SWIFT Teacher Training

SWIFT TRAINEE

PRIMARY CORE AND FOUNDATION SUBJECT KNOWLEDGE HANDBOOK

SWIFT

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Introduction

Welcome to the SWIFT Initial Teacher Training (ITT) programme, a partnership dedicated to developing exceptional new teachers for primary education. We are delighted that you have chosen to embark on this exciting journey with us.

Our Primary course has been meticulously crafted by a team of primary education experts, all of whom are currently working within primary school settings. This unique perspective ensures that the training is not only relevant but also deeply practical, designed by teachers for teachers. Our subject experts are eager to work alongside you throughout the year, providing the best possible start to your primary teaching career.

The SWIFT ITT programme offers you the most up-to-date information on both core and foundation subjects. You will also gain specialised skills in teaching Early Reading, a crucial component of primary education. Through a blend of seminars and workshops, you will have the opportunity to explore and practice various pedagogical approaches and theories, both from a subject-specific and a more generic educational perspective. Your training will be further enriched by two school placements in some of the best schools the South West has to offer. These placements will provide you with hands-on experience in diverse educational environments, allowing you to apply your learning from the Provider-Led and Subject Knowledge sessions.

Adding to the distinctiveness of our programme, and celebrating the beautiful locality of the South West, we invite you to participate in your own Ten Tors experience at the end of the programme. This unique outdoor adventure will not only be a memorable conclusion to your training but also an opportunity to develop teamwork and leadership skills. As you embark on this challenging but rewarding career path, shaping the minds of the future, we wish you the very best of luck. We are confident that your journey with SWIFT will be a transformative experience, equipping you with the knowledge, skills, and inspiration to become an outstanding primary school teacher.

Olivia Bartlett
Primary Design Lead

About our Courses

Aims

Our overall aim is to enable trainees to make the strongest possible start that leads to ever-deepening expertise across their career. Specifically, we want all trainees to:

- Develop a high level of expertise in phase and subject(s).
- Experience evidence-based training that brings together theory and practice.
- Engage in critical analysis of research through our PGCE.
- Belong to close-knit, supportive training communities.
- Prioritise approaches to teaching that are inclusive of pupils with SEND and EAL.
- Develop agency to bring about a fairer education for all pupils.
- Be effectively prepared for the next phase of their career, including how to lead a good work life balance.

Strands

We use the five core areas of the Core Content Framework* (CCF) as our curriculum organisational rationale, referring to these as 'Core Curriculum Strands'. These strands are sequenced carefully across our curriculum, delivered through Provider- Led and Subject Knowledge sessions and explored further through observation and practice during school placements under the guidance of an expert mentor.

- Strand 1: Behaviour Management and High Expectations (Srands 1 and 7 of the CCF)
- Strand 2: Pedagogy (S2, 4 and 5)
- Strand 3: Curriculum (S3)
- Strand 4: Assessment (S6)
- Strand 5: Professional Behaviours (S8)

*Initial teacher training (ITT): core content framework - GOV.UK (www.gov.uk)

https://assets.publishing.service.gov.uk/media/6061eb9cd3bf7f5cde260984/ITT_core_content_framework_.pdf

Primary Course

Programme Modules

Phases of Learning (Pedagogy)	Core Subject knowledge Themes Subjects: English, Maths, Science, Phonics and Early Reading	Foundation Subject Knowledge Themes Subjects: Art, Computing, DT, Geography, History, Languages, Music, PE, PSHE, RE
Phase 1 Autumn • Creating a positive environment where all pupils can flourish • Understanding how to maximise all pupils' learning	1. The Subject Curriculum 2. Creating a powerful environment to teach Subject 3. Effective teaching of Subject	1. The Subject Curriculum & Creating a Powerful Environment to Teach Subject
Phase 2 Spring • Establishing effective classroom practice • Assessment and feedback; encouraging all pupils to excel	4. Assessment and feedback in Subject	2. Effective Teaching of Subject including Assessment & Feedback
Phase 3 Summer • Empowering all pupils to succeed • Transition – Trainee Teacher to GTS	5. Adapting Subject 6. Enriching Subject	3. Adapting & Enriching Subject

SWIFT Teacher Training Key Contacts

Absence Line | Abby Spearing | 01548 852641 Ext 2592

A trainee must notify the provider of any absence from the course, whether the absence relates to school placement or provider-led/subject knowledge sessions. Trainees must phone the absence line by 0830 on the day of absence and also on any subsequent days. If SWIFT Teacher Training have not been contacted by the Trainee by 0830, they will contact the trainee's named representative to confirm the safety of the trainee and ascertain why they are not in attendance. Please see our full Absence Policy for more details on reporting and absence certification.

Absence Contact: Abby Spearing | info@swiftteachertraining.org.uk | 01548 852641 Ext 2592

SWIFT Teacher Training Central Team

Kingsbridge Community College | 01548 852641

Sarah Frame | Director | sarah.frame@sw-ift.org.uk

Emma Sivyer | Deputy Director Primary | emma.sivyer@sw-ift.org.uk

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Nicky Sheppard | Programme Manager | nicky.sheppard@sw-ift.org.uk

Abby Spearing | Administrator | abby.spearing@sw-ift.org.uk

Primary Curriculum Overview

Week Beginning	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Twilight
26/08/2024	1						
02/09/2024	2						
09/09/2024	3						
16/09/2024	4						
23/09/2024	5						
30/09/2024	6						
07/10/2024	7						
14/10/2024	8						
21/10/2024	9						
28/10/2024	9a						
04/11/2024	10						
11/11/2024	11						
18/11/2024	12						
25/11/2024	13						
02/12/2024	14						
09/12/2024	15						
16/12/2024	16						
23/12/2024	16a						
30/12/2024	16b						
06/01/2025	17						
13/01/2025	18						
20/01/2025	19						
27/01/2025	20						
03/02/2025	21						
10/02/2025	22						
17/02/2025	22a						
24/02/2025	23						
03/03/2025	24						
10/03/2025	25						
17/03/2025	26						
24/03/2025	27						
31/03/2025	28						
07/04/2025	28a						
14/04/2025	28a						
21/04/2025	29						
28/04/2025	30						
05/05/2025	31						
12/05/2025	32						
19/05/2025	33						
26/05/2025	33a						
02/06/2025	34						
09/06/2025	35						
16/06/2025	36						
23/06/2025	37						
30/06/2025	38						
07/07/2025	39						

KEY		Elements	Location
	SWIFT Start Induction		In-person External Venue
	Provider-Led	Seminars and Workshops	Online / In-person External Venue
	PGCE	Seminars and Workshops	Online / in-person External Venue
	Subject Knowledge	Seminars and Workshops	Online / In-person External Venue
	Subject Knowledge Twilight	Seminars and Workshops	Online
	Short Placement	Teaching Practice	School
	ITaP	Intensive Training and Practice Weeks	School
	Long Placement	Teaching Practice	School
	Enrichment Placement	Teaching Practice	School
	Holiday		

Subject to change and holiday dates may vary depending on school placement.

