# Primary Good Practice Guide

To be used to support observations of teaching and the designing of subject specific targets.

## Contents

# Assessing the teaching of: Art & Design

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Art and design offers opportunities to develop a range of **skills, techniques and practices** to help every learner work towards their creative potential.<br><br>Art and design develops an understanding of the **creative process,** which is highly valued, not only in itself, but also as a transferable skill in contemporary life and work.<br><br>Art and design is a **unique visual and tactile language** within a set of elements that can be combined to make possible powerful visual statements.<br><br>Art and design offers potential for **individual expression and a positive outlet for processing emotions and ideas**, promoting mental balance and well-being.<br><br>Art and design develops study skills and understanding in looking, concentration **and visual and tactile sensitivity**, connecting mind and body.<br><br>Art and design involves practical art activity and critical response to artists' work, classical and contemporary to develop **intellectual and aesthetic awareness.**<br><br>Art and design enables equality of entitlement to cultural capital through sensitivity and appreciation of **diverse approaches and practices** from a global perspective. | **An exploratory and enquiry -based approach**<br>Promote an enabling, dialogic-rich classroom culture of practice that is process-driven and not end product oriented. Rather than trying to teach specific knowledge, embrace a sense of exploration and undertake a journey WITH the learner to share what you discover together.<br><br>**Child-initiated and intrinsically motivated**<br>Consider pedagogies that embrace a 'what might happen if' approach which encourages, sustains and values child-led and child-initiated learning not teacher-led.<br><br>**Critical and conceptual thinking**<br>Reflect and review artwork during the making and completion process (if relevant) to emphasise the importance of thinking skills around appraisal and critique of their creative endeavours.<br><br>**Diversity and inclusivity**<br>Bring in a wide variety of artists to promote a contemporary, culturally diverse, gender equal and inclusive understanding of art and artists as reflected by the world we live in.<br><br>**Imagination and creativity**<br>Give children the space and time to use their imaginations freely to develop their creative potential where mistakes and achievements are supported – remember that imagination makes possible all our thinking about what is, what has been and what might be!<br><br>**Individual achievement**<br>Plan lessons/activities which use a wide range of resources and disciplines – drawing, painting, printing, textile-based art, for example, incorporate very different skill sets and therefore will appeal to different learners, styles of working and preferences. This ensures an accessible, enabling and inclusively rich classroom which promotes individual progression and achievement. |
| Key types of knowledge | Curriculum and progression |
| **Substantive knowledge:** This is essentially facts about known artists/designers, art movements, art styles and significant historical periods of art. Also relevant are the | **Curriculum knowledge** is in line with the National Curriculum and EYFS expressive arts. Case studies and examples of good practice are used to enhance |

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| basic practical skills that relate to the disciplines in artmaking.<br><br>**Disciplinary:** Art and design is all about exploring, investigating and practical enquiry through 'doing'. Our abilities, styles, approaches and preferences are unique and so we must always adopt a 'learning through art' approach to teaching which celebrates divergent thinking and unexpected outcomes.<br><br>Art and design, as a concept, is both process and product and we can understand this through practical and interactive involvement and immersion across all the disciplines associated with the subject such as; painting, drawing, printmaking, textiles, collage, sculpture, digital, photography. | practical and theoretical models. A variety of pedagogical materials can be used from the relevant subject associations: 'National Society for Education in Art and Design' and 'Access Art'.<br><br>**Progression** is viewed as an individual process which is not always linear and sequential. It is understood as part of the learning cycle across the different disciplines in art and design. The NSEAD framework for progression, planning, assessment, recording and reporting is used to underpin stages and expectations around progression and assessment. |

The following could be considered as enhanced practice whilst training:

The teacher:

- offers art experiences to cater for and value individual preferences and styles.
- believes that all children can engage effectively in making art and responding to art.
- encourages children to think divergently and playfully in art as a process of enquiry.
- knows and understand the social and cultural context of the children.
- is confident in their own handling and modelling of art tools and techniques.
- extends and enriches the visual language and vocabulary in art.
- nurtures a dynamic environment for collaborative classroom art research and discovery.
- recognises and values art as a discrete discipline and in relation to other subjects and cross-curricular potential.

Underpinning evidence and sources:


- Edwards, J. (2013). *Teaching Primary Art*. Pearson.
- **Gregory, P., March, C. & Tutchell, S. (2020). *Mastering Primary Art and Design*. Bloomsbury.**
- Herne, S., Cox, S, & Watts, R. (2009). *Readings in primary art.* Intellect Books.
- **Malin, H. (2013). Making meaningful: Intention in children's art making. *International Journal of Art & Design Education, 32*(1), 4-17.**
- **Ogiers, S. (2017). *Teaching Primary Art and Design*. Sage.**
- Pavlou, V. (2015). Understanding art: Preparing generalist school teachers to teach art with artworks. *International Journal of Art and Design in Education, 34(2)*, 192-205.
- Penketh, C. (2017). Inclusion and Art Education: 'Welcome to the Big Room, Everything's Alright'. *International Journal of Art and Design in Education, 36(2), 153-163*
- Piscitelli, B. (2020). "The best day in my whole entire life" – Young Children, Wellbeing and the Arts. *International Journal of Art & Design Education*, 39(2), 377–391.
- **Tutchell, S. (2014). *Young children as artists*. Routledge.**
- Vahter, E. (2016). Looking for a possible framework to teach contemporary art in primary school. *International Journal of Art and Design in Education*, *35(1),* P51-67.
- Ofsted review Research review series: art and design - GOV.UK (www.gov.uk)
- **National Society for Education in Art and Design (NSEAD) https://www.nsead.org**
- AccessArt https://www.accessart.org.uk/

# Assessing the teaching of : Computing

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Computing includes **three** pillars of progression (strands) of equal importance: **Computer Science**, **Information Technology** and **Digital Literacy.**<br><br>Computing explores how technology can be used to **automate** tasks and processes and enhance life and work activities. As such, it expects that pupils will engage in tasks as **creators** and **developers** not only users and consumers of digital technologies. It also expects that questions will be asked of **whether** and **how** appropriate technologies will be used to address tasks.<br><br>Computing offers opportunities to **problem-solve** and come up with efficient solutions and rules (**algorithms**) to problems by:<br>• breaking complex tasks into smaller manageable chunks (**decomposition**)<br>• **abstracting** important information relevant for the task<br>• recognising patterns (similarities and difference) and utilising prior knowledge (**generalisation**)<br>• **evaluating** whether the suggested solution is fit for purpose.<br><br>Computing should ask questions about **ethical**, **social** and **moral** applications and implications of digital technologies.<br><br>How to use digital technologies **safely** and **responsibly** are key priorities in Computing.<br><br>**Communication** and **collaboration** are key in Computing.<br><br>Computing fosters **creativity**, **risk taking** and **innovation** | Tasks include opportunities for pupils to practise **computational thinking skills** (decomposing, abstraction, generalisation, evaluation, algorithmic thinking).<br><br>Pupils are given opportunities to **work together** and **peer assess** solutions as appropriate; **pair programming** is such an approach. **Problem solving** and **debugging** are promoted as key approaches to working through tasks. **Tinkering** (unstructured exploration of the technology) can be parts of the introduction to new software or hardware.<br><br>**Unplugged** (away from the computer) activities are used to introduce or enhance understanding of computing concepts and computational processes as appropriate.<br><br>Learning tasks include not only the **HOW** but also the **WHY** we use digital technologies for specific tasks to engage in how the proposed technologies and solutions will help people.<br>Class questions include **HOW** the solutions or digital technologies are efficient and appropriate for the task.<br><br>**Links** with everyday activities and systems are made through accessible and child-friendly lesson examples and tasks.<br>Conversations about **online safety** (**ethics, digital citizenship)** are promoted in age-appropriate ways.<br><br>**Worked examples** are shared as starting points for Computing tasks; especially in programming. In programming pedagogies like **PRIMM** are encouraged (NCCE 2020b: the PRIMM approach includes teacher sharing code, pupils reading code, pupils predicting what the program will do, pupils exploring the program, pupils modifying it and then creating programs of their own).<br><br>**Modelling** of skills, especially live programming, is important for pupils to see the process involved in completing a task: some tasks take time and errors may be made in the process.<br>Computing pedagogies like **semantic waves** (NCCE2020a: unpacking and repacking concepts by using technical and everyday **vocabulary** and abstract and specific **contexts**) are employed to support pupils build knowledge about new concepts. |
| Key types of knowledge | Curriculum and progression |
| **Declarative** knowledge (WHAT, WHY-knowing that): is the conceptual knowledge, the facts, rules and principles and the relationships between them. What needs to be achieved and why is part of declarative knowledge. | The **curriculum** is planned around all three pillars of progression of the curriculum: IT, Computer Science and Digital Literacy/Citizenship/Online Safety. The subject is 'Computing' and the term 'ICT' has been superseded. |

