Behaviour Management **HE 1.1, 1.3, 1.5, 1.6** **MB 7.4, 7.7**	***Pedagogy*** **HPL 2.1, 2.6, 2.7, 2.8, 2.9** **CP 4.2, 4.3, 4.6, 4.8** **AT 5.1, 5.2, 5.3, 5.4**	***Curriculum*** **SC 3.2, 3.5, 3.7, 3.9**	***Assessment*** **A 6.1, 6.2, 6.4, 6.5, 6.6**	
Week 10:	Mon: **WC2 GRAMMAR & KNOWLEDGE ABOUT LANGUAGE** Grammar requirements of the NC. Own subject knowledge development and needs. Standard English and code switching. Classroom approaches to teaching grammar; purposeful integration; scaffolding. Teacher as role model.				

	Behaviour Management **HE 1.1, 1.2, 1.3**	***Pedagogy*** **HPL 2.1, 2.2, 2.6, 2.7, 2.8** **CP 4.2, 4.3, 4.5, 4.7, 4.8**	***Curriculum*** **SC 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.10**		***Professional Behaviours*** **PB 8.1, 8.2, 8.7**
	Mon**: WS3 DEVELOPMENT OF WRITING** Defining writing. Starting points of writing. Transcription and composition. The importance of fluency. Audience & purpose in the construction of text. Teacher as Writer. Writing for Pleasure. The writing process; effective pedagogy in teaching writing. Barriers to writing. Self-assessment and growth mindset. EEF guidance reports – literacy/English. *(+ differentiated EY session).*				
	Behaviour Management **HE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6**	***Pedagogy*** **HPL 2.1, 2.2, 2.7** **CP 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10** **AT 5.1, 5.2, 5.3, 5.4**	***Curriculum*** **SC 3.2, 3.3, 3.5, 3.6, 3.8, 3.10**		
	Tues: **WS4 USING POETRY ACROSS THE ENGLISH CURRICULUM** Own knowledge. Place of poetry in the key curriculum documents. Potential for using poetry across the English/literacy curriculum. Developing children's responses, understanding, reading and writing. *(+ differentiated EY session)*				
	Behaviour Management **HE 1.1, 1.6**	***Pedagogy*** **HPL 2.1, 2.7, 2.8** **CP 4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.10**	***Curriculum*** **SC 3.1, 3.3. 3.5, 3.9 3.10**	***Assessment*** **A 6.1,6.3**	
Week 29:	Mon: **WC3 USING TEXT AS THE BASIS OF PLANNING IN ENGLISH** Key role of quality texts. Effective teaching strategies. Evaluating potential of texts for developing creative, purposeful activities – supporting engagement; development of skills.				
	Behaviour Management **HE 1.1, 1.2, 1.3**	***Pedagogy*** **HPL 2.1, 2.2,** **CP 4.3, 4.6, 4.7** **AT 5.1, 5.5**	***Curriculum*** **SC 3.1, 3.3, 3.5, 3.7, 3.9, 3.10**	***Assessment*** **A 6.6**	***Professional Behaviours*** **PB 8.7**
	Mon: **WS5 SPELLING AND HANDWRITING**				

	Links with phonics. Spelling strategies. Approaches to teaching spelling. Assessment, especially diagnostic. Prior knowledge, memory skills and spelling. Importance of handwriting and how to teach it. High expectations and supportive environment. Resilience. Revisiting importance of writing fluency. Statutory assessment.				
	Behaviour Management **HE1.3**	***Pedagogy*** **HPL 2.1, 2.2, 2.3, 2.9** **CP 4.1, 4.2**	***Curriculum*** **SC 3.2, 3.5, 3.9**		***Professional Behaviours*** **PB 8.7**
	Tues: **WS6 PLANNING AROUND A TEXT** Role of text in effective planning. Creative approaches; drama. Planning for engagement, inclusion and progression. (+ differentiated EY session)				
	Behaviour Management **HE 1.1, 1.2, 1.3** **MB 7.1, 7.4, 7.7**	***Pedagogy*** **HPL 2.1, 2.2,** **CP 4.3, 4.6, 4.7**	**AT 5.1, 5.5** ***Curriculum*** **SC 3.1, 3.3, 3.5, 3.7, 3.9, 3.10**	***Assessment*** **A 6.6**	***Professional Behaviours*** **PB 8.2, 8.3, 8.5**
Week 31:	Mon: **WC4 DEVELOPING CHILDREN'S WRITING** Progression in writing. Supporting children's writing development. Fiction and non-fiction. Assessing writing. High expectations and high-quality feedback, self-regulation and growth mindset. Statutory assessment. EEF guidance reports – literacy/English				
	Behaviour Management **HE 1.1, 1.2, 1.3, 1.4,**	***Pedagogy*** **HPL 2.1, 2.2, 2.9** **CP 4.2, 4.3, 4.7, 4.8** **AT 5.1, 5.3, 5.7**	***Curriculum*** **SC 3.1, 3.5, 3.7, 3.10**	***Assessment*** **A 6.1, 6.5**	***Professional Behaviours*** **PB 8.7**
	Mon: **WS7 TEACHING ENGLISH USING MOVING IMAGES** Multimedia and multimodality. Evolving definition of 'literacy'. Visual literacy. Using sound. Potential for development of spoken language, reading; writing; vocabulary; grammar. Curriculum links. (+ differentiated EY session)				
	Behaviour Management **HE 1.1, 1.2, 1.3, 1.4**	***Pedagogy*** **HPL 2.2, 2.7, 2.9** **CP 4.1, 4.2, 4.3, 4.6, 4.7** **AT 5.1, 5.2, 5.3**	***Curriculum*** **SC 3.1, 3.2, 3.5, 3.6**		
	Tues: **WS8 EFFECTIVE CLASSROOM PEDAGOGY FOR TEACHING ENGLISH**				