We will keep you up to date with any alterations to the timetable.

Professional Etiquette During Training Sessions Online

	Arrive on time to all training sessions, including after breaks and lunchtime. Be seated and ready to start.
	Devices should only be used for making notes on sessions. Work emails and lesson planning should be completed at another time.
	Microphones off when the host is talking.
	Please ask questions in the chat. These will be addressed in the question section of the session. If you have any questions which are specific to you, please ask your mentor directly.
	Engagement. Please have your camera on, answering questions and taking part in surveys and being an active part of group discussions, including in breakout rooms.

Training Day

	Arrive on time to all training sessions, including after breaks and lunchtime. Be seated and ready to start.
	Devices should only be used for making notes on sessions. Work emails and lesson planning should be completed at another time.
	No talking during sessions.
	Please save questions to the question section of the session. If you have any questions which are specific to you, please ask your mentor directly.
	Engagement. Make sure you take an active part in sessions when appropriate eg group discussions and answering questions.

SWIFT Teacher Training ICONs

We use the following icons through our training:

	Thinking		Retrieval Practice		Trainee Teachers to Complete
	Timer		Deliberate Practice		
	Writing		Checklist		
	Reading		Questions		
	Discussion		Pupil to Complete		

Required Key Reading List | Primary

This document contains the pre-course reading list for your SWIFT Initial Teacher Training Course in Primary Education. Prior to the course starting in September 2024, you are required to engage with the following key reading.

Recommended Texts

1. Rosenshine's Principles in Action. Tom Sherrington
2. Retrieval Practice Primary
3. The Art & Science of Teaching Primary Reading. Christopher Such
4. Why Don't Students Like School? Daniel. T Willingham
5. The National Curriculum

Additional Reading

1. When the Adults Change, Everything Changes. Paul Dix
2. Closing the Vocabulary Gap. Alex Quigley
3. Closing the Writing Gap. Alex Quigley
4. Closing the Reading Gap. Alex Quigley
5. Essential Guides for Early Career Teachers: Using Cognitive Science in the Classroom. Kelly Richens
6. 100 Ideas for Primary Teaching (Various)

Useful Links

Mary Myatt Learning – learning, leadership and the curriculum
Marc Hayes | Primary Teacher, Senior Leader and Blogger (marcrhayes.com)
Curriculum research reviews – GOV.UK (www.gov.uk)
http://literacytrust.org.uk/
http//www.booktrust.org.uk/

Subject Associations

We are the National Society for Education in Art and Design | NSEAD
Computing at School (CAS) Home Page.
We support and champion design and technology education in schools – D&T Association (designtechnology.org.uk)
Home – NATE
Home – Geographical Association (geography.org.uk)
Historical Association – the UK national charity for history
Home – Association of Language Learning (all-languages.org.uk)
National Association of Teachers of Religious Education (natre.org.uk)Home | www.ase.org.uk |

Social Media

X (Twitter)

@TeachPrimary
@MrBoothY6
@dylanwiliam
@MaryMyatt
@teacherhead
@AlexJQuigley

National Curriculum Subject Content at a Glance

Reference:
https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf

English at a Glance

Link: English programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participate fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics at a Glance

Link: Mathematics programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy

and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science at a Glance

Link: Science programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Art and Design at a Glance

Link: Art and Design programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge

and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing at a Glance

Link: Computing programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Design and Technology at a Glance

Link: Design and Technology programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Geography at a Glance

Link: Geography programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History at a Glance

Link: History programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Languages at a Glance

Link: Languages programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Music at a Glance

Link: Music programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education at a Glance

Link: Physical Education programmes of study: key stages 1 and 2 (publishing.service.gov.uk)

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Primary Subject Knowledge Audits

Throughout this course, you must demonstrate continuous improvement in your subject knowledge to meet the required standards. Strong expertise in your subject is essential for effective teaching. You will show your knowledge partly through lesson observations, but also by completing the subject knowledge audit below at each assessment point during your training year. The audit's red-amber-green rating of course content will map your progress. This live document will serve as a professional tool that you can build on throughout the early stages of your teaching career.

	RAG Rating Key
S	Secure knowledge = I have good pedagogical content knowledge and would be able to teach it
D	Developing knowledge = I understand it, I need to study it further to be able to teach it
L	Limited Knowledge = I have little knowledge and have not seen it taught

English						
Subject Knowledge	**Pre-Course Knowledge**	**AP1 Autumn Term**	**AP2 Spring Term**	**AP3 Summer Term**	**Final Assessment Summer Term**	**Action Plan for Development**
Dates		**18 November 24 to 2 December 24**	**3 March 25 to 24 March 25**	**28 April 25 to 12 May 25**		
Spoken Language						
I understand that spoken language underpins the development of reading and writing						
I know how to help pupils articulate and justify their answers, arguments and opinions						
Support pupils to speak audibly and fluently with an increasing command of standard English						
I am aware of the term Oracy and its importance in school						
I know how to develop Oracy with pupils						
Children need to develop a broader, deeper and richer vocabulary to discuss abstract concepts and enhance their knowledge of language						