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| **Procedural** knowledge (HOW- knowing how): is knowledge of methods or processes that can be performed. The skill-based knowledge of using software and hardware, the specific steps or procedures needed to accomplish a task or reach a goal is part of procedural knowledge.<br><br>Sometimes there seems to be more focus on procedural knowledge in Computing lessons. However, mastery in Computing and skilful use of digital technologies is underpinned by both declarative and procedural knowledge. | The national curriculum makes it clear that *'a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world'.*<br><br>Although the technology strand has been removed from the EYFS curriculum, it is still important to teach Computing in the Foundation Stage. The curriculum can be centred around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity, problem-solving and creativity. It is still relevant for pupils to engage in activities that help their understanding of the world and the role that technology plays in everyday life: Algorithms, what is a computer, Input-Process-Output are concepts that can be explored experientially and through play.<br><br>Relevant subject associations can offer helpful support in enhancing subject knowledge and curriculum resources. These include: National Centre for Computing Education/Teach Computing, Barefoot; Bebras (for computational thinking tasks); Project Evolve (online Safety); CAS Computing; and Raspberry Pi.<br><br>**Progression** in Computing should be evident both within lessons, across units of work and across year groups and key stages. Pupil assessment profiles may be spiky across the three curriculum strands. Assessment should consider balance between pupils' technical skills and ability to communicate understanding and decisions in their design clearly. Sometimes learning artefacts will not be completed (e.g. programs, presentations, etc) but pupils will be able to discuss their projects clearly and articulate decisions they made and the process they followed, and the assessment process should incorporate such opportunities. Computing content is organised into interconnected networks and knowledge is revisited and layers of complexity are added progressively; that knowledge includes: Algorithms and Programming; Data and Information; Creating Media; Computing Systems and Networks; and Online Safety. |

The following could be considered as enhanced practice whilst training:

The teacher:

- demonstrates secure technical knowledge across the three strands of the Computing Curriculum.
- appreciates that digital poverty and unequal access to technology may be a reality for many pupils and plans lessons accordingly.
- recognises that gender balance is a driver in Computing and plans for inclusive and creative tasks for all.
- explores how computing can be used to promote the sustainability and climate education agenda.

Underpinning evidence and sources:


- Dimitriadi, Y (2020). Women in Computing. In K., Jones (Ed.), *Challenging Gender Stereotypes in Education*. Learning Matters. London
- Eshet-Alkalai, Y. (2012). Thinking in the digital era: A revised model for digital literacy. *Issues in Informing Science and Information Technology, 9*(2), 267–276. https://doi.org/10.28945/1621International Computer Driving Licence (2014). The fallacy of the digital native. https://icdl.sharefile.com/share/view/s313d859088c43398
- Kallia, M., & Sentance, S. (2018). Are boys more confident than girls? The role of calibration and students' self-efficacy in programming tasks and computer science. In Proceedings of the 13th Workshop in Primary and Secondary Computing Education: WIPSCE '18', Association for Computing Machinery. ACM. https://dl.acm.org/doi/10.1145/3265757.3265773
- NCCE. *Teach Computing Curriculum*. https://teachcomputing.org/curriculum

- NCCE (2020a). *Quick Read: Using semantic waves to improve explanations and learning activities in computing*.https://static.teachcomputing.org/pedagogy/QR6-Semantic-waves.pdf?ref=blog.teachcomputing.org&_ga=2.92704537.520868149.1703000696-1751816045.1703000696
- NCCE (2020b). *Quick Read: Using PRIMM to structure programming lessons*. https://static.teachcomputing.org/pedagogy/QR11-PRIMM.pdf?ref=blog.teachcomputing.org&_ga=2.67677717.520868149.1703000696-1751816045.1703000696
- NCCE (2022). *Quick read: Addressing learners' alternate conceptions in computing.* https://static.teachcomputing.org/pedagogy/QR19-Alternate-Conceptions.pdf?ref=blog.teachcomputing.org&_ga=2.54454828.520868149.1703000696-1751816045.1703000696
- Ofsted (2022). *Research review series: Computing.* https://www.gov.uk/government/publications/research-review-series-computing/research-review-series-computing
- Raspberry Pi (2021a). *Culturally relevant and responsive computing in the classroom: A guide for curriculum design and teaching. Raspberry Pi Foundation.* https://www.raspberrypi.org/blog/culturally-relevant-computing-curriculum-guidelines-for-teachers/
- Raspberry Pi (2021b). The big book of computing pedagogy. *Hello World*. https://downloads.ctfassets.net/oshmmv7kdjgm/5I0kitx6JdV2mhA00baN5P/abf448f0660817021ffaaaa6ece509ae/Hello_World_The_Big_Book_of_Pedagogy.pdf
- Royal Society, The (2017). *After the reboot: Computing education in UK schools*. https://royalsociety.org/-/media/policy/projects/computing-education/computing-education-report.pdf
- Sentence, S., Barendsen, E., Howard, N.R. & Schulte, C. (2023). *Computer Science Education. Perspectives on teaching and learning in school.* Bloomsbury Academic
- Stager, G.S., & Solomon, C. (2021). *Twenty Things to Do with a Computer Forward 50: Future Visions of Education Inspired by Seymour Papert and Cynthia Solomon's Seminal Work.* Constructing Modern Knowledge Press
- Wing, J. (2006). *Computational Thinking*. Communications of the ACM. 49, 33-35. DOI:10.1145/1118178.1118215

# Assessing the teaching of: Design and Technology (DT)

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation and weekly reflection discussion focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

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| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Design Technology projects should be developed to address a **specific user, need or purpose**. An initial evaluation of existing products and technologies should inform thinking and ideas development.<br><br>The development of **technical knowledge** is central to all areas of the Design Technology curriculum. Whilst aesthetics do play a role in good design, they should not be the sole purpose of a project. For example, spending time exploring how mechanisms work and developing your own is more important than having the time to paint something beautifully at the end. Time should be planned appropriately to develop good technical knowledge within a project.<br><br>Design Technology asks pupils to **continually evaluate**, both existing technology and their own projects. This is an important skill that can be transferred to all other areas of learning.<br><br>Good design technology enables children to **experiment, explore and problem-solve**.<br><br>Through engaging with Design Technology, pupils learn **how to take risks**, becoming resourceful, innovative, enterprising and capable. | For teaching to be effective, the teacher needs to demonstrate good technical knowledge and design lessons in which children are empowered to experience success. Products made should work and fulfil the intended outcome. This often means additional time spent at the preparation stage for the teacher, ensuring the practical elements of the lesson are effectively designed.<br><br>Opportunities for individual decision-making is vital for successful curriculum coverage. As such it is important to be mindful of how projects are structured to leave enough room for children to do this. If everyone in the class makes exactly the same thing, this process has not happened successfully.<br><br>Teachers must strike a balance between the need to allow children the space to experiment and make their own design choices, and the need to clearly demonstrate technical skills.<br><br>Continual opportunities for reflection and development should be built into units of work, not just the final stage of the project. Teachers achieving this demonstrate an understanding of the design process as iterative, rather than linear.<br><br>Attention to health and safety measures should be applied when children are using tools such as saws and glue guns. Health and safety should not be used as a reason to deny children access to this equipment. |
| Key types of knowledge | Curriculum and progression |
| **Substantive**: factual content about technical knowledge with regards to the 5 key areas of learning identified on the curriculum. An understanding how tools, mechanisms and systems work and the ability to manipulate them successfully to achieve an intended outcome.<br><br>**Disciplinary**: using questions and an enquiry-based approach to address issues such as: what elements of this design are successful? How could the design be improved to meet the needs of the end user? Diagrams and models are a highly effective way of demonstrating concepts, as well as structured discussion and debate and short focused practical tasks. | The curriculum identifies 5 key areas of technical learning as follows: structures, mechanical systems, electrical systems, computer programming, cooking and nutrition.<br><br>It also identifies the importance of understanding the design process including designing, making and evaluating throughout all areas of DT learning.<br><br>Progression in DT should be evident both within lessons, across units of work and across year groups and key stages. This can be achieved by approaching more complex challenges in technical knowledge as pupils progress through their learning. It can also be |

