SWIFT Teacher Training

# SWIFT TRAINEE

## SUBJECT KNOWLEDGE HANDBOOK

## HISTORY

SWIFT

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# Introduction

Welcome to the South West Institute for Teaching (SWIFT), a partnership dedicated to developing exceptional new teachers. We are excited to have you join our Initial Teacher Training Secondary course in history. Our expert subject specialists have designed an enriching curriculum, carefully sequenced and aligned with the ITT core content framework. This course will prepare you to be an expert in evidence-based pedagogical practice; effectively manage the demands of the profession and exemplify the highest standards of professional conduct.

We know the first year in the profession is crucial, which is why we have created a tailored learning experience that will support you in building confidence in the classroom through a deep understanding of educational theory and practice.

As educational leaders, SWIFT takes pride in developing the next generation of outstanding teachers. Being a teacher is a real privilege that brings great rewards. On a daily basis, we are able to positively influence the lives of young people, helping them to grow and reach their true potential. Teaching allows us to positively impact young people's lives by helping them overcome obstacles to success and shape their futures, making secondary education the most rewarding profession.

We would like to wish you the very best as you embark on this rewarding teaching journey with us.

# 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 disadvantaged pupils and pupils with SEND and EAL.

Develop agency to bring about a fairer education for all pupils.

Be effectively prepared for the next phase of the trainees' 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 (Standards 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/62a1b73fd3bf7f0368efbe3f/iQTS_Core_Content_Framework_June_2022_update.pdf

# Secondary History Course

Becoming an effective History Teacher is an essential job because, in the words of philosopher George Santayana;

*"Those who cannot remember the past are condemned to repeat it".*

History teachers help pupils discover their heritage, gain an understanding of society, culture and political systems and learn from past successes and failures to guide their future decision making. History enables us to connect with people and events from the past and is simply fascinating. In this course, you will learn evidence-based teaching techniques to ensure all pupils learn lessons from the past. Alongside this you will develop ways to bring the past to life and inspire our young learners to become the next generation of historians.

## History Programme Modules

| | |
|---|---|
| Phase 1: Principles and Fundamentals<br>Autumn Term | 1. The History Curriculum<br>2. Creating a Powerful Environment to Teach History<br>3. Effective Teaching of History |
| Phase 2: Consolidating and Developing<br>Spring Term | 4. Assessment and Feedback in History |
| Phase 3: Moving to Complex Practice<br>Summer Term | 5. Adapting History<br>6. Enriching History |

# 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

Kelly Armstrong | Deputy Director Secondary | Kelly.armstrong@sw-ift.org.uk

Martin Lewis | Secondary Lead | martin.lewis@sw-ift.org.uk

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

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

## Subject Knowledge Facilitators

History | John Stanier | john.stanier@sw-ift.org.uk

# History 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 | 28b | | | | | | |
| 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 (Friday) | 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 | History

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

## Recommended Texts

1. Thorne, S (2018), Becoming an Outstanding History Teacher, Routledge, London

Sally is an outstanding History teacher, working in the west country. This book gives clear guidance of the key steps a teacher needs to take to be an effective practitioner like her.

2. Holland, T (2019), Dominion, The Making of the Western Mind, Little, Brown

A book that argues the importance of Christianity to the development of our modern values. Provides a broad sweep of history, needed by a secondary history teacher. Religion is also a reoccurring theme in secondary history teaching, and it is an increasingly alien concept to many pupils. This book provides many vignettes to engage pupils.

3. Fairlamb, A & Ball, R (2023), What is History Teaching Now? A practical handbook for all history teachers and educators, John Catt

A collection of essays that reassess the role of history in contemporary society and how the pursuit of history needs to change in light of recent social changes. A very important book in deciding what should be included in a secondary history curriculum.

4. Fisher, P, Wilkinson, I and Leat, D (2000), Thinking Through History, Chris Kington Publishing

A book that provides many concrete examples of how to encourage independent thought and develop disciplinary skills in the teaching of history. It also provides several engaging activities that you might want to use at the start of your practice.

You might also wish to familiarise yourself with the National Curriculum for history to give yourself an understanding of the content that you will teach in your initial teacher training year.

## Additional Reading

- National curriculum in England: history programmes of study - GOV.UK (www.gov.uk)
- Ofsted Subject Report Series – History: Subject report series: history - GOV.UK (www.gov.uk)

## Useful Links

http://www.Educationendowmentfoundation.org.uk - Education Endowment Foundation
Education sessions and resources - The National Archives

## Subject Associations

https://www.history.org.uk/ - The Historical Association
https://www.youtube.com/@beboldhistorynetwork7067 - Be Bold History Network

## Social Media

X (Twitter)
@richkbristol
@History_Ben
@Counsell_C
@mfordhamhistory

# National Curriculum Subject Content

Reference: National curriculum in England: History programmes of study - GOV.UK (www.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.