	High quality teaching in English; providing challenge and support. Evaluating relevant research, e.g. EEF. Reflecting on school experience – pedagogies observed, identifying elements of good practice. Self as teacher of English/literacy: target setting and action planning for personal development.				
	Behaviour Management **HE 1.1, 1.2, 1.3, 1.4, 1.5** **MB 7.1**	***Pedagogy*** **HPL 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9** **CP 4.1, 4.2, 4.3, 4.6, 4.7,** **AT 5.1**	***Curriculum*** **SC 3.1, 3.9, 3.10**	***Assessment*** **A 6.1**	***Professional Behaviours*** **PB 8.1, 8.2, 8.7**
	Additional Phonics session: Review phonics teaching in SE1 What were the challenge areas? Additional input tailored to trainee needs.				
	Behaviour Management **HE 1.3, 1.5, 1.6**	***Pedagogy*** **HPL 2.2, 2.6, 2.7, 2.8, 2.9** **CP 4.2, 4.3, 4.4, 4.5, 4.8, 4.10** **AT 5.1, 5.2, 5.3, 5.4, 5.5**	***Curriculum*** **SC 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9**	***Assessment*** **A 6.1, 6.3, 6.4, 6.5, 6.6**	

Example of reading list showing where evidence from the CCF is incorporated and how we go beyond this.

PGCE Primary English Key Texts

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Department for Education (2021) *The reading framework: Teaching the foundations of literacy.* Available at:

https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy (Accessed: 19 January 2022).

Marsh, J. (2008) *Desirable literacies : approaches to language and literacy in the early years*. 2nd ed. London: SAGE.

Perkins, M. (2015) *Becoming a teacher of reading.* London: SAGE.

Waugh, D. and Jolliffe, W. (eds.) (2017) *English 5-11 : a guide for teachers*. 3rd edn. Abingdon: Routledge.

Wyse, D. *et al*. (2018) *Teaching English, language and literacy*. 4th edn. Abingdon: Routledge.

Further Texts

Adams, M.J. (1990) *Beginning to read : thinking and learning about print*. Cambridge: MIT Press.

Alexander, R.J. (2020) *A dialogic teaching companion* . London: Routledge.

Allott, K. (2019) *Assessing children´s writing : a best practice guide for primary teaching*. London: Learning Matters.

Allott, K. and Waugh, D. (2016) *Language and communication for primary education*. London: Sage.

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Atherton, C. (2018) *Assessment : evidence-based teaching for enquiring teachers*. St Albans: Critical Publishing.

Beard, R. and Burrell, A. (2021) *Language play and children´s literacy*. London: Institute of Education Press.

Black, P.J. (ed.) (2002) *Working inside the black box : assessment for learning in the classroom*. London: Kings College London.

Black, P. and Wiliam, D. (1998) *Inside the black box : raising standards through classroom assessment*. London: NFER-Nelson.

Bower, V. (ed.) (2021) *Debates in primary education*. London: Routledge.

Bower, V. (ed.) (2014) *Developing early literacy, 0-8 : from theory to practice*. London : SAGE.

Brien, J. (2012) *Teaching primary English.* London: Sage.

Bushnell, A. (2017) *Inviting writing : teaching and learning writing across the primary curriculum*. London: Sage.

Bushnell, A. *et al.* (eds.) (2020) *Mastering writing at greater depth : a guide for primary teaching*. London: Sage.

Carden, C. (ed.) (2018) *Primary teaching : learning and teaching in primary schools today*. London: Learning Matters.

2nd edn. due Spring 2022

Carroll, M. and McCulloch, M. (eds.) (2018) *Understanding teaching and learning in primary education*. 2nd edn. London: Sage.

Centre for Literacy in Primary Education (2020) *The power of a rich reading classroom*. London: Sage.

Chamberlain, L. (2019) *Inspiring writing in primary schools*. 2nd edn. London: Learning Matters.

Clements, J. and Tobin, M. (2021) *Understanding and teaching primary English : theory into practice.* London: Sage.

