

## CURRICULUM STATEMENT

### INTENT (Why?)

**Our ambition is to produce outstanding teachers who will ensure their pupils, whatever their starting point, thrive in all aspects of education. Our trainee teachers will value developing the whole person equally to the achievement of academic success.** We want to grow NQTs who are keen to work in our schools and for our headteachers to be keen for them to do so.

We recognise the important role we play in supplying high quality teachers for the future, which in turn contributes to the raising of standards in schools. We believe partnership and collaboration is the best way to continually develop and improve teaching and learning for children, teachers and the communities in which we live and work. By working together and learning from each other across our partnership, we strive to ensure that our trainees experience carefully a sequenced curriculum of the highest quality, which is rigorously developed across our central training, in our schools, and through our wider networks.

We want to ensure that our trainees have a real understanding of, and curiosity about, current best practice and key principles. This will enable them to develop the knowledge, skills and understanding to perform highly effectively in both their phase and subject area, with all pupils, and within their own individual context and classrooms. We have designed our curriculum to ensure that trainees are self-reflective and develop into competent ECTs, who are prepared for the demands of the classroom. We want them to demonstrate initiative, be pro-active in their own professional development, and who contribute positively to the education system through wider networks.

### IMPLEMENTATION (How?)

#### How trainees are taught:

- Our programme is rooted in research and wider evidence – session leaders develop the content that is evidence-informed: drawing on evidence of what works in the classroom and has impact on pupil outcomes. Links to Educational Development Trust (EDT) and Educational Endowment Fund (EEF) studies (e.g. use of teaching assistants, phonics, parental engagement).
- Current practitioners and experts in their field, including SLEs in SEND and phonics, mental health practitioners and pastoral leads in school, bring their experiences in the classroom, and beyond, to central training sessions. For example, primary trainees are provided with opportunities to shadow speech and language therapy in schools. Secondary English trainees visit Stratford-upon-Avon to gain a deeper appreciation of the impact Shakespeare has had on literature. These opportunities for enrichment enhance the learning experiences of the trainees and support them in making useful connections across their curriculum knowledge.
- Our school-led programme ensures that our trainees are fully immersed in the full life of a school, from the start of their training. Placements are planned carefully to provide our trainees with different experiences. This enables them to observe and learn from a wide range of settings which include cross phase, special schools and resource bases.
- We provide our mentors and professional tutors / ITT leads with clear guidelines on how they can effectively support trainees and help them develop further with specific aspects of their training. We provide structures and robust processes that ensure mentors provide trainees with clear, consistent and personalised support and feedback.
- Mentors and professional tutors / ITT leads within our schools' tailor support and effectively challenge our trainees. They successfully design experiences and present insightful opportunities within their schools for trainees to learn about current best practice. For example, trainees are able to jointly observe high quality teaching, alongside their mentor. This enables them, to better understand and deconstruct the strategies

used while watching learning taking place in class. Facilitators from across and beyond the partnership provide expert insight into all aspects of teaching and school life.

- Weekly mentor meetings and feedback following observations encourage professional discussion which draw on the taught ITT curriculum.
- The balance between centralised sessions and early teaching experience is carefully designed so that there are opportunities for trainees to apply learning, make links, fail, reflect, refine, re-try and experience success with support from experts to help them.
- The consistent professional role-modelling by course leaders, tutors, subject specialists, mentors of required behaviours and classroom management strategies are designed to ensure that there is a relentless focus on professional standards and an accepted code of conduct.
- By ensuring that our trainees receive a clear progression of teaching commitment over time, their steady increase in workload is manageable. For example, we recognise and build in spaces within the programme to help trainees prioritise e.g. personalised study days to support PGCE
- PGCE and QTS elements are dovetailed. Significant emphasis is given to developing trainees' understanding of how to become reflective practitioners and is a theme that runs through their evaluations, reflections and academic writing.
- Messages are reinforced through our regular newsletters, email communication, the use of the portal and checking in face to face at central training sessions. Handbooks are given to all trainees, mentors and professional tutors / ITT leads in school. This means that all our stakeholders receive clear, consistent and effective communication about expectations of the curriculum, training and mentoring.

#### **How trainees are assessed:**

- Our assessment processes mean that we are able to use a range of evidence to understand, support and develop all trainees' knowledge and skills. We identify and close gaps in their understanding as they move through the programme. Mentors and trainees work closely together, supported by their ITT leads and professional tutors / teaching and learning tutors, to ensure that trainees meet milestones and are on track to meet the Teachers' Standards by the end of the programme.
- We carefully monitor the development of trainees' subject knowledge and experiences across the age range and with different groups of pupils. This enables us to tailor support to make sure that trainees build their subject knowledge and expertise and find opportunities to develop and apply skills.
- Mentors and trainees work together to identify weekly and medium term targets that relate to the ITT curriculum. These are personalised and adapted to suit trainee's progress and specific needs. Milestones support trainees and mentors in identifying gaps, modelling best practice, and shaping opportunities to develop expertise.
- Robust systems and processes are in place for the final assessment of trainees. These are quality assured both internally and externally, which ensure consistent and accurate judgements are made in recommending for the award of QTS.

#### **IMPACT (So What?)**

- Trainees will exceed the minimum expectations of the Teachers' Standards and will be prepared for the reality and demands of teaching. In this way, trainees will confidently demonstrate readiness to continue their professional development and learning through the Early Career Framework.
- Mastery of knowledge and skills set out in our ITT Curriculum will be demonstrated in their planning, teaching, evaluation and assessment. Trainees are competent and confident in their practice so that they can apply their learning to all settings and contexts.
- All stakeholders will understand what trainees need to learn and what success looks like to trainees at the end of their ITT year. They will know this because of the clear expectations and shared milestones, relevant to trainees at each stage in their development.
- Expectations around timetable, focus of sessions and paperwork will be consistent and clear.
- Trainees will have developed into reflective practitioners. They will be aware of their strengths and areas for improvement in relation to their impact on pupils' learning, both in what has been taught and how much has been learned.