



Teacher Education Partnership

**PGCE Primary
PGCE Primary SEND
Pre-Course Tasks**

2023 -2024

Welcome to the PGCE programme!

The pre-course tasks are laid out on the next pages with a description of what you need to do and bullet pointed outcomes. There are 5 short tasks.

It is important to complete these tasks thoroughly as they provide an important starting point for the beginning of the course.

The tasks will be collected in by your Personal Development Tutor in induction week and some feedback will be given.

Subject Knowledge

All trainees must satisfy the Teachers' Standards for reaching Early Career Teacher Status. Reaching these standards is not easy and your progress towards them will be monitored through the MTEP curriculum themes and processes. Part of this is to demonstrate that you have a secure knowledge and understanding of the subjects you are trained to teach.

Useful sites to get you started:
<http://www.bbc.co.uk/bitesize/>
<https://www.sats-papers.co.uk/ks2-sats-papers/>

During the first two weeks of the course you will be given guidance on how to monitor your own development in subject knowledge and how to set targets according to your individual needs.

National Curriculum

Please ensure you have read through the Primary National Curriculum
<https://www.gov.uk/government/collections/national-curriculum>

Reading list – on the pre-enrolment page online

It will be valuable to do some background reading prior to starting the programme. There are suggested readings for all the subjects on the reading list. There is not an expectation that you buy these books, but this will give you guidance to start reading.

We look forward to welcoming you to Plymouth Marjon University. I hope you have a good summer. Please do not hesitate to contact us if you have any questions.

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1 Creating a love of reading

Access to high quality, engaging and challenging books is critical in supporting the development of reading and learning across the curriculum. The PGCE primary team will take every opportunity to share books with you during the year! We also place high value on engaging in the full range of subjects taught at primary school.

Choose a book suitable for primary age children that has links to a foundation subject in the National Curriculum (history, geography, art & design, design technology, physical education, music, foreign languages or computing). You could also choose a book with links to personal, social, health and economic education (PSHE) or religious education. This could be a picture book or a chapter book.

Identify what age children you would use the book with. Think about how you could use this book with children; what knowledge would it help teach? Think of an activity you could do with children related to the book.

Here is a link to The Yoto Carnegie book awards for some inspiration: <https://yotocarnegies.co.uk>

And the Independent Bookseller Awards:

<https://www.booksellers.org.uk/Campaigns/independentbookshopweek>

- You are required to give a 5-minute presentation to a small group of your peers (approximately 8-10) during induction week. Include why you chose the book, its links to a foundation subject, what children could learn and the activity you have planned. **This should be well prepared** and you can use PowerPoint and other resources. You may wish to provide links to electronic handouts for your group.
- This presentation will be appraised by a PGCE tutor.

2 The importance of reading

Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. To support schools in developing reading, the DfE published the Reading Framework in 2021.

Read section 1: The importance of reading and a conceptual model

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf

Read section 3: Principles underpinning the teaching of phonics pages 2-11

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050852/Reading_framework_Teaching_the_foundations_of_literacy_-_Final_for_Publication_Section_3_Jan_22_update.pdf

- Create your own annotated diagram of the simple view of reading that reflects your understanding of the model and its importance.
- Design a mind map that demonstrates your learning about the alphabetic code and the teaching of phonics.
- Your understanding will be developed further in a very early session on the programme. It is essential, therefore, that you engage with the task, and bring your notes with you.

3 Behaviour for Learning

Read the Education Endowment Foundation Report on behaviour:

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

- Make notes considering the **proactive** recommendations from the report. Think about how these might affect your role as a trainee teacher. Consider the impact of these recommendations on the children in your class.
- Bring your notes to the first sessions in September – we will be using them in a group activity.

4 Inclusive Practice

<https://www.futurelearn.com/info/blog/what-is-inclusive-education>

Read this article by Future Learn

Consider the question: 'What is inclusive education?'

This task is the start of one of the modules and will support one of your assessed assignments.

- Write a reflection on your reading (750 words) and be ready to share your thoughts on inclusive practice

5. Welcome to Primary Mathematics at Marjon!

Please read the following information about how we approach maths in the PGCE programme and then complete the task at the end.

