

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 ECTs 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 pupils, 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 a carefully sequenced, purposefully integrated curriculum of the highest quality, which is rigorously developed across our central training, in our schools, and through our wider networks.

We have designed our curriculum, ensuring full coverage of the minimum entitlement (ITT Core Content Framework) to ensure that trainees are self-reflective and develop into competent ECTs, who are prepared for the demands of the classroom. It is well sequenced so that trainees build upon knowledge and skills in a coherent way. We want them to demonstrate initiative, be proactive in their own professional development, and contribute positively to the education system through wider networks.

We want to ensure that our trainees have a real understanding of, and curiosity about, evidence underpinning practice and key principles so that they can link theory to what they are doing in school. 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. Trainees are taught about how children learn so that they can ensure that they plan opportunities for pupils to acquire new knowledge, practise and recall prior learning to help them know and remember more. Our curriculum provides trainees with opportunities to learn about and practise a range of ways to identify misconceptions and adapt future teaching in order to address these.

Trainees learn about teaching reading and how phonics is integral to this. All trainees understand the importance of pupils being able to access texts within subject areas so that they are able to engage fully with the curriculum. Primary trainees learn about the SSP approach from expert colleagues and are able to apply and practise this in their placements. Inclusion and SEND forms an important strand of our curriculum, being re-visited and built upon across taught ITT sessions, a range of placements and through the PGCE. Trainees understand that pupils may demonstrate signs which indicate barriers to learning and know how to harness expertise from specialists to support them in addressing these.

Our curriculum ensures that trainees understand subject specific knowledge of content and sequencing as well as pedagogical approaches used within subject disciplines. Trainees will develop their classroom practice based on up-to-date research and will demonstrate that they understand how to present subject matter clearly. Our trainees understand the principles of assessment and know why, when and how to assess within their subject and phase. In this way they are able to plan and teach sequences of learning, resourcing appropriately so that all children make progress.

Trainees understand the role of the teacher and how to demonstrate professionalism. They are fully aware of their responsibilities around safeguarding and how to look after themselves and colleagues in terms of workload and welfare. Our expectation is that trainees will be proactive in seeking opportunities to further develop their knowledge and share good practice through regular signposting to additional resources and professional networks. Training is highly responsive to the national policy, local priorities for development and adaptive to the needs of our cohort. In this way our trainees are aware of current priorities in education and demonstrate readiness for the challenges of working in education.

Our curriculum helps trainees to understand how they are able to motivate, influence and inspire pupils so that they can learn effectively and feel safe at school. Trainees are taught about the key principles of leading and managing behaviour so that expectations are consistent and explicitly taught so that pupils know how to behave. Our aspiration is that we develop trainees who know that they are invaluable in contributing to the culture and ethos of their schools.

IMPLEMENTATION (How?)

We have designed an ITT curriculum that is underpinned by academic rigour. We give careful consideration to theory and practice that deepens trainees' knowledge of both subject specific content and teaching strategies. Our ITT curriculum complies fully with the Core Content Framework, and it enables trainees to build on knowledge, understanding and professional practice.

Teaching and training are of high-quality. 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. Those leading training consistently model how evidence informs their practice in the classroom and engage the trainees with evaluative discussion. Opportunities for enrichment enhance the learning experiences of the trainees and support them in making useful connections across their curriculum knowledge. All mentors, facilitators and tutors are trained so that they understand their role in delivering our curriculum.

Our primary programme provides training sessions across all subjects in the curriculum at Key Stage 1 and 2. Trainees receive high-quality training in the teaching of early reading based on relevant, up-to-date research. They gain secure knowledge enabling them to understand the principles behind the teaching of early reading, to understand the systematic synthetic phonics approach and to learn how to apply this using approved phonics programmes.

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. This is further embedded within our Professional Learning Conversations that form part of our formative assessment processes. Trainees have repeated opportunity to practise and develop their expertise in skilfully articulating their chosen strategies and approaches used in the classroom and evaluating their effectiveness.

From the very start of the programme, trainees are provided with opportunities to observe colleagues in the way that they plan, teach and assess pupils. 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. Our systems and processes ensure that trainees receive regular and focused feedback.

The consistent professional role-modelling by course leaders, tutors, subject specialists and 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 their 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 Microsoft Teams 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.

Trainees receive highly effective safeguarding training. They are familiar with the local safeguarding risks of their placement schools and with referral processes should they have any concerns.

We prioritise trainees' personal well-being across the partnership. Trainees who are struggling emotionally or are not making expected progress are supported by skilled practitioners very effectively.

Our assessment processes mean that we can 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 / professional tutors and subject lead / 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 targets that relate to the ITT curriculum. These are personalised and adapted to suit trainees' 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 ensures consistent and accurate judgements are made. A Formal Assessment Board comes to agreement on awarding final judgements and making recommendation for QTS.

IMPACT (So What?)

- Trainees will have developed sound knowledge and skills as set out in the Core Content Framework and exceed the minimum expectations of the Teachers' Standards. They 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 for 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.