### 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.

### Subject content

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions,

choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

## Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509;
- the development of Church, state and society in Britain 1509-1745;
- ideas, political power, industry and empire: Britain, 1745-1901;
- challenges for Britain, Europe and the wider world 1901 to the present day;
- a local history study;
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066;
- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th century].

# History Subject Knowledge Audit

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 |

| **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** | | |
| **Medieval Britain** | | | | | | |
| Saxon England | | | | | | |
| The Norman Conquest | | | | | | |
| The importance of Christianity | | | | | | |
| The Crusades (1st, 2nd and 3rd) | | | | | | |
| Thomas Becket and the struggle between church and state | | | | | | |
| Mary, Queen of Scots and the Spanish Armada | | | | | | |
| The English Civil War and Interregnum | | | | | | |
| Restoration Britain and the power of parliament | | | | | | |

| | Pre-Course Knowledge | AP1 Autumn Term | AP2 Spring Term | AP3 Summer Term | Final Assessment Summer Term | Action Plan for Development |
|---|---|---|---|---|---|---|
| The Act of Union and the Hanoverian succession | | | | | | |
| Social changes in renaissance Britain | | | | | | |
| **The Industrial Revolution** | | | | | | |
| The agricultural revolution and enclosure | | | | | | |
| Darby, Boulton and Watt: The rise of iron, coal and steam | | | | | | |
| The development of mills | | | | | | |
| Changes in transport: Canals, Roads and Railways | | | | | | |
| Living conditions in industrial towns Expansion of suffrage | | | | | | |
| Improvements in medicine and public health in 19th century | | | | | | |
| **European and World History before 1900** | | | | | | |
| Spain, the New World and the end of the Aztec empire | | | | | | |
| The French Revolution 1789 - 1815 | | | | | | |
| The Islamic World 570 - 1750 | | | | | | |
| The American West c.1840 - 1890 | | | | | | |
| **20th Century** | | | | | | |
| Women's suffrage | | | | | | |
| The Great War | | | | | | |
| Weimar and Nazi Germany | | | | | | |
| The Russian Revolution and Stalinist Russia | | | | | | |
| The Wall St Crash, Great Depression and the New Deal | | | | | | |
| The Second World War | | | | | | |
| The Holocaust | | | | | | |
| The Cold War | | | | | | |
| Civil Rights in USA | | | | | | |
| The Vietnam War | | | | | | |
| Mao's China | | | | | | |
| The end of the Soviet Union | | | | | | |

| | Pre-Course Knowledge | AP1 Autumn Term | AP2 Spring Term | AP3 Summer Term | Final Assessment Summer Term | Action Plan for Development |
|---|---|---|---|---|---|---|
| **The British Empire** | | | | | | |
| Roanoke | | | | | | |
| The American War of Independence | | | | | | |
| The East India Company and establishment of the Raj<br>Pre-colonial African kingdoms | | | | | | |
| The scramble for Africa | | | | | | |
| Indian independence | | | | | | |
| **Thematic Studies** | | | | | | |
| Medicine 1250 - Present | | | | | | |
| Crime and Punishment 1000 - Present | | | | | | |
| Warfare 1250 - Present | | | | | | |
| Migration 800 - Present | | | | | | |