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| | achieved through creating more challenging design briefs with pupils according to their age and ability. |

The following could be considered as enhanced practice whilst training:

The teacher

- is able to conduct a full project with the children, allowing them to have an element of choice in all stages of the process. In order to achieve this, the teacher demonstrates secure technical knowledge and the ability to be flexible within the parameters of what is possible within each area of DT.
- is able to identify, explain and justify elements of the lesson where progression has been deliberately planned for, with reference to prior learning.
- uses tools such as the design brief to support differentiation within a project.
- makes links between already established knowledge in other relevant curriculum subjects such as Science, Art and Maths.
- has considered where common misconceptions may occur, and has planned methods to address these if they arise.

Underpinning evidence and sources:


- https://www.data.org.uk/
- Hope, G. (2018) *Mastering Primary Design and Technology*. Bloomsbury.
- Benson, C. & Lawson, S. (2017) *Teaching Design and Technology Creatively.* Routledge
- Flinn, E, & Patel, S. (2016) *The Really Useful Primary Design and Technology Book: Subject Knowledge and Lesson Ideas.* Routledge
- Owen-Jackson, G. (2013) *Debates in Design and Technology Education.* Routledge
- Davies, D (2019) *Teaching Science and Technology in the Early Years.* Routledge
- Howe, A, Davies, D & Ritchie, R. (2013) *Primary Design and Technology for the Future: Creativity, Culture and Citizenship.* David Fulton.

# Assessing the teaching of: English

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

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| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| English is **integral** to children's academic success, everyday lives and future careers.<br><br>English is a **language** so teachers must teach this and not just literacy skills.<br><br>The four elements of English - **speaking, listening, reading and writing** – cannot develop in isolation from each other.<br><br>Development of children's **oracy** is important in its own right, not least because discussion and collaboration can stimulate cognitive development.<br><br>Children need a **wide range of quality texts** that gently challenge them, through ambitious language and content.<br><br>**Reading for pleasure** cannot be taught, but it can be modelled, normalised and inspired within a text-rich classroom environment.<br><br>**Systematic synthetic phonics (SSP)** is the core approach to teaching early decoding and spelling.<br><br>Children need to develop narrative literacy through explicit teaching of **comprehension skills**.<br><br>All writing starts with a **purpose** and **intended audience**; these should underpin writers' choices.<br><br>English is spoken in many different cultures and, whilst the grammar of **Standard English** should be explicitly taught, other dialects should be celebrated.<br><br>English is integral to communications and conversations about **climate change** and **sustainability**. | **Oracy**:<br>• Opportunities for oracy and talk are planned into lessons.<br>• The oral skill the children must use is well-modelled with clear expectations.<br>• Sentence stems are provided to support new discussions.<br>• Scaffolding is in place to move children out of their 'comfort zone' gradually.<br><br>**Reading**:<br>• SSP lessons are pacy and all children are actively involved.<br>• Some teacher reading aloud.<br>• Opportunities for children to read aloud (to support prosody, fluency or understanding of punctuation).<br>• Explicit (pre)teaching of vocabulary.<br>• Deliberate use of texts with unfamiliar vocabulary.<br>• Focused discussions about texts, designed to support development of a particular comprehension skill.<br>• Drama used to develop understanding of characters, events or perspectives.<br>**Writing:**<br>• Exposure to and discussion of good quality examples of texts.<br>• Purposeful hooks provided for writing, with age-appropriate sustained writing time.<br>• Talk used to inspire, rehearse and extend writing.<br>• The writing process is explicitly modelled and articulated.<br>• Spelling rules and conventions are explicitly taught through word and text level investigations.<br>• Grammar and punctuation is explored with a focus on its effect or impact in a text.<br>• Modelling of editing skills and their purpose.<br>• Teaching is purposefully planned to build on identified prerequisite knowledge, with next steps scaffolded to regulate cognitive load.<br>• Real-time assessment is used to identify success and address misconceptions; lessons are adjusted rapidly to target support. |

| Key types of knowledge | Curriculum and progression |
|---|---|
| In addition to knowledge of the English-specific pedagogies listed above, there is:<br><br>**Meta-knowledge**: the alphabet; terms used to teach systematic synthetic phonics; grammatical terms; names of punctuation; and language features and techniques.<br>**Morphological knowledge**: syllables; rhymes; the alphabetic code; pronunciation of pure phonemes; irregular words; stems, prefixes and suffixes; and word origins<br>**Language knowledge**: vocabulary breadth and depth; synonyms and antonyms; syntax and grammar; punctuation use; and dialects (inc. Standard English).<br>**Textual knowledge**: a range of children's literature; characteristics of texts; structure and paragraphing; and multi-modal communication.<br>**Dynamic knowledge**: how to infer meaning; how to evaluate texts; how to manipulate text; how to select the appropriate register; how to compose; and how to edit. | **Curriculum**: The curriculum provided is in line with the EYFS framework and National Curriculum or SEND equivalent and develops and enriches its outline. It is based on a broad diet of quality children's literature and includes purposeful, exciting and intentional tasks. The teacher is fluent in knowledge and application of the skills and definitions to be taught, and can move backwards or forwards within this knowledge as needed.<br><br>**Progression**: Taught content is age-appropriate and logically and coherently sequenced in the following ways:<br>- Within lessons, e.g. in demonstration that progresses to expose misconceptions or independent tasks that demand applied knowledge.<br>- Between lessons, with links to prior learning and clarity about when new ideas and vocabulary are introduced, modelled, explained and practiced.<br>- Over time, so that prerequisite skills are in place and key knowledge is rehearsed, recalled and applied. |

The following could be considered as enhanced practice whilst training:

The teacher:

- is able to design and teach their own sequence of lessons, utilising carefully selected examples and scaffolds.
- takes steps to embed English in the environment through display, practice in other subjects and/or continuous provision.
- makes time for book talk and other routines that allow children to share enthusiasm and recommendations for books.
- shows awareness and understanding of children who speak additional language/s at home, and how this can inform their own linguistic development.
- is confident to support children in interpreting and creating digital and multi-modal texts.
- encourages struggling readers in KS2 to draw on their phonic knowledge, identifying areas for re-teaching.
- shows awareness of the link between handwriting and spelling and uses this within practice.
- is able to extend higher attaining children through questioning and well-chosen tasks, deepening their understanding.
- uses a wide range of tools to assess reading development, showing awareness of the limitations of each.
- plans and uses writing conferences with individual children in a purposeful way.