Writing						
The programmes of study for writing are constructed into transcription (spelling and handwriting) and composition (articulating ideas and structuring them)						
I know the words containing each of the 40+ phonemes						
I can apply simple spelling rules as listed in English appendix 1						
I know how children should sit correctly, and hold a pencil						
I understand how to use a possessive apostrophe						
I know how to use an expanded noun phrase to convey complicated information concisely						
I understand the difference between subordination (when, if, that, because) and co-ordination (or, and, but)						
I understand basic grammatical terminology such as noun, pronoun, conjunction, adverb, preposition, fronted adverbial						
I am aware of how to use brackets, dashes or commas to indicate parenthesis						
I am aware of how to use semi-colons or colons to mark boundaries between independent clauses						
I can recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms						
Language Comprehension						
I know how to use activities effectively to develop pupils' language						
I know how to support pupils with speech, language and communication needs						
Storytime						
I understand the importance of daily time for stories						
I know to prepare story reading in advance to capture pupils' attention						
I have a wide knowledge of traditional children's literature						

I have a wide knowledge of contemporary children's literature						
I know to offer pupils books that give them the opportunity to encounter other people and characters with: • Similar experiences and perspectives to their own • Different experiences and perspectives to their own						
I know I need to re-read stories and talk to pupils about them to build their familiarity and understanding						
I feel confident exploring 'second tier' vocabulary (meaning vocabulary that pupils are unlikely to hear in everyday conversation but will come across in writing) in wider contexts, once pupils know a story well						
I can regularly make sure that our book corner is appealing to pupils, refreshing it as they experience new books						
Phonics						
I understand the nature of the English alphabetic code						
I understand the principles underpinning a programme of synthetic phonics						
I know which decodable books to select to read with pupils, based on their stage of learning						
I understand the specific purpose of the phonics screening check						
Fluency						
I understand why fluency is essential for pupils' reading comprehension						
I feel confident making sure pupils can decode accurately before getting them to move on to read a new book						
I feel confident explaining the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words 'at a glance'						

Maths						
Subject Knowledge	**Pre-Course Knowledge**	**AP1 Autumn Term**	**AP2 Spring Term**	**AP3 Summer Term**	**Final Assessment Summer Term**	**Action Plan for Development**
Dates		**18 November 24 to 2 December 24**	**3 March 25 to 24 March 25**	**28 April 25 to 12 May 25**		
Curriculum Knowledge						
I am confident in my subject understanding in all areas of the curriculum, including: • The four operations • Decimals, percentages and fractions • Algebra • Geometry • Number place and value						
I am aware of areas of the curriculum I feel less confident in and take steps to improve my knowledge in these areas						
I am able to see links between topics and bring this into my teaching (e.g. reviewing fractions in a lesson about angles by asking pupils what ½ or ⅓ of an angle is)						
I understand how what I am teaching now will be built upon in later years						
Number & Place Value						
I understand and can explain place value notation						
I can understand and use negative numbers						
I understand the meaning of square, cube, root and prime numbers						
Addition, Subtraction, Multiplication & Division						
I can model mental calculations						
I can multiply and divide by 10, 100 and 100						

I can model multiplication using arrays, repeated addition, or long multiplication						
I can model division using equal sharing, grouping, inverse, short or long division						
I can find factors and multiples						
Fractions (including decimals and percentages)						
I understand the meaning of a fraction						
I can represent a mixed number and show its improper fraction equivalent						
I can add, subtract, multiply and divide with fractions						
I can express a quantity as a decimal, fraction or percentage						
Measurement						
I understand the difference between estimation and measurement						
I know the standard metric units for length, area, weight, volume and capacity						
I can estimate the size of an angle and use a protractor accurately						
I understand the various units for measuring time						
Geometry						
I can recognise and state the properties of a range of 2D and 3D shapes						
I know the formula for calculating the area of a rectangle and triangle						
I know how to find the circumference of a shape						
Ratio & Proportion						
I know how to solve problems involving proportion						
I understand the difference between ratio and proportion						
Algebra						
I understand how to recognise patterns and how						

to define an nth term as an algebraic expression						
Reasoning						
I model the use of appropriate mathematical terminology and make sure pupils understand and use it appropriately						
I ask questions that challenge pupils to demonstrate how they reached an answer						
I give pupils the chance to discuss mathematical problems in groups in order to develop reasoning skills						
Assessment						
I can identify gaps in pupils' mathematical knowledge						
I plan frequent, low-stakes testing to help pupils to remember content						
I incorporate timed testing to help pupils learn pertinent maths facts to then enable automaticity						

Science						
Subject Knowledge	**Pre-Course Knowledge**	**AP1 Autumn Term**	**AP2 Spring Term**	**AP3 Summer Term**	**Final Assessment Summer Term**	**Action Plan for Development**
Dates		**18 November 24 to 2 December 24**	**3 March 25 to 24 March 25**	**28 April 25 to 12 May 25**		
Curriculum Knowledge						
Have you read the science National Curriculum programmes of study for Key Stages 1 and 2?						
Do you have a good understanding of various teaching strategies for developing children's scientific knowledge, understanding and skills?						
Working Scientifically						
Recognising and controlling variables						
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs						
Identifying scientific evidence that has been used to support or refute ideas or arguments						
Plants						
Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers						
Understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal						
Animals including Humans						
Identify and name the main body parts and parts of the human circulatory system						

Describe the functions of the heart, blood vessels and blood						
Describe the changes as humans develop to old age						
Describe the simple functions of the basic parts of the digestive system in humans						
Identify the different types of teeth in humans and their simple functions						
Construct and interpret a variety of food chains, identifying producers, predators and prey						
Everyday Materials						
Understand reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes						
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets						
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution						
Seasonal Changes						
Describe weather associated with the seasons and how day length varies						
Living Things & Their Habitats						
Describe how living things are classified						
Understand that broad groupings such as micro-organisms can be subdivided						
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird						
Describe the life process of reproduction in some plants and animals						
Understand the differences between things that are living, dead, and things that have never been alive						

Rocks						
Describe in simple terms how fossils are formed when things that have lived are trapped within rock						
Recognise that soils are made from rocks and organic matter						
Light						
Explain that light appears to travel in straight lines						
Explain how objects are seen because they give out or reflect light into the eye						
Explain why shadows have the same shape as the objects that cast them						
Understand that light is reflected from surfaces						
Force & Magnets						
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object						
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces						
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect						
Describe magnets as having two poles						
States of Matter						
Compare and group materials together, according to whether they are solids, liquids or gases						
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)						
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature						
Sound						
Identify how sounds are made, associating some of them with something vibrating						

recognise that vibrations from sounds travel through a medium to the ear						
Electricity						
Understand that voltage of cells is associated with brightness and volume						
Recognise some common conductors and insulators, and associate metals with being good conductors						
Use recognise symbols in circuit diagrams						
Construct a simple circuit						
Earth & Space						
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system						
Describe the movement of the Moon relative to the Earth						
Describe the Sun, Earth and Moon as approximately spherical bodies						
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky						
Evolution & Inheritance						
Explain how living things have changed overtime						
Explain how offspring vary and are not identical to their parents						
Explain how animals and plant have adapted to their environment						
Describe how adaptation may lead to evolution						