# History Key Information

Facilitator: John Stanier

Email: john.stanier@sw-ift.org.uk

Morning Sessions: 0930 – 1230

Afternoon Sessions: 1300 – 1600

Twilight Sessions: 1400 – 1530

Venue: South Devon UTC

Address: Kingsteignton Rd, Newton Abbot TQ12 2QA

Telephone: 01626 240201

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

**Times may be subject to change.**

# History Subject Knowledge Session Timetable

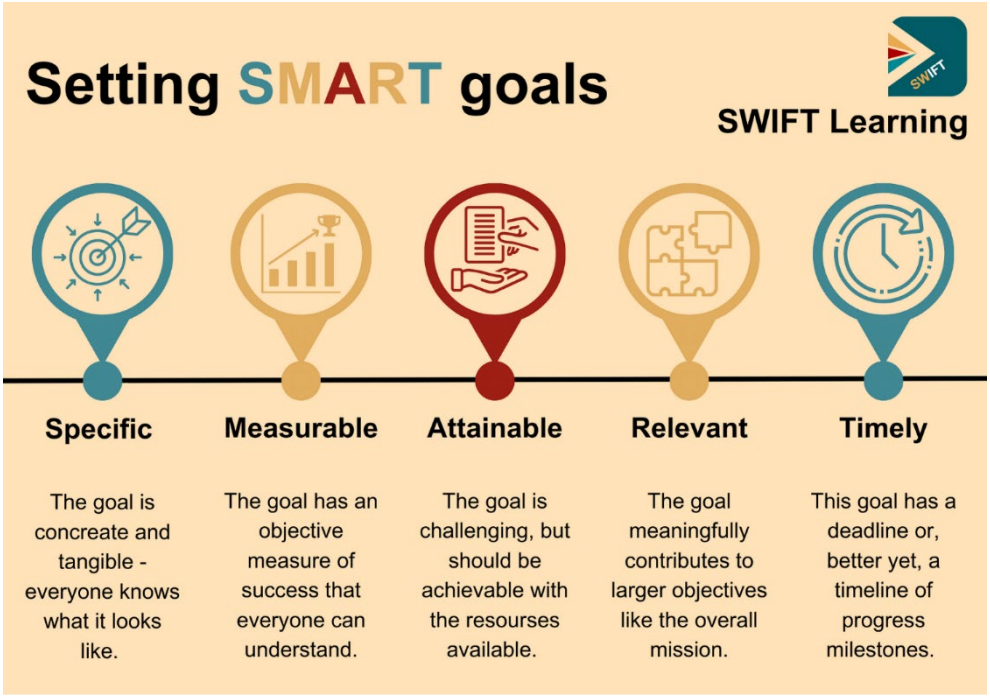
| Week | Session Number | Theme 1 \| The History Curriculum | Learn That | Learn How | Venue and Timings |
|---|---|---|---|---|---|
| 1 | 1.1 | Why study history?<br>The role of history in the curriculum | 3.5,3.6,3.8,3.10 | 3b,3e,3g,3h,3n | Friday 30 August 2024<br>Afternoon<br>Online |
| 2 | 1.2 | The history curriculum, 4-18 | 3.3,3.5,3.6 | 3b,3h,3n | Friday 6 September 2024<br>Morning<br>South Devon UTC |
| | 1.3 | Hard choices: What knowledge should be taught in a secondary history curriculum? | 3.3,3.5,3.7 | 3d,3c,3j | Friday 6 September 2024<br>Afternoon<br>South Devon UTC |
| 3 | 1.4 | Planning to develop history skills within the secondary curriculum | 3.3,3.5,3.6 | 3a,3c,3h,3j,3n | Thursday 12 September 2024<br>Morning<br>South Devon UTC |
| | 1.5 | Planning an effective sequence of learning in history | 3.3,3.7 | 3f,3h,3j,3k,3l,3n | Thursday 12 September 2024<br>Afternoon<br>South Devon UTC |
| | 1.6 | The role of history in growing cultural capital and challenging disadvantage | 3.1,3.10 | 3c,(3q,3r) | Friday 13 September 2024<br>Morning<br>South Devon UTC |
| | 1.7 | Additional session if required | | | |
| | | **Theme 2 \| Creating a powerful environment to teach History** | **Learn That** | **Learn How** | |
| 4 | 2.1 | Establishing routines in a history classroom | 1.1,1.4,7.1,7.2 | 1e,7h | Wednesday 18 September 2024<br>Twilight \| 1530 – 1700<br>Online |
| | 2.2 | Motivating pupils to love history | 1.1,1.2,1.6,7.6 | 1a,7o,7p | Friday 20 September 2024<br>Morning |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | South Devon UTC |
| | 2.3 | Addressing non-compliance in a history classroom | 1.5,7.6 | 1e,7a,7p | Friday 20 September 2024<br>Afternoon<br>South Devon UTC |
| 5 | 2.4 | Holding high expectations in history | 1.3,1.4 | 1a,1e | Friday 27 September 2024<br>0930 – 1600<br>South Devon UTC |
| | 2.5 | Holding high expectations in history | 3.2,7.7<br>Consider<br>Standard 3 | 1a,7f<br>Consider<br>Standard 4 | Friday 27 September 2024<br>Afternoon<br>South Devon UTC |
| **Week** | **Session Number** | **Theme 3 \| The Effective Teaching of History** | **Learn That** | **Learn How** | **Venue and Timings** |
| 6 | 3.1 | The importance of cognitive load theory in the teaching of history | 2.4,2.9,4.2 | 2b,2c,4a | Friday 4 October 2024<br>Morning<br>South Devon UTC |
| | 3.2 & 3.3 | Direct instruction or enquiry led approach<br>Introducing new knowledge | 2.4,2.9,4.2<br><br>2.4,2.9,4.2 | 2b,2c,4a<br><br>2b,2c,4a | Friday 4 October 2024<br>Afternoon<br>South Devon UTC |
| 7 | 3.4 | Ensuring pupils remember history | 2.7,2.8,4.3,4.4<br>4.5 | 2h,4b,4j | Friday 11 October 2024<br>Morning<br>South Devon UTC |
| | 3.5 | Developing pupils' History skills | 3.2,3.5,4.3,4.4<br>4.5,4.8 | 3b,3d,4b,4c,4d<br>4e | Friday 11 October 2024<br>Afternoon<br>South Devon UTC |
| 10 | 3.6 | Additional session if required | | | |
| 11 | 3.7 | Strategies for effective talk in the history classroom | 4.6,4.7,4.8,4.9 | 4e,4l,4m,4n,4o | Friday 15 November 2024<br>Twilight \| 1400 – 1530<br>Online |
| 12 | 3.8 | Guided and independent practice to support pupils to produce high quality history writing | 4.6,4.7,4.8,4.9 | 4e,4l,4m,4n,4o | Friday 22 November 2024<br>Twilight \| 1400 – 1530<br>Online |
| 13 | 3.9 | Using metacognitive strategies to build increasingly complex mental models of history | 4.6,4.7,4.8,4.9 | 4e,4l,4m,4n,4o | Friday 29 November 2024<br>Twilight \| 1400 – 1530<br>Online |