Underpinning evidence and sources:


- Castles, A., Rastle, K. & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition from Novice to Expert. *Psychological Science in the Public Interest*, 19:1, 5–51. https://doi.org/10.1177/1529100618772271
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- Department for Education. (2023). *The Reading Framework: teaching the foundations of literacy* https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

- Education Endowment Foundation. (2020). Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1
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- Graham, S. & Harris, K.R. (2016). A Path to Better Writing: Evidence-Based Practices in the Classroom. *The Reading Teacher*, 69:4, 359-365 https://www.jstor.org/stable/24575256
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- Myhill, D. (2021). Grammar re-imagined: foregrounding understanding of language choice in writing. *English in Education,* 55:3, 265-278. https://doi.org/10.1080/04250494.2021.1885975
- Ofsted. (2022). Research Review series: https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english

# Assessing the teaching of : Geography

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form for this lesson, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Geography is **relevant** to the children's everyday lives and the immediate world around them. (Flooding, weather, food, climate change, sustainability...)<br><br>Geography is a vehicle that helps to embed and enhance **key skills** such as numeracy and literacy, helping to add **meaning** to the world around us.<br><br>Geography encourages both **critical thinking and enquiry thinking** – both are important geographical skills that can be related to other subjects.<br><br>Geography looks for **connections** between places and people on a variety of **scales** and examines how they may change over **time**.<br><br>Geography supports the teaching of **climate change** and **sustainability** education. | **Enquiry-based approach**: geographical questions are identified and evidence (numerical data, pictures, opinions, text, maps, photographs) is used to address them. Pupils reflect on how useful the evidence is and how they have conducted the enquiry process.<br><br>**Technology**: is used, where appropriate, to collect, analyse and present geographical data or to enhance geographical learning. E.g., Digimaps software for GIS or Excel to produce graphs.<br><br>**Fieldwork**: an *enquiry-based approach* is conducted to undertake local fieldwork.<br><br>**Hooks**: the pupils are engaged with interesting resources and questions, that create a 'need to know'. These can be provocative and interesting photos or simple statements to examine e.g. "the school needs to recycle more". |
| **Key types of knowledge** | **Curriculum and progression** |
| **Substantive**: factual content about locations, places and the interaction between people and places from a local to a global scale. Links are made between human and physical geographies. Substantive knowledge is dynamic and should be updated over time e.g., earthquakes, floods, country knowledge.<br><br>**Disciplinary**: using questions and an enquiry-based approach to address issues such as: Where is this place? How is it changing? How will it change in the future? How is it similar to other places? Maps and photos are excellent ways to learn more about a place. People's opinions can vary and they should be listened to as well as using quantitative sources such as graphs and numbers. | **Curriculum knowledge** is in line with the National Curriculum and develops and enriches its outline. Case studies (place examples) used are up to date (last 10 years if possible) and a wide variety of places are studied, avoiding the '*single story*' (typically choosing a location, often a country that is lesser economically developed than the UK and only examining the negatives without exploring the benefits, advantages or opportunities).<br><br>**Progression** is evident, e.g. mapwork moves from left/right directions to 4-point compass directions and then 8-point compass directions. E.g. co-ordinates progress to 4 figure grid references, then to 6 figure grid references. E.g. local examples of place progress to faraway places. E.g. Small-scale ideas (bike lanes in Reading) progress to global scale concepts (climate change). |

The following could be considered as enhanced practice:

The teacher:

- is able to introduce a more up to date place study than the one currently being used and they are able to justify why this change is important.
- can justify why a place is being learnt about and why it is an appropriate choice.

- designs and teaches their own fieldwork ideas, allowing the pupils to have some choice in its direction.
- can confidently teach GIS (Geographical Information Systems) using software such as Digimaps, to allow the pupils to explore a geographical issue.
- knows how to conduct a full enquiry with the pupils – allowing them to have some choice in the direction of the enquiry.
- identifies, explains and justifies elements of the lesson where progression has been deliberately planned for, with reference to prior learning.

Underpinning evidence and sources:


- Catling, S. and Willy, T. (2018). 'Geography at the heart of the primary curriculum', *Impact Journal of the Chartered College of Teaching*.
- Ofsted Research Review Series – *Geography*. Available at:
- https://www.gov.uk/government/publications/research-review-series-geography
- Roberts, M. (2016). *What makes a good geography lesson?* Available at: https://geography.org.uk/write/MediaUploads/Teacher%20education/GA_ITE_TE_whatmakesageoglessongood.pdf Scoffham, S. and Owens, P. (2017). *Teaching Primary Geography.* London: Bloomsbury.
- Sutton, M. and Mackintosh, J. (2023). Geography. In Majid, N. (Ed.), *Essential Subject Knowledge for Primary Teaching* (pp. 97-120). SAGE Publishing.

# Assessing the teaching of : History

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| History is a **vibrant, fascinating** subject.<br><br>History helps children **make sense of our lives today** and understand who we are. It helps us see the world differently by offering differing perspectives on the past and challenging stereotypes and assumptions about the past.<br><br>History **is a construct** (more akin to Lego than a jigsaw puzzle), and children need to understand how our understanding of the past is constructed.<br><br>The past is inherently **complex and diverse**, and we should teach a past that reflects this.<br><br>Children should encounter **a range of histories** – these should reflect different scales (from family to global events), locations and periods. | An **enquiry-based approach**: genuine historical questions, that include a procedural and/or conceptual focus drive learning, not simply knowledge acquisition.<br><br>**Building context**: a world-building approach is used so children are able to visualise the past, locate places in time and space, and to appreciate the diversity of views and experiences of people in the past.<br><br>**Careful introduction** of new concepts and subject specific language.<br><br>**Engagement** – skilful use of 'hooks' engages attention through intriguing/quirky stories, allows children to ask questions, exposes assumptions, and connects to the substance of the lesson.<br><br>Content/concepts are made **accessible** so all can engage with the material, and challenge is provided through additional information and/or higher-level thinking, e.g. starting with an everyday scenario, before applying similar ideas to an historical context.<br><br>**Children are made to transform**, teaching does not simply transmit.<br><br>**A variety of approaches** are used – working with sources and artefacts, card sorts, living graphs, visual images etc. |
| Key types of knowledge | Curriculum and progression |
| **Substantive**: this is essentially 'what happened' - factual content about people, places and events. This can be at a local, regional, national or global scale.<br><br>**Disciplinary**: history is a process of enquiry, i.e. 'how we know what happened' (working with sources and constructing interpretations) and organising concepts, which shape how we explain the past (substantive concepts like monarchy, power etc and second-order concepts, like cause and consequence, change and continuity, similarity and difference and historical significance). | There is a clear awareness of common misconceptions children have about the past.<br><br>Substantive knowledge is carefully selected that allows children to start from the familiar but also opens new horizons.<br><br>Children are expected to draw on prior knowledge to help make sense of new topics.<br><br>Children revisit ideas and issues (e.g. substantive concepts, the processes of history and second-order concepts) as they encounter new topics. This can be made explicit through the use of enquiry questions. |

| The following could be considered as enhanced practice whilst training: |
| --- |
| The teacher:<br>• is able to redesign enquiry questions to offer more focus/challenge.<br>• is able to design and use activities that effectively address children's misconceptions.<br>• designs enquiries that build more deliberately on prior work.<br>• is able to support the children in making sophisticated connections between lessons and topics studied.<br>• is able to identify ways to include a local/personal dimension to history that allows children to make personal connections to the past.<br>• engages with additional CPD, e.g. that offered by the Historical Association. |
| Underpinning evidence and sources: |
| • Cooper, H. (2013). *Teaching history creatively.* Routledge.<br>• Lomas, T. (2011). *What makes good primary history?* https://www.history.org.uk/primary/categories/7/resource/4128/what-makes-good-primary-history<br>• Lomas, T. (2018). What confuses primary pupils in history: Part 1. *Primary History* 78, 11-18.<br>• Lomas, T. (2018). What confuses primary pupils in history: Part 2. *Primary History* 79, 12-17.<br>• Lomas, T. (2019). Getting to grips with concepts in primary history. *Primary History* 82, 9-16.<br>• Lomas, T. (2022). How can we get children to see that their history links up? *Primary History* 91, 13-19.<br>• Ofsted (2021). *Research review series: history. https://www.gov.uk/government/publications/research-review-series-history*<br>• Ofsted (2023). *Rich encounters with the past.* https://www.gov.uk/government/publications/subject-report-series-history<br>• Tiffany, S. (2023). *Mr T. does primary history.* Corwin.<br>• Turner-Bisset, R. (2005). *Creative history teaching.* David Fulton Publishers.<br>• *Primary History* – published by the Historical Association www.history.org.uk |