Primary Key Information

Morning Sessions: 0930 - 1200

Afternoon Sessions: 1300 – 1600

Twilight Sessions: 1530 – 1700

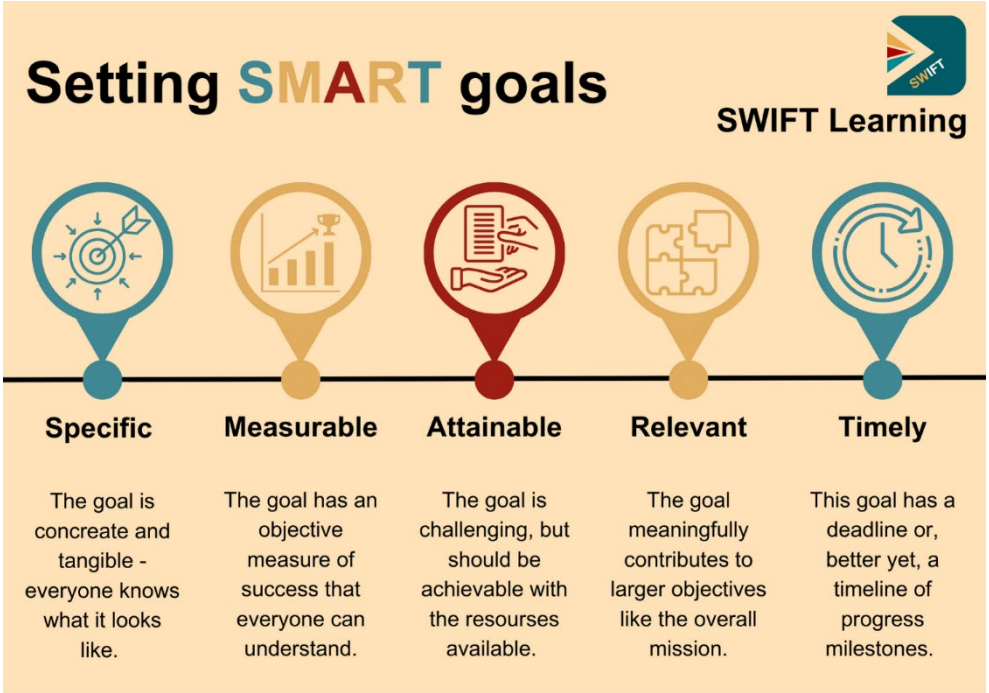
Please check timetable and the weekly bulletin as several of these sessions are online.

Times may be subject to change.

Primary Subject Knowledge Session Timetable

Week Beginning	Week	Friday		Twilight
26 August 2024	1	National Curriculum		
2 September 2024	2	Early Years		
9 September 2024	3			
16 September 2024	4	Maths		
23 September 2024	5	Phonics | English		
30 September 2024	6	Science		
7 October 2024	7			
14 October 2024	8	Geography | History		
21 October 2024	9	RE | PSHE		
4 November 2024	10	Maths | Science		
11 November 2024	11	Phonics | English		
18 November 2024	12	Art | DT		
25 November 2024	13	Music | Computing		
2 December 2024	14	PE | Languages		
9 December 2024	15	Phonics | English		
16 December 2024	16	Maths | Science		
6 January 2025	17	Maths | Science		
13 January 2025	18	Phonics | English		
20 January 2025	19			PE Twilight
27 January 2025	20			English Twilight
3 February 2025	21			
10 February 2025	22			
24 February 2025	23	History | Geography	RE	
3 March 2025	24	Art | DT	Music	
10 March 2025	25	Computing | MFL	PSHE	
17 March 2025	26			
24 March 2025	27			
31 March 2025	28			
21 April 2025	29			
28 April 2025	30			English Twilight
5 May 2025	31			Maths Twilight
12 May 2025	32			Science Twilight
19 May 2025	33			
26 May 2025	33a			
2 June 2025	34			History | Geography Twilight
9 June 2025	35			Art | DT Twilight
16 June 2025	36			Music | Computing Twilight
23 June 2025	37			RE | PSHE Twilight
20 June 2025	38			Languages | PE Twilight
7 July 2025	39	Thurs | PE Friday | Outdoor Education		

Setting SMART Goals



Part of becoming a teacher is seeking opportunities to practise, receive feedback and improve. The target setting system below is in place to help you effectively synthesize the knowledge taught in your subject sessions and identify areas for development in your own practice. This document will enable you and others to track your progress across the course.

The SMART targets also mirror the types of recordkeeping that many schools ask their teachers to keep in their early career teaching to collect evidence of their progress. These need to be kept up-to-date after each subject session throughout the course as part of your professional practice.

In order to make effective use of content taught in subject sessions, it is important to identify how new content will be implemented into your daily teaching practice. Your subject sessions are designed to be rich in professional discussion and analysis of live teaching tools, to support you in solidifying the learning you need to set comprehensive targets and explain a measurable way in which you will implement the evidence in lessons.

Here is a step-by-step guide on how to complete a SMART target:

1. Specific: Define what pedagogical research you have learnt and summarise key findings from the evidence.
2. Measurable: Using your subject lens, identify what this evidence informed research looks like in your subject.
3. Achievable: Think about how you will apply this knowledge to your teaching practice and set two targets that will improve your pedagogy.
4. Relevant: Note down some professional discussion questions that you will ask your colleagues in your placement school. These questions are to help further extend your understanding of how the research / strategies discussed in your subject session are applied in your subject.
5. Timely: List your key take away knowledge from the subject session. This could include answers to your questions or key information that has influenced your teaching practice.

