

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Bachelor of Education Primary Year 2

SPS2004

Primary Professional Studies and Placement 2025-2026



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Course Content

Section A: Course Information

Section B: Course Outline

Section C: Additional Course Information

Section A: Course Information

The information contained in this Guide reflects the optimum circumstances in which teaching and learning can take place. However, further changes to delivery and engagement may have to be made throughout the semester at short notice

Course Content

Welcome to this course!

As part of your B.Ed programme, there will be a course in **Professional Studies and Placement**. This is one module in each year. These courses are at the core of your professional preparation for teaching and will give you the opportunity to explore a wide range of issues in the context of relevant theoretical frameworks. These will underpin your professional development.

Rationale

This course is about helping you to

- think about a range of issues which have a bearing upon your professional development.
- make sense of classrooms.
- make sense of working with children.
- think more systematically about teaching.
- become a competent teacher who can make rational and informed choices in classrooms.

The rationale for this course is also based upon the idea of the *reflective teacher*, the teacher who gives serious and critical consideration to their work and to the options it presents. *Reflective teaching* is applied in a cyclical or spiralling process, in which teachers monitor, evaluate and revise their practice continuously. For more information on this consult the GTCNI publication 'Teaching: The Reflective Profession' (2011).

https://www.gtcni.org.uk/publications/uploads/document/The_Reflective_Profession_3rd-edition.pdf

Course Aims:

Aims refer to what students learn by undertaking the course and, on completion of SPS2004, students should:

- explore forms of inter and intra class organisations to include streaming, setting, banding and mixed ability teaching
- critically consider the concept and modes of differentiation in the context of primary classrooms
- explore the development of sequential and non-sequential planning

- develop an understanding of play approaches to teaching and learning
- Explore other classroom teaching and learning strategies such as questioning, behaviour management and EAL.
- carry out a number of observational school-based tasks that will relate to lectures and seminars

Learning Outcomes:

Outcomes refer to student learning throughout the course and SPS2004 will assess students' ability to:

- LO1: develop the competences established in Year 1;
- LO2: develop the ability to prepare medium term/curriculum planners;
- LO3: select appropriate content from the NI Curriculum;
- LO4: differentiate pupil work;
- LO5: manage multiple groups;
- LO6: compile a portfolio of significant evidence of teaching;
- LO7: engage in critical reflection about their developing competence;
- LO8: form good working relationships with pupils and significant others.
- LO9: cultivate the ability to reflect on their competence as a developing teacher

Course Requirements

- The written element and the SBW placement are compulsory requirements of the course
- Both elements of this course must be passed.

Student Feedback

In the latest course evaluation, students cited the following as positive elements of the course:

- How much they enjoyed the combined seminars with all staff in attendance, which meant that everyone received the same message.
- The interactive nature of the classes and the step-by-step way the sessions were broken down into easy understood items – especially the MTP and lesson planning activities.
- The opportunity to work with other peers.
- The practical nature of the sessions
- Placement and working with the children and putting into practice what we learnt in class

Staff will endeavour to implement the following recommendations:

- Students feedback that they found seminars were very useful in response to this the module now has been organised.
- Students enjoyed the sessions on planning and teaching a MTP, however, it was suggested that these should all be taught together. As response we have combined all the planning to be delivered consecutively at the start of the course.
- There was an very positive response to the full class introduction and then breakout groups seminars so this format will be continued going forward.

Useful Information

Please refer to the ***BEd Primary Programme Handbook*** for further information on:

- General Regulations for all University courses;
- The examination process;
- Assessment mark schemes;

- Plagiarism regulations;
- Guide to using the Harvard Reference System.

Section B: Course Outline

Week	Week beginning	Content	Wednesday PSP	Lecturer
1	22:09:25	<ul style="list-style-type: none"> • Introduction to the module • Expectations for Monday placements • Child Protection 	Lecture	D.Elliott H.Lyle
2	29:09:25	<ul style="list-style-type: none"> • Introduction to Curriculum Planning and the use of AI • <i>Discussion of assignment</i> • Mixed ability teaching • Differentiation 	Lecture Lecture	S.Park S.Park
3	06:10:25	<ul style="list-style-type: none"> • Introduction to Short- and Medium-term planning • <i>Feedback and further discussion</i> • Progression • Differentiation 	Seminar	D.Elliott S.Park J.McCombe
4	13:10:25	<ul style="list-style-type: none"> • Practising what is PREACHED’. 	Seminar	D.Elliott S.Park J.McCombe
5	20:10:25	<ul style="list-style-type: none"> • Questioning 	Lecture	J.McCombe
6	27:10:25	Reading Week		
7	03:11:25	<ul style="list-style-type: none"> • Social and Diversity in classroom and Behaviour management 	Lecture	J.McCombe
8	10:11:25	<ul style="list-style-type: none"> • Social and Diversity in classroom and Behaviour management • <i>Feedback and further discussion</i> 	Lecture	Guest speaker D.Elliott S.Park J.McCombe
9	17:11:25	<ul style="list-style-type: none"> • PLiCS BEd 2P (SUC and SMUCB students) 		
10	24:11:25	<ul style="list-style-type: none"> • Progression 	Lecture	D.McClelland
11	01:12:25	<ul style="list-style-type: none"> • Using topics in the early years 	Lecture	D.McClelland
12	08:12:25	<ul style="list-style-type: none"> • Playful approaches to teaching and learning • Playful Planning 	Lecture	D.McClelland
13	05:01:26			