# Assessing the teaching of : Languages

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Children value language learning as a means to communicate with others.<br><br>The focus of language lessons should be on practical communication.<br><br>Children should learn the skills and strategies of language learning, which are transferable to the learning of any language.<br><br>Children who already speak more than one language have insights, skills and strategies that should be valued celebrated and shared.<br><br>Language learning is a slow process and involves plenty of repetition and revisiting.<br><br>We draw on these nine principles from the RIPL MOOC CPD course (Porter, Myles and Graham, 2020)<br>1. Young children will benefit from different kinds of teaching and learning activities as they progress through primary education.<br>2. Pedagogy for young learners should transition from an emphasis on fun and repetition to more structured, reflective opportunities for learning.<br>3. A sense of progression and achievement becomes increasingly important in upper primary classrooms.<br>4. Teaching fixed expressions can lay the foundation for later creative use.<br>5. Vocabulary learning needs multimodal learning experiences with regular practice.<br>6. Explicit awareness-raising of language patterns could help progression in grammar.<br>7. Foreign language literacy instruction should be systematic and integrated.<br>8. Teach learners to recognise words through phonics instruction and learning whole words.<br>9. Rich and meaningful encounters with text are important for foreign language literacy progress, motivation, and engagement. | A **systematic approach** to ensure that children make the most progress.<br><br>Use of an established and **well-structured scheme** to ensure progression over the four years of KS2 and also provide support for the beginner language teacher.<br><br>**Three strands**: vocabulary, phonics and grammar.<br><br>**Four skills**: listening, speaking, reading, writing.<br><br>Plenty of **repetition**, to ensure new words and phrases are learned thoroughly.<br><br>Plenty of **scaffolding** and understanding that progress will be in small steps.<br><br>**Celebration** of small steps in progress, for example, 'I can write two new phrases with support', 'I can write two phrases from memory'. |
| Key types of knowledge | Curriculum and progression |
| **Subject knowledge** – vocabulary, phonics and grammar<br><br>**Strategy knowledge** – for example, how to memorise new language, how to make links to existing knowledge, how to notice small differences that affect meaning | Children should have regular lessons from Year 3, and the NC PoS expects 'substantial progress in one language' by the end of KS2.<br><br>The National Curriculum Programme of Study (NC PoS) is skills-based. The choice of topics is for the teacher (or the scheme) |

| | |
|---|---|
| | There is no NC guidance on the choice of language, that is a decision for schools. Locally, most primary schools are teaching French, with Spanish in second place, and we also see German and Latin.<br><br>Research suggests that children at KS2 benefit the most from regular teaching - at least 1 hour a week, perhaps divided into a main lesson of 30 minutes on one day and several little follow-up practice activities of 5-10 minutes across the week. |

The following could be considered as enhanced practice whilst training:

The teacher:

- engages in continued upskilling of personal language skills, using apps such as Duolingo and ensuring thorough knowledge of the vocabulary, phonics and grammar in the chosen scheme or materials.
- draws on the insights of speakers of languages other than English to make comparisons.
- makes use of the target language for routine activities throughout the school day.

Underpinning evidence and sources:

- Research into Primary Languages www.ripl.uk
- Language Driven Pedagogy – formerly the National Centre for Excellence in Language Pedagogy www.ldpedagogy.org
- The Association for Language Learning, especially the 'Primary Zone' www.all-languages.org.uk/primaryzone

# Assessing the teaching of : Mathematics

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Mathematics is a powerful tool that is vital to make sense of and operate within the world around us. It is **relevant** to the children's everyday lives and future careers.<br><br>Mathematics is an **interconnected** subject in which pupils need to be able to move fluently between representations of mathematical ideas (DfE, 2013).<br><br>Mathematics comprises many **interrelated domains** – numeracy, geometry, statistical reasoning, understanding probability and measures – children may struggle in one area but shine in another.<br><br>**Mathematical thinking** includes looking for patterns, making connections and reasoning about relationships.<br><br>Knowledge of number facts and calculation methods are essential but not sufficient – mathematical success requires **resilience, problem solving** and **conceptual understanding**.<br><br>Mathematics has a **rich and diverse history**, developed and celebrated across genders, cultures and religions.<br><br>Mathematics is integral to the teaching of **climate change** and **sustainability** education. | **Concrete and pictorial representations** are selected and used by both teacher and children as tools to expose mathematical **structure**.<br><br>**Mathematical talk, language and vocabulary** are planned, modelled throughout the teaching process and used accurately by both teacher and children to explain processes and reasoning and to pose and solve problems.<br><br>**Modelling and explanation** of procedures and concepts are clear and well-presented.<br><br>**Examples** are appropriate, expose connections through conceptual and procedural **variation** and made accessible to children.<br><br>**Coherence and sequencing:** teaching is purposefully planned to build on identified prerequisite knowledge, and sequenced to secure next steps.<br><br>**Purposeful practice** is integrated so that children have opportunity to consolidate knowledge of facts and processes and apply their understanding.<br><br>**Problem solving** and **reasoning** are taught explicitly and integrated throughout teaching and learning activities.<br><br>**Real-time assessment** is used to identify errors, misconceptions and what children understand and can do: lessons are adjusted rapidly to target support and provide whole-class, group or individual intervention. |
| Key types of knowledge | Curriculum and progression |
| **Mathematical (Ofsted, 2021)**<br>**Declarative**: facts, formulae, concepts, principles and rules ("I know that…")<br>**Procedural**: methods, algorithms and procedures ("I know how…")<br>**Conditional:** the ability to reason and solve problems, combining declarative and procedural knowledge into problem solving strategies ("I know when…")<br><br>**Pedagogical (Rowland et al., 2014)**<br>• Foundation: knowledge and understanding of mathematics | **Curriculum knowledge** is in line with the EYFS and National Curriculum or SEND equivalent and develops and enriches its outline. Content is age-appropriate and logically and coherently sequenced. Examples based in 'real life' are realistic and relevant. The teacher is fluent in knowledge and application of facts and procedures.<br><br>**Progression** is evident:<br>• Within lessons, eg in carefully chosen worked examples that progress to expose hinge points and hard points; |

| | |
|---|---|
| • Transformation: how we use examples, illustrations, demonstrations and representations to help children learn<br>• Connection: how we link sequences of tasks and topics and ideas across and beyond mathematics<br>• Contingency: how we respond to children's ideas, use errors and respond when things don't go to plan | • Between lessons, with clarity about when new ideas and vocabulary are introduced, modelled, explained and practiced;<br>• Over time, so that prerequisite skills are in place and key facts are rehearsed, recalled and applied. |

The following could be considered as enhanced practice:

The teacher:

- is able to select alternative models, images or tasks to help children understand a difficult concept.
- is able to explain how different areas of mathematics interlink and underpin other areas of the mathematics or wider curriculum, contextualising mathematics where appropriate.
- is confident in using technology such as interactive whiteboard software to model key ideas.
- is able to extend higher attaining children through questioning and well-chosen tasks, deepening their understanding.
- takes steps to embed mathematics in the environment through display and/or continuous provision or role play, and/or draw on strategies such as using storybooks to promote high-quality mathematical talk.
- is able to identify, explain and justify elements of the lesson where progression has been deliberately planned for, with reference to prior learning.
- is able to anticipate specific misconceptions and plans to address these eg by comparing examples to non-examples.
- supports students to develop metacognition and take an active role in their own learning.
- facilitates effective pupil discussions which move learning on.
- teaches pupils effective problem-solving strategies and, through guided practice, how different approaches can be used effectively in different situations to solve problems.

