**BISHOP GROSSETESTE UNIVERSITY COLLEGE LINCOLN**

**Assignment Brief**

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

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| LEVEL | MODULE CODE | MODULE TITLE |
| 5 | PE202 | Subject Leadership |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Long Term Planning Framework | 50% |

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| DESCRIPTION OF TASK  Assignment of 2,500 words (-/+ 10%) **plus** the planning framework.  This assignment will enable you to:   * develop a deeper understanding of the curriculum for your subject * formulate your own vision about how it should be taught in the primary school * consider the relevance of child development to your subject * recognise opportunities to incorporate ICT, cross-curricular themes and key skills into your subject * look at opportunities for out of school learning   **Guidance Notes:**  As a subject leader you will be expected to have an overview of your subject throughout the school. This includes planning, resourcing, monitoring and assessment. Constructing the whole school long term planning framework is a major way to impact on the teaching and learning of your subject in the school. The approach you take in selecting and ordering aspects of the PoS reflects your philosophy about the subject and the nature of education.  In this assignment you have the opportunity to construct a whole school, long term, planning framework for a **3 – 11** primary school for your subject. You will need to have a comprehensive understanding of curriculum at KS1 and 2 and how it relates to EY. This will need to be informed by child development issues and your educational philosophy. You will need to incorporate ICT, cross-curricular links (including citizenship, PSHE, etc), key skills and out of school opportunities into your planning. You should be creative in the way you plan the framework and there should also be scope for creativity for the pupils, while still ensuring skills, understanding and knowledge development.  You must provide a detailed rationale supporting the framework. This will be drawn from your own philosophy, your experience in schools and a synthesis of literary sources, which may involve challenging received ideas. It is important to consider child development factors such as physical development (gross / fine motor skills), cognitive development (concrete to abstract) and social development (ability to work with others). Safety aspects should also be a consideration.  When you are deciding on the timings for your framework you need to think about the duration of the various elements to be taught and when they will be taught. There are a variety of ways of designing the curriculum including blocking, on-going skills, transferable skills, sequential and spiral (re-visiting previously taught areas). You do not need to choose a single approach but your rationale should justify the choices you have made.  The rationale needs to focus on the global decisions made in devising the framework, and their justification with respect to school based evidence and literary sources, rather than a term-by-term account of every individual decision.  Your planning framework should be accompanied by two further elements. The first is a section on the resourcing implications resulting from your framework. The second is the monitoring system you will use to ensure that coverage and standards are maintained. Both of these should be clearly linked to the framework and should be related to school based evidence and literary sources.  Contents:   * Whole school planning framework * Detailed rationale justifying all of your choices (approximately 1500 words) * Resourcing implications (approximately 500 words) * Monitoring strategies (approximately 500 words) |

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| MODULE OUTCOMES TO BE TESTED  By the end of the module students will be able to:   * Effectively communicate information, arguments and analysis, in a variety of forms, to specialist and non-specialist audiences * devise a framework for planning and assessing the chosen subject across the school |

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| ASSESSMENT CRITERIA  Knowledge and understanding (30%)   * have covered the entire curriculum, including breadth of study and cross-curricular issues * rationale, including educational philosophy and child development * challenging received ideas * understand the role of the co-ordinator in monitoring   Use of Literary Sources (30%)   * government curriculum documents * educational philosophy and child development issues * synthesis of literary sources and challenging received ideas   Use of School-based evidence (20%)   * consideration of the different planning, assessment and monitoring models you have observed * experience of pupils’ skills development/progression and motivational factors * evaluation of resources encountered   Quality of Communication (20%)   * clarity of layout * clear framework including all elements * correct use of standard English |

