

Primary PGCE Curriculum Progression Framework Phase 4

Building on phase 3, learning within the ITE Partnership Curriculum across phase 4 is detailed below to support formative assessment of progress. However, assessment at the end of this phase (PRP4) will be against the [Teachers' Standards](#) as a summative judgment. The [Teachers' Standards](#) and the [ITTECF](#) framework are fully embedded throughout our ITE Partnership Curriculum.

ITE Curriculum Component

Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should:

Effective communication with
parents/carers



Model, through secure subject and curriculum knowledge, a passion and curiosity for learning that promotes the value of scholarship.

3. How pupils learn (TS2, TS5)

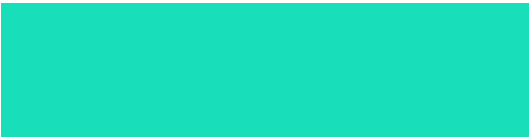
Including:

- Theories of learning
- Science of learning
- Memory retrieval practice
- Prior learning and elicitation
- Enable children to understand

Independently apply an up to date knowledge and understanding of a range of theories of learning to pedagogical decisions.
Independently draw from an understanding of pupils' capabilities and their prior knowledge to use a range of retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work

Restricted - Other

key



of

Restricted - Other

Using assessment to promote learning
Why, when and how to assess in a subject/phase
Understand statutory assessment and accountability
Reporting assessment
Use of data to monitor progress
Providing feedback and identifying next steps/target setting

know and can do in the relevant subject area.

Continue to adapt and tailor high-quality and targeted feedback, both orally and through accurate marking in a range of subjects/areas of learning, which supports pupils to monitor and regulate their own learning encouraging children to respond to the feedback.

Use data to draw conclusions about what pupils have learned and know how to use this to target support and improve outcomes for different groups of children

Communicate learning outcomes of children to parents/carers through end of year reports.

Plan and use summative assessment strategies, making use of the data to inform decision making /:

Restricted - Other



and