Underpinning evidence and sources:


- Education Endowment Foundation. (2021). Improving Mathematics in the Early Years and Key Stage 1: Guidance report Improving Mathematics in the Early Years and Key Stage 1 | EEF (educationendowmentfoundation.org.uk)
- Education Endowment Foundation. (2021). Improving Mathematics in Key Stages 2 and 3: Guidance report Improving Mathematics in Key Stages 2 and 3 | EEF (educationendowmentfoundation.org.uk)
- Haylock, D. & Cockburn, A. (2017). *Understanding mathematics for young children* (5th Ed). SAGE Publications Ltd: London
- NCETM (2017). Five Big ideas in teaching for mastery. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/
- Ofsted. (2021). Research Review series: https://www.gov.uk/government/publications/research-review-series-mathematics
- Ofsted. (2023). Research and analysis: Coordinating mathematical success: the mathematics subject report https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report
- Rosenshine, B. (2012) Principles of instruction: Research-based strategies that all teachers should know. *American Educator.* Vol 78(3), pp. 12-39.
- Rowland, T. (2014) The Knowledge Quartet: the genesis and application of a framework for analysing mathematics teaching and deepening teachers' mathematics knowledge. *SISYPHUS Journal of Education*, 1(3), pp. 15-43 http://revistas.rcaap.pt/sisyphus/issue/view/293

# Assessing the teaching of : Music

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Music is a **practical and creative** subject where effective teaching integrates the three key musical activities of performing with voices and instruments; improvising and composing; and analytical listening.<br><br>Creative music making enables children to **discover and explore core musical concepts** including beat, rhythm and tempo; pitch; harmony; dynamics and expression; texture and timbre through performing with voices and instruments; improvising and composing; and analytical listening. Analytical talk about music in the classroom supports the development of oracy skills.<br><br>**Creative music making** gives children opportunities to experience music, but experience alone does not equate to musical learning. Focused teaching and learning of age-appropriate **musicianship skills** must be integrated into classroom music making to develop children's understanding of the musical concepts that they are engaging with, and incrementally build their musical literacy.<br><br>Focusing on the musicianship skills integral to performing, improvising and composing, and analytical listening helps children to develop the skills of **aural acuity and critical evaluation** that make them **musically literate**, learning about ways of interpreting and responding to works of music.<br><br>Music making is common to all human cultures, and learning about **music in a global perspective** enables children to develop cultural awareness, sensitivity and appreciation of diversity and inclusion in a range of different musical styles and genres. Including music from different cultures expands children's cultural awareness.<br><br>Music offers potential for **individual expression** that satisfies a human need to communicate. **Making music together** facilitates children to find feelings of shared joy, belonging, respect and tolerance and artistic self-expression in their teamwork and groupwork. | Effective music teaching is **led by a teacher who makes music happen** in the classroom, working with the children to facilitate **practical music making** like singing, playing instruments, composing and improvising and musicianship activities focusing on age-appropriate rhythm, pitch and harmony activities.<br><br>The music teacher **models and demonstrates** the musical activities or **hooks** by **leading and directing** chanting and singing, movement to music, playing instruments, improvising and composing, and active listening. Throughout these practical activities, the teacher uses **aural analysis** of the children's music making to determine 'does this sound the way I want it to?' and 'what are the children showing me in their music making?' **This is best done live in the lesson**, rather than by relying on a pre-recorded or online examples.<br><br>Drawing on **enquiry-based learning**, the teacher uses **focused questioning** to facilitate children in discovering the features of **key musical concepts aurally (by listening) and kinaesthetically (by movement and actions)**. Following the principal of engaging with sound before symbol, it is important that the children are able to reflect on the musical activities they have just done in the lesson in order to answer these questions. The teacher then may give the **correct technical name for the musical concept and show the notation symbol** to build children's musical literacy.<br><br>**Experiential learning** is achieved through **repetition with elaboration** where teachers devise incrementally developmental musical activities to progress learning and provide challenge for the children. In any musical concept or area of skill, challenge may focus on physical co-ordination (e.g. improving fluency in playing an instrument); cognition (e.g. reading and writing musical notation) or creativity (e.g. improvising a new melody). The teacher provides multiple opportunities to **practise and consolidate new learning in music** through performing, listening, reading and writing and improvising and composing activities.<br><br>Children are facilitated to work **individually, in pairs and groups in music**, developing skills in sharing and turn taking, listening and problem solving. |

| Key types of knowledge | Curriculum and progression |
|---|---|
| In addition to the music specific pedagogies listed above there is:<br><br>**Experiential knowledge** - musical experience gained through enculturation in the family, home, school and wider culture, often gained through non-verbal and embodied mechanisms. This learning is likely to be **unconscious and non-verbal**, where children learn by copying and joining in with the musical activities they are exposed to.<br><br>**Procedural knowledge** – demonstrated in the performance of a task, such as co-ordinating movement to music, instrumental performance, composing a piece of music, or completing a musicianship reading and writing task. Each musical activity has its own procedural knowledge, and fluent execution relies on automaticity which requires time for learning, for example hand-eye co-ordination in playing musical instruments accurately. This learning requires **instruction** for children to become competent and fluent.<br><br>**Declarative knowledge** - factual, substantive knowledge devised from practical experience and shared cultural knowledge about music. This is expressed in the practical doing of music, like performing and composing, and analytical speaking and writing about music. Substantive knowledge focuses on understanding of musical concepts like rhythm and melody, and associated technical language. This learning requires teaching of concepts through reflection on learning. | **Curriculum knowledge** is in line with the Music National Curriculum and develops and enriches its outline. Content is age-appropriate and may be enhanced from published schemes of work in Music, and as advised in the Model Music Curriculum. The teacher is secure in their subject knowledge and classroom musicianship skills. Classroom musical learning may also integrate extra and co-curricular musical activities, and additional musical opportunities from outside providers like the local Music Hub.<br><br>Progression in musical understanding is built through **sequences of learning in practical activities that focus on incremental development of technical skills** in performing, composing, critical listening and musicianship to build constructive understanding of music for expressive communication.<br><br>Any musical activity can be used to teach several musical concepts together. For example, singing songs can be used to teach children about pitch, harmony and rhythm, along with musical structure and texture. Considering the progression of learning for one concept over KS1 and KS2, i.e. beat, tempo and pulse; children may:<br><br>In KS1 – children will play musical games, and perform chants and rhymes with actions, and play instruments to find a steady beat at different tempi. They can clap the pattern of the words of chants and songs to show the rhythm. They will explore concept pairs like sound/silence, start/stop, fast/slow, beat/rhythm, and explore sounds on untuned percussion and in body percussion in musical play and improvisation.<br><br>In KS2 - children will continue to learn more musical games, chants and rhymes, developing into 2, 3, and 4 metre examples. They will show notation of beat with objects like pulse hearts and play stick and ball passing games to develop co-ordination. They will read and write simple stick notation starting with one (crotchet, or ta) or two (quaver or ti-ti) rhythm sounds per beat, showing an understanding of the combination of beat and rhythm in rhythmic phrases, and create their own rhythms using this notation, playing them on classroom percussion. Later in KS2, children will learn more elements of rhythm notation (crotchet rest or Z, semiquavers or tika-tika, minim or too), and learn to play in classroom ensembles like djembe drumming or samba, learning to play rhythmic patterns by ear and from notation within more complex polyphonic structures. They will consolidate rhythm literacy with reading, writing and creating activities using known rhythmic elements at different tempi. They will analyse recorded music from different cultures using their emerging knowledge of beat, rhythm and tempo. |