SWIFT Session Record

<table>
<tr><td>SMART TARGET</td><td colspan="2">SWIFT Session Record</td></tr>
<tr><td>Week:
Date:</td><td>Session Title:</td><td>Facilitator:</td></tr>
<tr><td>Specific
What new learning and research have I learnt today?</td><td colspan="2" rowspan="2">Reflections:</td></tr>
<tr><td>Measurable
What would this look like in my classroom?</td></tr>
<tr><td>Achievable
How can I apply this knowledge to my teaching practice?</td><td colspan="2">Targets:</td></tr>
<tr><td>Relevant
Within your placement school how do colleagues apply these strategies / theories?</td><td colspan="2" rowspan="2">Questions to Ask Expert Colleagues/Mentor:</td></tr>
<tr><td>Timely
What are your key takeaways?</td></tr>
</table>

SMART TARGET	SWIFT Session Record	
Week: **Date:**	**Session Title:**	**Facilitator:**
Specific What new learning and research have I learnt today?	**Reflections:**	
Measurable What would this look like in my classroom?		
Achievable How can I apply this knowledge to my teaching practice?	**Targets:**	
Relevant Within your placement school how do colleagues apply these strategies / theories?	**Questions to Ask Expert Colleagues/Mentor:**	
Timely What are your key takeaways?		

Swift Teacher Training | Lesson Observation of Expert Colleagues – Trainee Exemplar

Teacher		**Subject & Key Stage**	
Time		**Date**	
Lesson Focus			
Focus of observation			
Lesson objective(s)			

Managing Behaviour & High Expectations	How Pupils Learn	Classroom Practices	Adaptive Teaching	Curriculum	Assessment	Professional Behaviours

What does the teacher want the pupils to **remember** at the end of the lesson?	**Subject knowledge** required for teaching the lesson
Teaching: Depending on the focus of the observation, how is the teacher using effective pedagogical strategies to introduce and scaffold new concepts/meet the lesson objective?	**Learning:** What new knowledge or skills are the pupils developing during the lesson? How does the teacher know what progress is being made by all pupils?
Classroom management: What does the teacher do to manage behaviour positively?	
What theories of teaching and learning are evident in this lesson that you have been learning about in the Provider-Led and Subject Knowledge sessions? Do you have any questions for the teacher?	
What are your key takeaways?	

Swift Teacher Training | Lesson Observation of Expert Colleagues

Teacher		**Subject & Key Stage**	
Time		**Date**	
Lesson Focus			
Focus of observation			
Lesson objective(s)			

Managing Behaviour & High Expectations	How Pupils Learn	Classroom Practices	Adaptive Teaching	Curriculum	Assessment	Professional Behaviours

What does the teacher want the pupils to **remember** at the end of the lesson?	**Subject knowledge** required for teaching the lesson
Teaching:	**Learning:**
Classroom management:	
What theories of teaching and learning are evident in this lesson that you have been learning about in the Provider-Led and Subject Knowledge sessions? Do you have any questions for the teacher?	
What are your key takeaways?	

Short Placement | Suggested Areas for Observation (this list is not exhaustive)

Teacher Actions	Pupil Actions
Teaching: What tasks have been set - how are they set-up - how much time is provided?	**Learning:** What new knowledge or skills are the pupils developing during the lesson? How does the teacher know what progress is being made by all pupils?
Classroom management: What does the teacher do to manage behaviour positively? How are resources distributed and collected?	**Classroom management:** How are the students engaging with the task? Are they on or off-task? What is contributing to the engagement/lack of engagement? What knowledge are the students collecting? With what skills are the students engaging?
Teaching: What explicit and implicit instructions does the teacher use?	How do pupils respond to these Teacher Actions?
Classroom management: How does the teacher use praise and other positive language? How does the teacher use pupils' names? How does the teacher use sanctions?	
Classroom management: Sketch the layout of the room, noting where the pupils sit.	
Teaching: Make a note of any questions the teacher uses about subject knowledge.	
Classroom management: How does the teacher use questioning to manage behaviour?	
Teaching: How does the teacher introduce new concepts or knowledge?	
Teaching: Make a note of how the teacher gets the pupils into the classroom, how they move from one activity to another, and how they get the pupils to leave the lesson at the end.	
Classroom management: How does the teacher indicate that they are ready to change activities?	
How Pupils Learn: How does the teacher provide opportunities for retrieval practice.	

Long Placement | Suggested Areas for Observation (this list is not exhaustive)

Teacher Actions	Pupil Actions
How Pupils Learn: How does the teacher provide/use: - appropriate modelling, scaffolding and strategies to develop metacognition - Lesson time effectively	How do pupils respond to these Teacher Actions?
Classroom Management: How does the teacher demonstrate: - clear communication of high expectations - use of specific praise and visible behaviour cues - rewards and sanctions used in line with policies	
Subject Knowledge: How does the teacher demonstrate: - knowledge of national and wider curriculum. - inclusion of subject-specific pedagogical approaches - awareness of subject misconceptions and strategies to address them - development of students' literacy	
Assessment: How does the teacher provide opportunities for: - formative assessment strategies used to support learning - prior assessment factored into planning - feedback given to support children's progress - opportunities for children to reflect on progress	
Adaptive Teaching: How does the teacher demonstrate: - awareness of diverse learning and development needs, abilities, dispositions and backgrounds - adaption of learning to support children with additional needs - understanding of individual needs and responding accordingly in a supportive manner	
Professional Behaviours: How does the teacher: - promote positive values and attitudes, including scholarship and a love of learning - work professionally and collaboratively with colleagues during the lesson	

Assessment Point Timetable

	SWIFT Teacher Training Focus	Date	Assessed by:
SWIFT Check-In	Attendance and time keeping Professional communication Organisation and initiative Professional Behaviours and Relationships	Week 10	Mentor
AP1	Positive Behaviour Management and High Expectations (Strand 1) Professional Behaviours (Strand 5) Subject Knowledge (Strand 3)	18/11/24 – 2/12/24 Autumn Term	Subject Knowledge or Phase Lead Mentor Trainee
AP2	How Pupils Learn (Strand 2) Classroom Practice (Strand 2) Positive Behaviour Management and High Expectations (Strand 1) Subject Knowledge (Strand 3) Professional Behaviours (Strand 5)	3/3/25 – 24/3/25 Spring Term	Subject Knowledge or Phase Lead Mentor Trainee
AP3	Adaptive Teaching (Strand 2) Assessment (Strand 4) Positive Behaviour Management and High Expectations (Strand 1) Subject Knowledge (Strand 3) Professional Behaviours (Strand 5)	28/4/25 – 12/5/25 Summer Term	Subject Knowledge or Phase Lead Mentor Trainee
AP4	Final decision for QTS This process draws all the evidence together to make a judgement about a recommendation for QTS	June 2025 Summer Term	SWIFT Teacher Training Central Leadership Team

