“Aspirational training to achieve inspirational teachers with pupils’ learning and well-being at the heart of our partnership”

PGCE Primary 2019-20
Overview of university input at each phase

Throughout their PGCE, our students spend approximately 45% of their time in university and 55% of their time in school-based learning. Approximately nineteen weeks of this is spent with you in assessed placements. For their award of PGCE, our students undertake two masters level modules, titled ‘Raising the Achievement of Children’ throughout the first term and ‘High Quality Learning and Teaching’ throughout the second. They also undertake three other modules which contribute towards qualified teacher status alongside the successful passing of placements. These modules are ‘The Cumbria Teacher of Reading’, ‘Leading and Managing Change’ (General primary and early Years) or ‘Developing Specialism Expertise’ (General primary with Maths, PE or SEND).

They also undertake 120 hours of study called ‘Pedagogy and Practice’. This module is a long, thin module and takes place over the whole year and is split into ‘beginning’, ‘developing’ and ‘extending’ phases. It covers generic teaching skills and subject specific pedagogy.

This document provides an overview of the work the students engage in within ‘Pedagogy and Practice’ at each phase, so you as mentors can see what they have explored, the input they have received and also what they may well need additional support with.

Beginning Phase
When the PGCE students come to you for their beginning placement they will have had input on and engaged with;

- Basic behaviour management strategies;
- Some aspects of working with children with SEND;
- Activity and lesson planning and setting progress indicators/lesson objectives and success criteria.
- Strategies for undertaking effective formative assessment
- Safeguarding. They should also have completed Lancashire level 1 safeguarding, FGM and channel online training.
- An introduction to working with parents/carers

They have had seven hours of English and 8 hours of Maths specific pedagogy which complements the work above. They have also had introductions to PE, Science and Computing and an introduction to a couple of foundation subjects.
As they work with you please would you support them through a coaching approach to planning, helping them to translate a day from a weekly plan into a lesson and its core components. Please support them with behaviour management and assessing pupils' learning. Please could you also assist them with differentiation. This is highly challenging for experienced teachers and our students, particularly at this early phase in their training will need some help in putting principles into practice in the school context.

Developing Phase

When the PGCE students come to you for their developing placement this may be their first time in your age phase and/or year group. In addition to the earlier phase, they will have had input on and engaged with;

- Planning for progression (weekly planning);
- An introduction to working with children with EAL
- Behaviour for learning;
- PSHE, resilience and an introduction to Philosophy for Children

They will have had a further two hours English and Maths subject specific pedagogy and four further hours of PE input. At this phase they will also have had specific foundation subject input on History, Geography, RE, Design Technology and MFL.

In addition to this students will also receive CEOP training.

Extending phase

When our PGCE students come to you for their extending placement, they still have considerable learning to engage with. In addition to the previous phases, the students receive input on and have engaged with;

- Further work on meeting the needs of children with EAL,
- Using data in classroom assessment – with a particular focus on purpose and principles.
- Equality and diversity.

In addition, they will have had further four hours subject specific input on English and five on Maths. The will have had further input on PE, Computing and Science. In addition, they will have also had specific foundation subject input on Art and Music.

As you work with them please would you continue to support them with evidencing the impact they have on children’s learning, their ability to use data in assessing learning and applying the principles into the context of your school. They will also need additional support in adapting medium term plans for the context of the children they are teaching.

Thank you very much for your continued work with our students. They are a work in progress and your part in shaping them and developing their knowledge, skills and understanding is highly valuable.

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