| The following could be considered as enhanced practice whilst training: |
|---|
| The teacher:<br>• is able to design and teach their own sequence of lessons, utilising carefully selected examples and scaffolds, building lessons from self-chosen musical repertoire.<br>• is able to direct and lead practical music making, using their classroom musicianship skills to support and enhance the children's music making.<br>• includes contextual study of music and musicians from other cultures, which may also be linked to exploration of the historical, geographic and religious and social context of this music.<br>• shows awareness and understanding of the different musical cultures children experience at home, and how this can inform their musical awareness.<br>• is confident to support children in using music technology to support their learning.<br>• supports children in developing oral and written musical literacy incrementally through sequences of lessons.<br>• is able to extend higher attaining children through questioning and well-chosen tasks, deepening their understanding of musical concepts and their fluency in musical activities.<br>• uses a wide range of tools to assess musical development, understanding that most musical activity is non-verbal and embodied in children.<br>• can contribute to the co and extra-curricular musical life of the school. |
| Underpinning evidence and sources: |
| • Berkley, R. (2021). Music everywhere and every day. In S. Ogier & S. Tutchell (Eds.), *Teaching the Arts in the Primary Curriculum* (pp. 67-78). Learning Matters.<br>• Daubney, A. (2017). *Teaching Primary Music*. Sage.<br>• Department for Education. (2021). *Model Music Curriculum: Key Stages 1 to 3: Non-statutory guidance for the national curriculum in England*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf<br>• Glover, J. (2000). *Children Composing 4-14*. Routledge Falmer.<br>• Houlahan, M., & Tacka, P. (2015). *Kodály Today : A Cognitive Approach to Elementary Music Education*. Oxford University Press, Incorporated. http://ebookcentral.proquest.com/lib/reading/detail.action?docID=2095056<br>• Jones, P., & Robson, C. (2008). *Teaching music in primary schools*. Learning Matters.<br>• Music Teachers Association. (2023). *A National Plan for Music Education*. Music Teachers Association. https://www.musicteachers.org/npme/<br>• Sirek, D., & Sefton, T. G. (2023). Becoming the music teacher: Stories of generalist teaching and teacher education in music. *International Journal of Music Education*, 25576142311632. https://doi.org/10.1177/02557614231163266 |

# Assessing the teaching of: Physical Education (PE)

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Physical education plays an important part in the **physical, social, and emotional wellbeing** of all children.<br><br>**Key values** include communication, collaboration, respect, fair play, and resilience through personal challenge.<br><br>The teaching of **fundamental movement skills** (FMS) forms a base as children gradually become competent and confident movers and start to tackle more complex skill combinations in a range of contexts (sports and activities). | **Inclusive Teaching**: using S.T.E.P. (space, task, equipment, people) to adapt, but also being aware of other challenges such as lack of pupil confidence and motivation which will need alternative strategies.<br><br>**Class organisation**: adopting clear strategies when teaching both inside and outside, with regards organisation of equipment, children, resources, and space, to maximise activity time and minimise pupil disruption.<br><br>**Lesson objectives**: focussing on a range of key values.<br><br>**Warm ups**: these should be linked to the lesson content and be active. Whole body stretches are fine but avoid isolated muscle group stretches.<br><br>**Safety**: teaching safely as well as educating children about safe practice.<br><br>**Formative assessment**: using observation to assess progress, by standing back to scan the learning taking place, before deciding on whether to intervene to recap the teaching points, adapt the task or to offer challenge.<br><br>**Behaviour management**: using praise, identifying exactly what the child has done well and letting them know. Having clear rules and routines for every part of the lesson to minimise disruption. Being mindful of the pace of the lesson to keep the class engaged - tasks should be set for a short time span before learning is reinforced or progressed. Using voice and whistle appropriately (no whistle to be used inside). |
| Key types of knowledge | Curriculum and progression |
| **Declarative**: (knowing what) is the factual knowledge concerning movement, rules, tactics, strategies, and healthy active lifestyles. It also supports analysis of the children's own performances and that of others. | Curriculum knowledge for young children should begin by being domain specific. Motor competence is developed through the teaching of FMS with children learning skills in a single setting and not moving on too quickly e.g., sending and receiving skills should be learnt, practised, and performed co-operatively with a partner and in small groups, before becoming competitive in small-sided games with age-appropriate rules and conditions. Different contexts can then be introduced so skills and knowledge can be applied in different ways e.g., developing spatial awareness in football and hockey. |

| | |
|---|---|
| **Procedural**:(knowing how) is knowing how to apply the declarative facts through physical application in a range of sports and activities, beginning with a solid base of FMS through to more sport and activity specific contexts.<br><br>These key types of knowledge are intrinsically linked i.e., teach children the knowledge first and then teach them how to apply it practically, offering a range of opportunities, in order to enrich their learning experience. | Gymnastics and dance should offer opportunities for children to explore a range of ideas on a given theme, before selection to create short gym sequences and dance phrases.<br>Athletics lessons should be active with minimal waiting. 'Traditional' timing and measuring should be replaced with fun activities to engage children in running activities and with zones for throwing and jumping.<br><br>Progression should be evident in tasks set within a lesson, so one builds on from the next e.g., at upper KS2, use a small-sided game towards the start of the lesson as a benchmark before returning to it at the end of the lesson to observe progress in the lesson objective on technique, fair play, rules, or collaboration.<br><br>With curriculum progression over time, children are taught simple, then more complex skills and knowledge. They should be given opportunities to apply this in different contexts being aware of similarities and differences:<br><br>• the skill of jumping is evident in gymnastics, dance, and athletics but each area has differences in how the skill is applied.<br>• knowledge of how to develop quality of performance in dance, by using action, space, dynamics, and relationships, can also be applied to gymnastics. |

The following could be considered as enhanced practice whilst training:

The teacher:

- ensures that not only are the children active and happy in the lesson, but they are constantly learning and developing their knowledge, skills and/or understanding.
- walks around the teaching area, giving support to individuals and groups, having regular pit stops with the whole class to refocus the learning or to adapt/challenge.
- always uses clear and accurate demonstrations with teaching points at different parts of the lesson.
- develops their knowledge of skills/techniques/ rules/ teaching strategies in those sports/ activities where they have less experience.

Underpinning evidence and sources:


- Developing the whole child https://www.afpe.org.uk/physical-education/wp-content/uploads/Outcomes-Poster-2019-Final.pdf
- Government guidelines https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf
- Fundamental skill development https://www.amazon.co.uk/Understanding-Motor-Development-Children-Adolescents/dp/1284174948
- The 2022 PE research review series https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#assessment
- SEND https://www.taylorfrancis.com/books/mono/10.4324/9781351206150/teaching-physical-education-children-special-educational-needs-disabilities-philip-vickerman-anthony-maher