| | | Theme 4 \| Assessment and Feedback in History | Learn That | Learn How | |
|---|---|---|---|---|---|
| 17 | 4.1 | What do we assess in history<br>Planning for effective assessment in history | 6.1,6.2,6.3<br>6.3,6.4 | 6e<br>6a,6c | Friday 10 January 2025<br>Morning<br>South Devon UTC |
| | 4.2 | What do we assess in History<br>Planning for effective assessment in history | 6.1,6.2,6.3<br>6.3,6.4 | 6e<br>6a,6c | Friday 10 January 2025<br>Afternoon<br>South Devon UTC |
| 18 | 4.3 | The Art of Questioning: A history teacher's most powerful tool | 4.6,4.7.5.3 | 4o | Friday 17 January 2025<br>Morning<br>South Devon UTC |
| 19 | 4.4 | Challenging common misconceptions in history | 2.6,3.4 | 2e,2f,3g,6d,6e<br>6g | Friday 24 January 2025<br>Morning<br>South Devon UTC |
| | 4.5 | Making high quality feedback in history manageable | 6.5,6.6,6.7 | 6i,6j,6k,6n,6p | Friday 24 January 2025<br>Afternoon<br>South Devon UTC |
| 20 | 4.6 | Summative Assessment in history | 6.3,6.4 | 6b,6c | Friday 31 January 2025<br>Morning<br>South Devon UTC |
| **Week** | **Session Number** | **Theme 5 \| Adapting History** | **Learn That** | **Learn How** | **Venue and Timings** |
| 24 | 5.1 (i) | The role of history in helping pupils overcome barriers to learning | 5.1,5.2,5.6, (8.5) | 5b,5c,5f, (5g) | Friday 7 March 2025<br>Twilight \| 1400 – 1530<br>Online |
| 27 | 5.1 (ii) | The role of history in helping pupils overcome barriers to learning | 5.1,5.2,5.6, (8.5) | 5b,5c,5f, (5g) | Friday 28 March 2025<br>Twilight \| 1400 – 1530<br>Online |
| 30 | 5.2 | Adaptive Teaching in history | 5.3,5.4, (8.5) | 5a,(5g) | Friday 2 May 2025<br>Twilight \| 1400 – 1530<br>Online |
| 31 | 5.3 | Providing effective scaffolds in history | 4.4, 5.5, (8.5) | 4b,4d,5b,5l,<br>(5g) | Friday 9 May 2025<br>Twilight \| 1400 – 1530<br>Online |
| 32 | 5.4 | The SEND code of practice and the graduated response in the history classroom | 5.5,5.7,8.5 | 5a, (5g) | Friday 16 May 2025<br>Twilight \| 1400 – 1530<br>Online |
| | | **Theme 6 \| Enriching History** | **Learn That** | **Learn How** | |
| 34 | 6.1 | Enriching History 1 | Standard 3 | Standard 3 | Friday 6 June 2025<br>Twilight \| 1400 – 1530 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | Online |
| 36 | 6.2 | Enriching History 2 | Standard 3 | Standard 3 | Friday 20 June 2025<br>Twilight \| 1400 – 1530<br>Online |
| 39 | 6.3 & 6.4 | Enriching History 3 and 4 | Standard 3 | Standard 3 | Friday 11 July 2025<br>Morning<br>South Devon UTC |
| | 6.5 | Enriching History 5 | Standard 3 | Standard 3 | Friday 11 July 2025<br>Afternoon<br>South Devon UTC |