What will be assessed	Evidence	Timings
StepLab | Our Professional Development Platform	Feedback on lesson observations Weekly targets have been set Observation of expert teachers are taking place Targets are being achieved Learning journal complete including next steps to improve practice Professional Behaviours are met	Ongoing development
Subject Audit	Use subject audit to track subject knowledge development	Ongoing development
Formal Observation	Full lesson focusing on the assessment points above	One full lesson up to the maximum of one hour's observation.
Expert Feedback	Trainee receives clear and effective feedback and mentoring from expert colleagues Trainee makes effective use feedback and take steps to improve practice The Subject Knowledge Lead and Mentor will work with the trainee to set 3 to 4 targets.	30 minutes
Professional Conversation	After the formal observation there is an opportunity for professional dialogue around the trainee's progress. During the conversation, the trainee will consider their progress against the curriculum strands and the impact of this on their practice.	30 minutes

StepLab and Instructional Coaching

We use a professional learning platform, StepLab, to support instructional coaching which is built by teachers, for teachers. This platform is used in your weekly mentor sessions during school placements.

StepLab allows us to:

- To track and monitor progress on a weekly basis.
- Show progress against the Training Programme Curriculum.
- Understand areas of strength and development.
- Use a common language to ensure that everyone is aligned on the trainees' areas for development.

StepLab is the online tool that all trainees use to track and monitor progress throughout the Training Programme. StepLab will provide evidence of trainees' development and therefore can be used to assess against the Teachers' Standards in the final assessment.

All trainee development, including development goals, observation feedback, support plans and instructional coaching will be recorded through StepLab.

Development goals and actions

Mentors will set development goals and actions throughout school placements. Development goals have a specific developmental focus, which will then be broken down into several key actions to help trainees achieve the goal. Mentors and trainees can add comments and upload files to their development goals. This will allow trainees to evidence key pieces of work.

Weekly action steps

The weekly action steps form an important part of the instructional coaching that mentors will carry out with trainees. Mentors will lead on the weekly action step cycle with their trainees. Mentors will set specific areas of practice for the trainees based on their areas of development, which will then be discussed in mentor meetings.

After the assessment point, the trainee will complete their Learning Journal and upload it to StepLab.

PGCES with University of Nottingham

The modules (20 Masters credits each)

Module 1 | 'Understanding Contexts' | PGCE Days 1, 2, 3

This is about national and international contexts for education and considers ideas from the philosophy of education about the purposes of education in different settings. This introductory module introduces a philosophical, comparative and observational focus which runs throughout the course. Units within the module include 'Purposes of the School Curriculum', 'Understanding Educational Systems' and 'Understanding the Classroom'.

- **Assessment**

Trainees will carry out this assignment in the context of the subject or phase they hope to teach and select a key stage to focus on. Trainees' assignments should be approximately 4000 words in length.

Module 2 | 'Understanding Learning and Teaching' | PGCE Days 4, 5, 6, 7

This focuses on broad areas within the field of learning theory including constructivism, socio-constructivism and metacognition. Critical approaches are encouraged as well as a grasp of the practical importance for teachers in understanding how children learn. The module covers: questioning, collaborative learning, talk for learning, planning for learning, assessment, differentiation, special educational needs and inclusion, and English as an additional language.

- **Assessment (PGCE Day 7)**

Presenting a critical commentary informed by learning theory, trainees will present to their peers and the assessing tutor, keeping strictly to 15-minutes with a further 5 minutes for questions. Trainees will submit:

- a reflective summary of no more than two sides of A4, with annotated and cross-referenced appendices (planning and assessment documents);
- a copy of the slides including presentation notes;
- an annotated reference list.

Module 3 | In 'Inquiring into Educational Experience' | PGCE Days 8, 9

Trainees plan and undertake a small-scale inquiry in their own classroom which reports and reflects upon the execution and findings of the project. In preparation for the research and data-generation processes, the module considers methodological principles of practitioner research. Guidance will be offered on the planning, writing and presentation of the study, including recommendations for relevant academic and professional literature for background reading.

- **Assessment**

Trainees will need a precise subtitle that states their specific inquiry focus.

This assignment encourages trainees to conduct an inquiry into an educational issue in their chosen subject or phase. Trainees will engage with ideas of education for social justice and develop their own strategies to promote social justice in, and through, their teaching. The word count is approximately 4000 words.

PGCE Day 10 concludes the course by focusing on contemporary and emerging understandings of Learning Science and School Leadership.

Overall Assessment criteria

Your assignments will be assessed against the following generic criteria, used for all postgraduate taught courses:

- Organisation
- Structure
- Focus & relevance
- Knowledge and understanding
- Knowledge of topic
- Breadth of understanding
- Argumentation
- Depth of treatment
- Analysis
- Reflection
- Criticality
- Application
- Links to professional practice
- Well-grounded proposals
- Constraints considered
- Creativity & originality
- Presentation, language and referencing
- Presentation conventions
- Referencing style
- Clarity of expression

All assignments provide evidence that can contribute to their assessment against the Teachers' Standards.

Specifically, for the PGCES course, assignments will also be assessed against the following criteria:

- evidence of understanding of the field of inquiry
- evidence of a structured and coherent discussion
- attempts to synthesise arguments drawn from the literatures consulted
- appropriate use of professional and academic literature, including: evidence of relevant reading (well-integrated), referencing and use of quotations
- evidence of personal reflection, criticality and professional learning
- confident use of technical aspects of writing, including: clear, logical structure; fluent style in correct register; accurate presentation (grammar, spelling punctuation)

Roles and Responsibilities at a Glance

Schools should:

- provide effective school-based placements;
- ensure mentors are sufficiently well trained, have an excellent understanding of the provider's curriculum and the evidence base that underpins it and are given sufficient time to provide structured feedback designed to improve the trainee's knowledge, skills and practice;
- release mentors to attend all training and development opportunities provided by the ITT provider;
- provide access to other expert colleagues across the school and allow time for the trainees and expert colleagues to: observe and deconstruct; rehearse and refine; discuss and analyse teaching, strategies and pedagogy;
- guide and support trainees so that they have a positive impact on improving outcomes for the pupils they teach;
- contribute to the design of a coherent ITE curriculum and provide school-based training opportunities to trainees;
- identify and address trainees' needs, setting targets which support them to make sustained progress;
- adhere to the terms of the Partnership Agreement and the provider's code of conduct.

