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| **PROGRAMME** |
| BA (Hons) Primary Education & QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 4 | PE113 | Introduction to the Curriculum |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Personal audit, action plan and evidence file | 50% |

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| DESCRIPTION OF TASK  This assignment is designed to help you develop your subject knowledge and skills across the primary curriculum. During sessions you will be taught how to audit your existing subject knowledge, skills and attitudes and then how to plan remedial action.  You will need to read the Early Years Foundation Stage curriculum (30-50 months and 40-60+ months) and the National Curriculum (Key stages 1, 2 and 3) to become familiar with the curriculum requirements. In the core curriculum there are subject knowledge audits on Blackboard to complete. For the foundation subjects and RE, you will use a summary of each subject (available on Blackboard) to identify the relevant skills and knowledge, then self-audit by rating your own competence in and attitudes towards them.  Following each audit you will create an action plan for that subject considering:   * needs * priority level * strategies to meet the need * time scale * success criteria   The ***needs*** are skills deficits or knowledge deficits or negative attitudes that need to be overcome, for example:   * Learn how to set up and use apparatus in gymnastics (PE) * Review French vocabulary (MFL) * Know some drama warm-ups (English / drama) * Be able to join wood (D & T) * Become more confident about singing in front of people (Music) * Become more skilled and confident in art (Art & Design)     The ***priority level*** is how important addressing this need is to becoming an effective teacher. It may be indicated by words (e.g. high / medium / low); numbers (e.g. a 1 – 10 scale); colours (e.g. red / amber / green) or any other clearly explained system.  The ***strategies to meet the need*** are the specific things you will do. You might have more than one strategy for a given need. Some examples of strategies (for different needs) are:   * read BAALPE (2004) *Safe Practice in Physical Education, 6th edition.* Leeds: Coachwise. * revise my French knowledge using <http://www.bbc.co.uk/schools/gcsebitesize/french/> * observe a drama lesson in school and discuss with the teacher * have my sister show me how to join wood * join a choir * keep a sketchbook and experiment with different media   If you are using books or websites you need to include the full reference for these. Although it may be appropriate at times to use books or websites aimed at primary school children, this should be supplemented with sources aimed at adults  The ***time scale*** indicates by when you hope to have addressed the need. The action plan needs to be both feasible and useful so should be placed within a suitable, realistic time frame. Some aspects will need to be mastered before your first solo placement, some over the next two years, while others may not need to be dealt with until you are a qualified teacher. There may be some aspects, especially related to KS3, that you will never need.  The ***success criteria*** is how your learning will be demonstrated, for example:   * I am able to teach a gymnastics apparatus lesson safely and effectively. * I can remember and pronounce basic French vocabulary including greetings, weather, colours, numbers and family words. * I have a bank of ideas for drama warm-ups. * I am able to join pieces of wood in three ways successfully. * I have ten songs that I am confident about teaching to children. * I know how to use a sketchbook and am able to explain its purpose to children.   You will be more skilled and confident in some subjects than others so there is not a specific number of actions required for each subject. You will then use the subject action plans to create an overall prioritised action plan by choosing the 30 to 40 needs that you feel are the most important for you to address before qualifying as a teacher. This overall action plan should be at the front of your folder.  Each subject section should contain its audit, its action plan and an evidence section, demonstrating learning undertaken so far. The core subject evidence sections should include results from the Blackboard audits and attendance at any surgeries.  At the time of submission, many of the evidence sections might be empty or nearly so, depending on the time scale in your action plan. The intention is for you to continue adding to these sections over the course of the degree. This will provide evidence for several QTS standards, especially Q7 (…take responsibility for identifying and meeting their developing professional needs); Q14 (have a secure knowledge and understanding of their subjects / curriculum areas…) and Q15 (know and understand the relevant statutory and non-statutory curricula and frameworks…). This evidence file will also support your Record of Professional Development (RPD).  **Contents:**  A lever arch file or ring binder with dividers containing:   * an overall prioritised action plan for developing skills and knowledge across the curriculum (30 to 40 actions in total) * an audit for each subject [English, mathematics, science, D&T, ICT, history, geography, art & design, music, PE, RE, MFL] * an action plan for each subject * an evidence section for each subject demonstrating learning undertaken so far   2,000 words (+ or – 10%) in total for the assignment. |