Cigman, J. (2018) *Supporting boys´writing in the early years : becoming a writer in leaps and bounds*. 2nd edn. Abingdon: Routledge.

Clarke, S. (2014) *Outstanding formative assessment : culture and practice*. London: Hodder Education.

Cooper, H. and Elton-Chalcraft, S. (eds.) (2018) *Professional studies in primary education.* 3rd edn. London: Sage.

4th edn. due Spring 2022

Corbett, P. and Strong, J. (2014) *Jumpstart! grammar : games and activities for ages 6-14* . Abingdon: Routledge.

Cremin, T. (2015) *Teaching English creatively*. 2nd edn. London: Routledge.

Cremin, T. and Burnett, C. (eds.) (2018) *Learning to teach in the primary school*. 4th edn. London: Routledge.

Cremin, T. and Locke, T. (eds.) (2017) *Writer identity and the teaching and learning of writing*. Abingdon: Routledge.

Daly, C. and Davison, J. (eds.) (2020) *Debates in English teaching.* 2nd edn. London: Routledge.

Earle, S. *et al*. (2019) *Assessment in the primary classroom : principles and practice*. London: Learning Matters.

Elbra-Ramsay, C. and Menter, I. (2021) *Understanding feedback : a critical exploration for teacher educators.* St Albans: Critical Publishing.

Ellis, S. (ed.) (2006) *Phonics : practice, research and policy*. London: Paul Chapman.

Goodwin, P. (2008) *Understanding children´s books : a guide for education professionals*. London: Sage.

Goodwin, P. (2018) *The literate classroom*. 4th edn. London: Routledge.

Harrison, C. and Howard, S. (2009) *Inside the primary black box : assessment for learning in primary and early years classrooms.* London: GL Assessment.

Harpham, M. (2020) *Progress plain and simple : what every teacher needs to know about improving pupil progress*. Abingdon: Routledge.

Hattie, J. and Anderman, E.M. (eds.) (2020) *Visible learning guide to trainee achievement.* Abingdon: Routledge.

Hattie, J. and Clarke, S. (2019) *Visible learning : feedback.* Abingdon: Routledge.

Hayes, C. (2016) *Language, literacy and communication in the early years : a critical foundation*. St Albans: Critical Publishing.

Horton, S. (2014) *Lessons in teaching grammar in primary schools*. London: Sage.

Horton, S., Beattie, L. and Lannie, S. (2019) *Reading at greater depth in Key Stage Two*. London: Learning Matters.

Jolliffe, W., Waugh, D. and Gill, A. (2022) *Teaching systematic synthetic phonics in primary schools*. 4th edn. London: Learning Matters.

Jones, D. and Hodson, P. (eds.) (2017) *Unlocking speaking and listening : developing spoken language in the primary classroom*. 3rd edn. London: Routledge.

Lansdown, M. (2020) *In the zone : helping children rise to the challenge of learning*. St Albans: Critical Publishing.

Lucas, B. and Spencer, E. (2018) *Developing tenacity : teaching learners how to persevere in the face of difficulty*. Bancyfelin: Crown House.

Loane, G. and Muir, S. (2017) *Developing young writers in the classroom : I´ve got something to say*. Rev. edn. London: Routledge.

MacLusky, J. and Cox, R. (2011) *Teaching creative writing in the primary school: delight, entice, inspire*. Maidenhead: McGraw Hill Open University Press.

Maine, F. (2015) *Teaching comprehension through reading and responding to film*. Leicester: United Kingdom Literacy Association.

Mallett, M. (2020) *Choosing and using fiction and non-fiction 3-11 : a comprehensive guide for teachers and trainee teachers*. 2nd edn. London: Routledge.

Marshall, B. and Wiliam, D. (2006) *English inside the black box : assessment for learning in the English classroom*. London: Nelson.

Medwell, J. and Wray, D. (2016) *Essential primary English.* Maidenhead: Open University Press.

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Medwell, J. *et al.* (2021) *Primary English : teaching theory and practice*. 9th edn. London: Learning Matters.

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Neaum, S. (2021) *What comes before phonics?*. 2nd edn. London: Learning Matters.

Paige, R. (ed.) (2020) *Building skills for effective primary teaching : a guide to your school based training*. 2nd edn. London: Sage.

Perkins, M. (2015) *Becoming a teacher of reading*. London: Sage.

Perkins, M. (2017) *Observing primary literacy.* London: Sage.

Pollard, A. (ed.) (2014) *Readings for reflective teaching in schools*. 2nd edn. London: Bloomsbury.

Pollard, A. (2019) *Reflective teaching in schools*. 5th edn. London: Bloomsbury Academic.

Quigley, A. (2018) *Closing the vocabulary gap*. Abingdon: Routledge.

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Stead, J. and Sabharwal, R. (2019) *Learning without fear : a practical toolkit for developing growth mindset in the early years and primary classroom*. Bancyfelin: Crown House

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