Trainees should:

- utilise all aspects of their education and training: school and intensive placements, centrally provided training, academic research and independent study, in order to secure their progress – both as reflective practitioners and as professional, high quality teachers;
- take lead responsibility for recording weekly discussions with their mentors;
- understand and take responsibility for the impact of their teaching on improving outcomes for the pupils they teach;
- uphold the standards expected of the teaching profession, as set out in the Teachers' Standards;
- adhere to the provider's code of conduct.

Roles and Responsibilities at a Glance 1: Schools, Trainees, Mentors

Mentors should:

- engage fully in all training and development opportunities provided by the partnership;
- ensure they dedicate sufficient time to the support and nature of their trainee teacher(s);
- design opportunities for trainees to practice skills, discuss and analyse with expert colleagues and observe expert colleagues and deconstruct their approaches;
- demonstrate a confident working knowledge of the provider's ITE curriculum and how it is built on the Core Content Framework and its underlying evidence base;
- provide clear, consistent and effective mentoring;
- provide feedback to the providers on the progress of their trainee;
- identify and support trainees who may be struggling;
- maintain open communication with lead mentors and provider's staff:
- adhere to the provider's code of conduct.

Providers, strategically, should:

- exercise a duty of care for all their trainees, their personalised training needs and their well-being, acknowledge the need to nurture the next generation of committed, resourceful, high-quality teachers;
- provide a safe and inclusive environment in which to train to teach;
- design and implement ethical and inclusive recruitment and selection processes;
- recruit, train and sustain a highly skilled mentor workforce to support the progress of trainee teachers;
- support trainees with respect, being mindful of the stage of their training and how this may impact on the challenges they might be facing;
- ensure their programmes adhere fully to the ITT criteria and supporting advice;
- ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession;
- develop, share and ensure all relevant parties have signed clear Partnership Agreements and a code of conduct;
- remain mindful of the workload their processes may create for trainees and those that support them, and design systems which are as streamlined as possible, whilst remaining 'robust'.

Providers, practically, should:

- design and implement high-quality evidence-based curricula, structured around phase and subject, which sequence trainees' learning appropriately for the content in which they are training to teach, and which include periods of intensive training and practice, as set out in the 2024 Quality Requirements;
- ensure the ITT Core Content Framework is delivered in full through their curricula;
- design and implement high-quality mentor curricula which meet the expectations set out in the 2024 Quality Requirements;
- ensure that staff contributing to curriculum design and facilitation have the necessary expertise in their subject, phase and/or broader area(s) of the responsibility (e.g. mentor training, trainee well-being, safeguarding, EDI, etc.)
- work with all members of the partnership to ensure that all trainees make sustained progress, providing additional, tailored support when necessary;
- monitor trainee progress through robust and accurate formative and summative assessment processes, which are subject to suitably rigorous internal and external moderation;
- when making a final judgement about the award of the QTS, recognise that the Teachers' Standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising and in a way that is consistent with what could be reasonably be expected of a trainee teacher prior to the award of QTS;
- adhere to the provider's code of conduct.

Roles and Responsibilities at a Glance 2: Providers

Media – Privacy Settings

The digital age has ushered in an unprecedented era of connectivity and access to information for students of all ages. However, with the good comes the bad, and navigating the internet safely and responsibly is a crucial skill that all students must develop. Many schools have responded to this need by implementing a variety of policies and programmes focused on internet safety and digital citizenship. Web filters and internet audits allow schools to monitor what students are viewing online during school hours and block inappropriate or dangerous content. Pastoral programmes often include lessons on topics like cyberbullying, protecting personal information, avoiding online predators, and managing screen time.

Some schools actively leverage sites like Facebook to communicate with students and parents in real time, encouraging engagement through social media. The intent is to teach students how to use these platforms safely and productively. Still, other schools ban social media entirely on school grounds, aiming to limit distractions and risky behaviour. All of this highlights how critical it is for students and parents to understand and follow their school's unique internet use policies.

The digital world holds countless benefits for learning and growth, but also many dangers - by partnering effectively with students and parents, schools can strike the right balance.

Social media has become an inescapable part of modern life, and we ask that you navigate its pitfalls carefully. With a few clicks, students can easily access a teacher's online presence and personal information never meant for the classroom. This makes it crucial for teachers to audit their security settings and exercise judgment in what they share online. Too easily, content can be taken out of context, jeopardising a teacher's career. Many schools and colleges now routinely search social media profiles of potential hires, screening for any red flags.

Mobile Phone Use

All schools will have their own mobile phone policy for students and staff, please ensure when on school placements you follow this carefully.

Generally, a policy will follow these guidelines:

SWIFT Trainees may bring mobile phones onto the school site on the understanding that the personal mobile phone:

- Is used only in the staffroom, outside of the school gate, or in office spaces when no students are present.
- Only used during break times and at either end of the school day.
- Must not be used to take photos of students
- Should never be used to contact or exchange information with parents