Intent

- In line with the purpose of the ITE and National Curricula, our aim is to provide you with a high-quality mathematics programme that equips you with a secure foundation for understanding and teaching high quality maths learning opportunities in the classroom. Over the course of the programme, alongside developing your ability to understand and teach maths effectively using appropriate pedagogies to support all learners, we aim to increase your confidence in and enjoyment of maths as a subject. We want you to see maths as a subject that can be taught with enthusiasm and creativity.
- We also aim to help you recognise that some children (and adults) struggle with different aspects of maths (and may be anxious about maths as a subject) and so a nurturing and supportive ethos is required to ensure anxieties are addressed in an appropriate way, not only in university, but on placement. By the end of the programme we aim for you to have developed a clear understanding of the importance of subject knowledge required to teach maths which will translate into an increased engagement with developing your subject knowledge as an Early Career Teacher. We also aim to increase your enjoyment of the subject and increase your confidence to approach your preparations for the learning and teaching of maths in the classroom.

Implementation

- The first block of the PGCE maths programme introduces you to the building blocks of successful mathematical understanding before moving into more tricky (and often more anxiety provoking) areas of maths. There is an emphasis on the concrete-pictorial-abstract approach to pedagogy, which is initially introduced to you through development of an understanding on the importance of number, counting and number sense. This introduces you to mathematical concepts in a non-threatening way and allows you to develop understanding for the strategies supporting the teaching of maths and build your confidence before moving into some of the more traditionally difficult areas. Using your understanding for developing number sense, you are taken through the progression towards formal algorithms for calculation. There is a focus on Concrete-Pictorial-Abstract and variation underpinning pedagogy which is modelled during all sessions. You are

regularly expected to work with manipulatives found in the primary classroom, practise modelling explanations and correct vocabulary as well as work collaboratively to extend your understanding. Conceptual understanding for key ideas is promoted throughout. Alongside this you begin the process of understanding how to develop your own knowledge through the use of audits, target setting and developing a subject knowledge portfolio as part of GNPM52.

- You continue to build your knowledge and skills for maths teaching through your first placement. During this period you plan and deliver parts of a maths lesson and observe maths being taught building up to planning and delivering whole maths lessons and short sequences.
- At the end of the first placement you reflect back on your progression so far and identify future targets for development as you begin the second half of the programme.
- The foundations from the first half of the programme provide a firm base from which to begin to tackle some of the more tricky aspects of maths such as fractions, decimals, percentages, ratio and proportion. An emphasis on suitable pedagogical strategies to support all learners remains central to teaching and key ideas are developed further. Building on your ability to develop your subject knowledge, you begin to adapt and plan sequences of learning through your second placement.

Impact

- By the time you go into school for your first placement, you have a good idea of effective teaching approaches in maths and are able to begin the process of consolidating your knowledge with practical understanding. This allows you to begin the process of embedding specific approaches to the planning and delivery of effective maths lessons while on placement. Through a reflective process, you recognise the importance of a well-developed subject knowledge and are actively engaging with this process through your portfolios linked with GNPM52 and GNPM54. By the end of the first placement, you are much clearer about effective maths learning, have more confidence and enthusiasm for developing your knowledge to ensure a productive classroom and are less anxious about tackling some of the more tricky topics in maths as you realise you have moved forward significantly in your understanding.
- By the end of the programme, you are confident in being able to develop your own subject knowledge for all of the curriculum in order to prepare and deliver effective sequences of maths learning. You plan for a variety of strategies and resources to support learning and have embedded high quality practice in the classroom ready to develop further as an Early Career Teacher.

As you can see, at Marjon we understand that you come to the maths sessions with a wide variety of experiences and views towards mathematics as a subject and the teaching of maths. As a useful start point in your development for the teaching of primary maths, please write a 200 word reflection of your current views of maths. You may draw on previous specific experiences but the final two sentences need to explain how you plan to move forward in the coming year. You then need to email this reflection to Tara at thollins@marjon.ac.uk before the first maths session.