# Assessing the teaching of : Religious Education (RE)

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form for this lesson, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| RE is **relevant** to children's everyday lives and the immediate world around them (community, global affairs, family, cultural)<br><br>RE is a vehicle that helps to embed and enhance **key skills** such as empathy, listening and understanding, helping to add **meaning** to the world around us.<br><br>RE encourages both **critical thinking and enquiry thinking** – both are important developmental skills that can be related to other subjects.<br><br>Teaching in this way helps RPTs to compare and consider everybody and think critically, ultimately leading to greater understanding and respect.<br><br>There is a balance in RE between learning **about religions** - i.e. facts, artefacts, specific details and common themes across religions, and learning **from religion** - i.e. thoughts, perceptions, analysing facts and looking at the meaning of stories and events. | **Enquiry-based approach**: RE questions are identified and evidence (religious texts, leaders, history, knowledge) is used to address them. Pupils reflect on how useful the evidence is and how they have conducted the enquiry process. They encourage pupils to make connections and links between different facts and subject knowledge. In dealing with the big questions and issues that RE raises, conceptual knowledge and understanding can be better developed.<br><br>**Technology**: is used, where appropriate, to collect, analyse and present information and findings. It is also used to collate information that contributes to assessment.<br><br>**Hooks**: the pupils are engaged with interesting resources and questions, that create a 'need to know'. These can be provocative and interesting photos or simple statements or questions to examine e.g. "what does God look like?". The children are encouraged to be critical thinkers. |
| Key types of knowledge | Curriculum and progression |
| **Substantive knowledge:** knowledge about various religious and non-religious traditions. This includes:<br>-ways people express religion/ non-religion in their lives<br>-knowledge of artefacts and texts<br>-concepts and vocabulary relating to faith eg- dharma, incarnation, ritual, prayer, sacred<br><br>**Ways of knowing:** 'how to know' about religious and non-religious traditions. It is about different ways pupils learn how it is possible to explore substantive knowledge. It can be simplified into disciplines; theology, philosophy and human/ social sciences.<br><br>**Personal knowledge:** building awareness of our own presuppositions and values about the religious and non-religious traditions studied. When pupils study RE content they do it from their own 'viewpoint'. This is influenced by their own values, prior experiences and own sense of identity. Pupils need to be aware of their 'viewpoint' to enable them to be aware of the assumptions they may bring to discussions. | **Curriculum knowledge** Schools are required to teach RE, but it isn't part of the National Curriculum; this means that, although they provide guidance on what to teach and the aims of learning about RE, these are non-statutory. Schools maintained by the local authority will follow a course of study decided on by that local authority.<br><br>**Progression** they have an understanding that progression in RE depends upon the development of the chosen learning skills applied to RE, such as research, selection, analysis, interpretation, reflection, empathy, discernment, evaluation, synthesis, application, expression and communication. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills. |
| The following could be considered as enhanced practice whilst training: | |
| The teacher: | |

- introduces a more up to date PoS than the one currently being used, and they are able to justify why this change is important.
- designs and teaches their own SoW, allowing the pupils to have *some* choice in its direction.
- identifies, explains and justifies elements of the lesson where *progression* has been deliberately planned for, with reference to prior learning.
- offers experiences to cater for and value individual beliefs and values.
- believes that all children can engage effectively in discussion and have a variety of viewpoints.
- encourages children to think divergently and hypothetically in the process of enquiry.
- knows and understands the social and cultural context of the children.
- is confident in their own delivery and understanding of key information and viewpoints.

Underpinning evidence and sources:


- Gooch, K. May 9, 2023 What does 'scholarly' RE look like in the primary classroom? Available at:
- https://my.chartered.college/impact_article/what-does-scholarly-re-look-like-in-the-primary-classroom-developing-disciplinary-ways-of-knowing-in-a-coherent-primary-religion-and-worldviews-curriculum/
- Ofsted Research Review Series – *Religious Education*. Available at: Research review series: religious education - GOV.UK (www.gov.uk)
- RE Today & NATRE Project for Excellent RE: https://www.natre.org.uk/about-re/sources-of-support-for-re-enthusiasts/excellent-re/
- Reading Borough SACRE https://www.reading.gov.uk/children-and-education/schools/religious-education/
- James, M. Stern, J. ·(2019) *Mastering Primary Religious Education.* London: Bloomsbury.

# Assessing the teaching of : Science

This guidance is designed to support you in observing your RPT teaching a lesson in this subject. It is important that post-observation discussion and weekly reflection focuses on how well subject-specific knowledge and pedagogies are developing, in addition to the more generic elements of practice.

When completing the Observation Summary Feedback form, please ensure that you record the RPT's strengths in relation to this guidance, as well as identifying any subject-specific targets for the RPT.

| The principles that underpin this subject | Features of effective teaching to look for |
|---|---|
| Science is highly **relevant** to the children's everyday lives though everyday actions and occurrences e.g. condensation on windows, driving cars, having two ears.<br><br>Science starts with a **question**.<br><br>Science can be used to further **embed** literary and mathematical knowledge by providing context and real-life examples.<br><br>Science requires **critical and enquiry-based thinking.**<br><br>Science is highly important to the **development** of new understandings about the universe we live in.<br><br>Science respects and values **knowledge**. The development of new knowledge requires experimentation.<br><br>Science supports the teaching of **climate change** and **sustainability** education. | **Enquiry-based approach**: Scientific questions can be identified, hypothesises created, evidence collected, and conclusions drawn. Pupils can reflect on how useful the evidence is and how they have conducted the enquiry process.<br><br>**Practical and hands on**: New and existing concepts are explained or enhanced through, when possible, practical work. Practical work used is meaningful. E.g. Creation of pupil models, experimentation, etc.<br><br>**Minimised Risk**: procedures, including safety and risk, are modelled effectively to reduce risk.<br><br>**Technology**: is used, where appropriate, to collect, analyse and present information, or as additional resources to enhance the understand of a topic. E.g. through the use of slow-motion recording, star maps, voice recording, etc<br><br>**Hooks**: The pupils are introduced to topics through either, or a combination of, questions and exciting/interesting resources.<br><br>**Dialogue and debate**: pupils are given the opportunity to build their understanding through discussion and debate within the class. The teaching is planned to include this and is modelled by the teacher/TA. |
| Key types of knowledge | Curriculum and progression |
| **Substantive**: factual content about our universe such as light travelling in straight lines, we live on the Earth, common animals and internal structure, systems in the body, etc.<br><br>**Disciplinary**: using questions and an enquiry-based approach to address issues such as: why do we need to eat a balanced diet? Why are shadows formed? How does sound travel? Why are animals' adaptations effective in their habitats? Diagrams and models are a highly effective way of demonstrating concepts, as well as structured discussion and debate. | **Curriculum knowledge** is in line with the National Curriculum and develops and enriches its outline. Content is age-appropriate and the teacher utilises real life examples relevant to the age of the children. The teacher is secure in their subject knowledge.<br><br>**Progression** is evident throughout a lesson or sequence of lessons.<br>Within lessons, work is selected to allow pupils to both demonstrate understanding, and explore enhanced ideas. |

The following could be considered as enhanced practice:

The teacher:

- is able to conduct a full enquiry with the pupils, potentially allowing them to have choice in the direction of the enquiry.

- is able to identify, explain and justify elements of the lesson where *progression* has been deliberately planned for, with reference to prior learning.
- can utilise different, relevant examples when explaining concepts to children.
- draws links between already established knowledge in other subjects, e.g. maths, during lessons.
- is confident when using technology within a science lesson to model or within enquiry-based learning.
- has considered where common misconceptions may occur and has planned methods to address these if they arise.
- is unfazed when anomalous results occur and uses this as a learning opportunity; They are able to suggest methods for improving any investigation.
- revisits knowledge during appropriate moments outside of science lessons.
- plans for and includes reference to Working Scientifically (NC) within lesson plans.

Underpinning evidence and sources:


- Bianchi, L. et al. (2021) *The 10 key issues with children's learning in Primary Science in England.* Available at: https://www.scienceacrossthecity.co.uk/wpcontent/uploads/2021/03/3634_Childrens_Learning_in_Primary_Science_Report_2020_v8.pdf
- Earle, S. & McMahon, K. (2022). *Cognitive Science and TAPS.* Primary Science Teaching Trust. Available at: https://pstt.org.uk/wp-content/uploads/2023/04/TAPS-Cog-Sci-Guidance-2022.pdf
- Harlen, W. (2018). *The Teaching of Science in Primary Schools.* David Fulton.
- Leonardi, S. et al (2017) *State of the nation report of UK Primary Science education.* Available at:
- https://wellcome.org/sites/default/files/state-of-the-nation-report-of-uk-science-education.pdf
- Ofsted. (2023) *Subject support series – Science*. Available at: https://www.gov.uk/government/publications/subject-report-series-science/finding-the-optimum-the-science-subject-report--2
- Peacock, G. Sharp, J. Johnsey, R. Wright, D. (2021). *Primary Science: Knowledge and Understanding.* Learning Matters Ltd.