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| Planning Framework   |  |  |  |  |  | | --- | --- | --- | --- | --- | | MARK SCHEME | Knowledge and Understanding | Use of Literary Sources | Use of School-based Evidence | Quality of Communication | | A\*  80+ | A perceptive understanding of a broad range of issues which raise questions through recognising conflicts and controversies. Clear evidence of sustained and original thinking in developing a rationale which challenges the ways in which the curriculum is usually organised in schools. Worthy of consideration for publication. Excellent cross-curricular links, links to thinking skills and integration of the curriculum for ICT. | A scholarly approach resulting in an analysis and evaluation of sources used. Synthesis of ideas from a range of writers and theorists. Extended reading and use of articles.  Sources used to provide a thorough grounding for curriculum planning. A scholarly understanding of child development issues accompanied by a perceptive philosophy relating to the subject. | A scholarly approach to the selection, analysis and evaluation of varied forms of school-based evidence. A thoroughly professional approach, with excellent use of appendix materials. An excellent understanding of progression in the subject. | Excellent presentation and communication. Excellent format for the framework with a concise and thorough approach synthesising the curriculum. | | A  70 - 79 | A confident understanding of relevant issues raised by the question. Evidence of independent and sustained thinking in structuring an argument which considers differing interpretations. A creative and imaginative approach to structuring the curriculum, evidenced through a coherent rationale. Effective cross-curricular links, links to thinking skills and wholly appropriate inclusion of ICT. | Critical judgement in the selection, analysis and evaluation of sources. Evidence of broad and balanced reading. Sources used to provide an effective grounding for curriculum planning. A confident understanding of child development issues accompanied by a coherent philosophy relating to the subject. | Evidence of critical judgement in the selection, analysis and evaluation of evidence. A variety of forms of school-based evidence used. A thorough understanding of progression in the subject. | Communication of high quality showing elegance of style, awareness of audience and precision of phrasing. Accuracy of grammar, spelling and punctuation. Effective presentation of the framework, with clarity and concise use of information. | | B  60 - 69 | A thorough understanding and evaluation of some pertinent issues. A well constructed argument capable of handling some different views. A good justification of curriculum design presented in the rationale. Very good cross-curricular links and incorporation of ICT. | Generally competent judgement in the selection, analysis and presentation of sources. Sources used to provide a coherent justification for curriculum planning. A thorough understanding of child development issues accompanied by a well articulated philosophy relating to the subject. | Some competent judgement in the selection, analysis and evaluation of evidence. A competent understanding of progression in the subject. | A written style which contributes to the clear and fluent communication of meaning. Generally appropriate for the audience and generally precise and with accurate grammar, spelling and punctuation. Clear presentation of the framework, referenced appropriately to key documents. | | C  50 - 59 | A generally clear understanding of some relevant issues raised by the assignment. A generally coherent structure of discussion within the argument. A clear rationale which presents a sound argument for the way in which the curriculum has been designed. Sound cross-curricular links and links to the ICT curriculum. | Sound description and analysis of sources evident in elements of the assignment. Sources used to support decisions and the design of the curriculum. A sound understanding of child development issues accompanied by a developing philosophy relating to the subject. | Some sound description and analysis of school-based evidence. A sound understanding of progression in the subject. | Few inconsistencies in written style which impair communication. A few difficulties with register. Accurate use of common conventions of grammar, spelling and punctuation but some weaknesses when using more complex language. Sound summary of the curriculum subject in the framework. | | D  40 - 49 | Some understanding of the relevant issues raised by the assignment. Discussion not always consistently sustained within the argument. Some understanding of the curriculum subject across the key stages. A rationale which provides a personal justification for the design of the curriculum. Some links to the ICT curriculum and other subjects. | Some ability to select appropriate evidence from sources to justify the design of the curriculum. An account where the balance is towards the descriptive and remains reliant on limited sources. Some understanding of child development issues accompanied by some sense of the place of the subject in the school curriculum. | Some ability to select appropriate school-based evidence, but an account where the balance is toward the descriptive. Some evidence of progression in the subject. | Able to communicate ideas, with some inconsistencies in written style.  Able to follow conventions for grammar, spelling and punctuation when using simple sentences. Limited referencing in the framework. | | E  35 – 39 | A limited understanding of the relevant issues which seriously impairs the development of a coherent rationale. Omissions within the framework or an incomplete summary of the key stages. Poor awareness of how and why the curriculum has been designed. Poor links to the ICT curriculum and other subjects. | Heavy reliance upon secondary sources with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed. Limited awareness of child development issues. | Minimal interpretation and analysis of school-based evidence. Little sense of progression in the subject. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Limited reference made to curriculum documents. | | F  below 35 | Little or no understanding of the issues relevant to the assignment. Little or no attempt to develop a structured argument or discussion. Significant misconceptions or errors when presenting curriculum content. Little or no awareness of issues relating to curriculum design. Inappropriate or no links to ICT and/or the wider curriculum. | Reliance upon secondary sources with minimal or no interpretation or analysis. An account which is wholly descriptive, derivative or uninformed. Few or no sources to inform the design of the curriculum. Child development remains unaddressed. | Inappropriate or no inclusion of school-based evidence. No sense of progression in the subject. | Many inconsistencies and inaccuracies which impair communication. Inappropriate for the audience. Failure to summarise curriculum content across the key stages. Lack of awareness of curriculum documents. | |

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| DATE AND TIME OF SUBMISSION  **Tuesday, 26th May 2009**  ***This assignment will be marked anonymously so you must use your student number rather than name.***  *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  A transcript of marks will be sent my mail during the summer vacation. Work will be available for collection in September. |

PLAGIARISM

Note to students: Your attention is drawn to the University 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.