Glossary of Terms

- **AB - Appropriate Body -** An organisation responsible for the quality assurance and verification process of statutory teacher induction. An Appropriate Body makes the final decision, based on a Headteacher's recommendation, as to whether an ECT has satisfactorily met the Teachers' Standards.
- **Adaptive Teaching -** Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.
- **BEd - Bachelor of Education -** A Bachelor of Education (BEd) is an Undergraduate professional teacher training degree with Qualified Teacher Status (QTS). BEd courses are mainly taken by primary school teachers, although it is possible to teach another Key Stage.
- **CCF - Core Content Framework -** ITT Core Content Framework, designed by the DfE, sets out the minimum entitlement for all trainee teachers and the content that ITT providers must include in their programmes.
- **CPD - Continuing Professional Development -** Effective continuing professional development for teachers is essential to becoming confident and competent as a teacher and ultimately providing high-quality teaching. It allows teachers (and other teaching staff) to stay up to date with their specialism and develop professionally.
- **DBS - Disclosure and Barring Service -** DBS checks in education are an essential safeguarding tool to ensure the safety and well-being of children and young people. If a person is to work in a nursery, school or college, they will require an Enhanced DBS and a child barred list check no matter what their role is.
- **DfE - Department for Education -** The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
- **EAL - English as an Additional Language -** A learner of English as an additional language (EAL) is a pupil whose first language is other than English.
- **ECF - Early Career Framework -** The Early Career Framework (ECF) is a statutory two-year package of high-quality professional development (training, support, and resources) for schools. It sets out what Early Career teachers (ECTs) are entitled to learn when they start their careers.
- **ECT | Year 1 or Year 2 - Early Career Teachers -** The term early career teacher replaced the term NQT (newly qualified teacher) in 2021. An ECT will have completed their initial teacher training and can then begin their ECT induction period of two years. They are known as ECT Year 1 or Year 2.
- **Enrichment Week -** A week on our SWIFT teacher training programme where you can explore a particular theme more in depth, e.g. SEND.
- **EYFS - Early Years Foundation Stage -** The early years foundation stage sets the framework for education for children from birth up to 5 years.

- **GDPR - General Data Protection Regulations -** Everyone responsible for using personal data has to follow strict rules called 'data protection principles' and must ensure personal information is used fairly, lawfully and transparently. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). (include link to GDPR policies)
- **HEI - Higher Education Institution -** A higher education institution is third level (tertiary) education at a university and further education college. As an ITT provider an HEI offers undergraduate and postgraduate teacher training courses.
- **IEP - Individual Education Plan -** An IEP is a detailed plan that sets out targets and strategies to help a child with special educational needs learn.
- **ITaP - Intensive Training and Practice -** Distinguished from school placements, Intensive training and practice focuses on a single or small number of areas, very intensely, to ensure that trainees make rapid progress in understanding and application. Intensive training and practice should also build powerfully the link between evidence-based theory and practice.
- **ITT - Initial Teacher Training -** Initial Teacher Training is a university-led or school-based teacher training route.
- **KS1-5 - Key Stage 1-5 -** The National Curriculum is organised in to blocks of years called Key Stages: Key Stage 1 | Years 1 - 2; Key Stage 2 | Years 3 - 6; Key Stage 3 | Years 7 - 9; Key Stage 4 | Years 10 - 11; Key Stage 5 | Years 12 - 13 or Post 16.
- **LA - Local Authority -** A Local Authority is an organisation officially responsible for all the public services and facilities in a particular area. State schools receive funding through their Local Authority or directly from the Government depending on the type of school.
- **Lead Mentor -** Lead Mentors train and deploy mentors in school to undertake their important roles in the training of teachers. They will receive intensive training so that they have a deep knowledge of the curriculum, the evidence base which underpins it, and the organisation and delivery of the curriculum across the accredited provider's network.
- **MAT - Multi Academy Trust -** A group of primary/secondary state schools in England funded by Central Government, but run as independent schools in partnership with each other.
- **MFL - Modern Foreign Languages -** Languages that are spoken at the present time, such as Spanish, French or German, studied by someone when they are not their own language.
- **NPQ - National Professional Qualification -** NPQs are a range of professional qualifications for teachers and leaders in school to develop their knowledge, skills and behaviours.
- **OFSTED - Office for Standards in Education -** Ofsted inspect schools and other services providing education services to learners of all ages.
- **Pedagogy -** Pedagogy is a term that refers to the way teachers teach, both in practice and in theory.
- **PGCE - Postgraduate Certificate of Education -** The PGCE is an academic award which universities award alongside QTS. In England, this can be either on a traditional university-led teacher training course or school-led teacher training. Only a university can offer this award, as they have degree awarding powers. On our programme we will be working with the University of Nottingham so that our trainees can gain the professional award of PGCE alongside their QTS award.

- **Phase -** Across the UK there are five phases of education: Early Years, Primary, Secondary, Further Education and Higher Education.
- **PPA - Planning, Preparation and Assessment -** PPA time was introduced in 2005 to help ease teachers' workload to plan and prepare lessons and work on assessments for the children they teach. The aim of PPA time is to reduce the number of hours that teachers need to put into planning lessons and marking during evenings and at the weekend. Teachers are entitled to 10% of regular teaching time during the normal working week as PPA.
- **PSHE - Personal, Social and Health Education -** As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work.
- **QTS - Qualified Teacher Status -** Qualified Teacher Status (QTS) is the qualification legally required to teach in a maintained school or non-maintained special school in England.
- **Safeguarding and Welfare** are the terms that are used in the UK that mean to ensure the safety and wellbeing of all individual people - especially including children and vulnerable adults. All trainee teachers and school staff receive regular training in this area.
- **SCITT - School-Centred Initial Teacher Training -** School-Centred Initial Teacher Training (SCITT) programmes are led by schools or groups of schools that work in close partnership. SWIFT Teacher Training is a SCITT and this means that we are able to confer the award of Qualified Teacher Status (QTS) and that we can train teachers in our schools. We work closely with the University of Nottingham for Trainees to also gain a PGCE. A SCITT means that the trainee teacher spends the vast majority of their time within a school setting to be immersed in the environment as they train and learn the profession.
- **SEND - Special Educational Needs and Disabilities -** Children and young people who have special educational needs or disabilities require special educational provision either in mainstream or specialist schools.
- **SENCO - Special Educational Needs Coordinator -** SENCos are members of teaching staff who are responsible for special educational needs within a school.
- **SKE - Subject Knowledge Enhancement -** SKE courses make teaching an accessible and viable career path to a range of graduates. They are designed to bring a candidate's knowledge of a subject up to teaching level.
- **SLT - Senior Leadership Team -** The Senior Leadership Team (SLT) is responsible to the Governing Body for the leadership and management of the school. Each member of the team has specific responsibilities and depending on the size of the school usually includes a Headteacher/Head of School, Deputy Headteacher(s), Assistant Headteachers and a Business Manager/Bursar.
- **STEM - Science, Technology, Engineering and Maths -** STEM refers to any subjects which fall under these four disciplines.
- **TA - Teaching Assistant -** Teaching Assistants support teachers and help children with reading, writing and learning activities.
- **TLR - Teaching and Learning Responsibility -** Classroom teachers who take on additional leadership and management responsibilities could be awarded a TLR payment.