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| MODULE OUTCOMES TO BE TESTED   * Be able to use and access a range of learning resources, including curriculum documents, internet sources and books * Take responsibility for their own learning by auditing own knowledge of the primary curriculum and planning for further development using a taught model   QTS References: Q2; 3; 7; 14; 15 |

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| ASSESSMENT CRITERIA  Ability to use and identify a range of appropriate learning resources (25%)   * Specific resources named * Critical judgement used in selecting resources * Includes a range of books, journals, curriculum documents, internet resources, people, non-text resources   Ability to audit own knowledge, skills and attitudes (25%)   * Identify own strengths and weaknesses * Consider skills, knowledge and attitudes   Ability to plan for further development (50%)   * Realistic and appropriate time scale * Range of appropriate strategies for addressing needs * Relevant success criteria * Prioritise needs |

**MARK SCHEME**

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| **Literal**  **Grade** | **Mark Range** | **Ability to use and identify a range of appropriate learning resources (25%)** | **Ability to audit own knowledge, skills and attitudes (25%)** | Ability to plan for further development (50%) |
| A\* | **80+** | A wide range of relevant sources (text and non-text) appropriate to the particular need, including recent research, was named. Critical judgement was used to ensure the currency, accuracy and relevance of all sources. | Able to reflect on gradations of own strengths and weaknesses in skills, knowledge and attitudes, across the subjects, with discernment and insight. | Strategies and success criteria are imaginative, varied and highly appropriate to the needs being addressed. Discernment was employed to select from a wide range of methods to address needs. Able to prioritise needs within and across subjects, relating these to other aspects of the programme, resulting in a realistic and achievable time scale. |
| **A** | **70-79** | A wide range of specific learning resources was used. Critical judgement was used to ensure the currency, accuracy and relevance of sources. | Able to reflect on own strengths and weaknesses in skills, knowledge and attitudes, across the subjects, with perception. | Strategies and success criteria are varied and closely related to the needs being addressed. Employed a wide range of methods to address needs. Able to prioritise needs within and across subjects. Time scale is closely related to the priorities and is realistic. |
| **B** | **60-69** | Specific resources were named for all subjects. A range of learning resource was used. Sound judgement used to ensure sources are accurate, relevant and at an appropriate level. | Considered skills, knowledge and attitudes in all subjects and was able to recognise both strengths and weaknesses in these. | Strategies and success criteria are closely related to the needs being addressed. Employed a range of methods to address needs. Able to prioritise needs within subjects. Time scale is related to the priorities and is realistic. |
| **C** | **50-59** | Specific resources were named for most subjects. At least three types of learning resource used. Judgement used to ensure sources are accurate and at an appropriate level. | Recognised both strengths and weaknesses in each subject. Considered at least two of skills, knowledge and attitudes in all subjects. | Strategies and success criteria are related to the needs being addressed. Employed a few methods to address needs. Recognised which needs are most and least urgent within subjects. Time scale is related to the priorities and is likely to be achievable. |
| **D** | **40-49** | Specific resources were named. More than one type of learning resource used. Judgement used to ensure most sources are at an appropriate level. | Recognised some strengths and weaknesses in each subject. Considered at least two of skills, knowledge and attitudes in most subjects. | Some strategies and success criteria are well related to the needs being addressed. Employed more than one method to address needs. Recognised that some needs are more urgent than others. Time scale is generally related to the priorities and is likely to be achievable, although may be ambitious. |
| **Literal**  **Grade** | **Mark Range** | **Ability to use and identify a range of appropriate learning resources (25%)** | **Ability to audit own knowledge, skills and attitudes (25%)** | Ability to plan for further development (50%) |
| **E** | **35-39** | There was limited use of named sources. Limited judgement about the accuracy and level of materials used. | Limited reflection on own strengths and weaknesses. | Only one strategy used to address needs. Time scale overly ambitious or too loose. Limited ability to prioritise. |
| **FAIL** | **34 & below** | There was little or no use of named resources. Resources named were inappropriate. | Does not adequately recognise own strengths or weaknesses. | Did not plan appropriate actions to address needs. Success criteria not related to needs and strategies. Time scale inappropriate. |
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| DATE AND TIME OF SUBMISSION  Monday 12th January 2009 BEFORE 4:00 p.m.  Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  Your folders will be returned to you with feedback in tutorials in the week beginning 26th January 2009. |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.