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

| | | | |
|---|---|---|---|
| **Teacher** | | **Subject / Key Stage** | |
| **Teaching group** | | **Lesson Topic Focus** | |
| **Time** | | **Date** | |
| **Focus of observation** | | | |
| **Lesson objective(s)** | | | |

| Managing Behaviour and High Expectations | Pedagogy 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:** How is the teaching 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? | |

# Swift Teacher Training | Lesson Observation of Expert Colleagues

| | | | |
|---|---|---|---|
| **Teacher** | | **Subject / Key Stage** | |
| **Teaching group** | | **Lesson Topic Focus** | |
| **Time** | | **Date** | |
| **Focus of observation** | | | |
| **Lesson objective(s)** | | | |

| **Managing Behaviour and High Expectations** | **Pedagogy 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? | |

# 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:**<br>How are the students engaging with the task? Are they on or off-task?<br>What is contributing to the engagement/lack of engagement?<br>What knowledge are the students collecting?<br>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 move the learning on? | |
| **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:**<br>How does the teacher provide/use:<br>- appropriate modelling, scaffolding and strategies to develop metacognition<br>- lesson time effectively | How do pupils respond to these Teacher Actions?<br><br>What is the impact on pupil learning / behaviour? |
| **Classroom Management:**<br>How does the teacher demonstrate:<br>- clear communication of high expectations<br>- use of specific praise and visible behaviour cues<br>- rewards and sanctions used in line with policies | |
| **Subject Knowledge:**<br>How does the teacher demonstrate:<br>- knowledge of national and wider curriculum.<br>- inclusion of subject-specific pedagogical approaches<br>- awareness of subject misconceptions and strategies to address them<br>- development of students' literacy | |
| **Assessment:**<br>How does the teacher provide opportunities for:<br>- formative assessment strategies used to support learning<br>- prior assessment factored into planning<br>- feedback given to support children's progress<br>- opportunities for children to reflect on progress | |
| **Adaptive Teaching**:<br>How does the teacher demonstrate:<br>- awareness of diverse learning and development needs, abilities, dispositions and backgrounds<br>- adaption of learning to support children with additional needs<br>- understanding of individual needs and responding accordingly in a supportive manner | |
| **Professional Behaviours:**<br>How does the teacher:<br>- promote positive values and attitudes, including scholarship and a love of learning<br>- 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<br>Professional communication<br>Organisation and initiative<br>Professional Behaviours and Relationships | Week 10 | Mentor |
| AP1 | Positive Behaviour Management and High Expectations (Strand 1)<br>Professional Behaviours (Strand 5)<br>Subject Knowledge (Strand 3) | 18/11/24 – 2/12/24<br><br>Autumn Term | Subject Knowledge or Phase Lead<br>Mentor<br>Trainee |
| AP2 | How Pupils Learn (Strand 2)<br>Classroom Practice (Strand 2)<br><br>Positive Behaviour Management and High Expectations (Strand 1)<br>Subject Knowledge (Strand 3)<br>Professional Behaviours (Strand 5) | 3/3/25 – 24/3/25<br><br>Spring Term | Subject Knowledge or Phase Lead<br>Mentor<br>Trainee |
| AP3 | Adaptive Teaching (Strand 2)<br>Assessment (Strand 4)<br><br>Positive Behaviour Management and High Expectations (Strand 1)<br>Subject Knowledge (Strand 3)<br>Professional Behaviours (Strand 5) | 28/4/25 – 12/5/25<br><br>Summer Term | Subject Knowledge or Phase Lead<br>Mentor<br>Trainee |
| AP4 | Final decision for QTS<br>This process draws all the evidence together to make a judgement about a recommendation for QTS | June 2025<br><br>Summer Term | SWIFT Teacher Training Central Leadership Team |

| What will be assessed | Evidence | Timings |
|---|---|---|
| StepLab \| Our Professional Development Platform | Feedback on lesson observations<br>Weekly targets have been set<br>Observations of expert teachers are taking place<br>Targets are being achieved<br>Learning journal completed including next steps to improve practice<br>Professional Behaviours are met | Ongoing development |
| Subject Audit | Use subject audit to track subject knowledge development | Ongoing development |
| Formal Observation of trainees | 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<br>Trainee makes effective use of feedback and takes steps to improve practice<br>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 on 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:

- 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 what the trainees' areas for development are.

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 | '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.