14	12:01:26	SBW Observation Week		
15	19:01:26	<ul style="list-style-type: none"> • SBW Briefing 	Lecture	D.Elliott
16	26:01:26	<ul style="list-style-type: none"> • Child Protection 	Lecture	H.Lyle
17	02:02:26	<ul style="list-style-type: none"> • Study week 		
18	09:02:26	SBW Placement		
19	16:02:26	SBW Placement		
20	23:02:26	SBW Placement		
21	02:03:26	SBW Placement		
22	09:03:26	SBW Placement		
23	16:03:26	SBW Placement		
24	23:03:26	SBW Placement		
	30:03:26- 13:04:26	Break		
25	20:04:26	<ul style="list-style-type: none"> • Feedback from placement • Completion of SBW paperwork • Facilitating issues and questions 	Seminar	D.Elliott J. McCombe S.Park

Week	Week beginning	Placement & Phase	Activity in Placement School - Mondays	College PSP Session Wednesday 10-11
1	22:09:25			Introduction to the module Expectations for Monday placements Child Protection
2	29:09:25			Planning Introduction to Curriculum Planning
3	06:10:25			Planning Levels of Mixed ability teaching Differentiation
4	13:10:25		Day visit 1 TASK 1 -Introduction and familiarisation <i>Situational analysis of school, familiarisation with classroom routines and resources, discussion with the teacher the module guide and expectations of both the observation days and SBW practice.</i> <i>Create you SBW placement folder with subfolders for school information; policies, MTP, daily planners</i>	Introduction to Curriculum Planning Practising what is 'PREACHED'.
5	20:10:25	FS1/KS1/KS2	Day visit 2 TASK 2 - Preparation of medium-term planners <i>Observe how medium-term planners are developed, and how the NIC requirements (such as TS&PCs), are addressed and planned for in the in your classrooms medium-term planners.</i> TASK 3 Mixed ability teaching/Differentiation <i>Observe the different strategies that your class teacher employees to differentiate and how you can develop these in your lesson planning to meet the needs of your children.</i>	Questioning
6	27:10:25		READING WEEK	
7	03:11:25	FS1/KS1/KS2	Day visit 3 TASK 4 – Daily and Medium-term planning <i>If appropriate, in discussion with your class teachers begin to formulate and develop your medium-term planner based on either a topic or theme of your choice.</i>	Social and Emotional Diversity in the classroom Behaviour management

			Teach at least one lesson that should focus on the requirements of a daily lesson plan and/or a medium-term planner	
8	10:11:25	FS1/KS1/KS2	<p>Day visit 4 TASK 5– Questioning Based on classroom observation- identify the various questioning skills employed by your classroom teacher Teach at least one lesson that should focus on your questioning and meeting the requirements of your teacher’s daily lesson planners and medium-term planners. Focus on how you are formulating your questioning</p>	Diversity and behaviour in the classroom
9	17:11:25	FS1/KS1/KS2	<p>Day visit 5 Teach at least one lesson that should focus on your lesson planning and meeting the requirements of the teacher’s daily lesson planners and medium-term planners</p>	PLiCS
10	24:11:25	FS1/KS1/KS2	<p>Day visit 6 TASK 6- Behaviour management Observe the behaviour management strategies that you teachers employ in the classroom. Teach at least one lesson that should focus on your lesson planning and meeting the requirements of the teacher’s daily lesson planners and medium-term planners. Try to consider how you are employing various classroom management strategies in your lesson. Teach at least one lesson that should focus on your lesson planning and meeting the requirements of the teacher’s daily lesson planners and medium-term planners</p>	Progression
11	01:12:25	FS1/KS1/KS2	<p>Day visit 7 TASK 7 In discussion with your teacher how progression is integrated into the classroom. Teach at least one lesson that should focus on your lesson planning and meeting the requirements of the teacher’s daily lesson planners and medium-term planners.</p>	Using topics in the early years
12	08:12:25	FS1/KS1/KS2	<p>Day visit 8 TASK 8 Visit your FS/KS1 class observe and discuss with your teacher the approaches they employ for playful planning and delivery. Teach at least one lesson that should focus on your lesson planning and meeting the requirements of the teacher’s daily lesson planners and medium-term planners.</p>	Playful approaches to teaching and learning Planning for playful
CHRISTMAS BREAK				

13	05:01:26			
14	12:01:26			Observation Week
15	19:01:26			SBW Briefing
16	26:01:26			Child Protection
17	02:02:26			Study week
18	09:02:26		KS2 placement (Mon and Tuesday observation days)	
19	16:02:26		KS2 placement	
20	23:02:26		KS2 placement	
21	02:03:26		KS2 placement	
22	09:03:26		Fd/KS1 placement (Mon and Tuesday observation days)	
23	16:03:26		Fd/KS1 placement	
24	23:03:26		Fd/KS1 placement	

	30:03:26 - 13:04:26			Break
25	20:04:26			Feedback from placement

Pattern of School Based Work

You will be placed in a school for a year.

In Year 2 you will have 8 **day** visits each Monday in 2025

- Mon 13 Oct 25
- Mon 20 Oct 25
- Mon 03 Nov 25
- Mon 10 Nov 25
- Mon 17 Nov 25
- Mon 24 Nov 25
- Mon 01 Dec 25
- Mon 08 Dec 25

These day visits will enable you to carry out several set tasks set out in the above table. These tasks related to the lectures or seminars you have attended. You will also be required to teach a minimum of at 1 lesson each observation Monday. Three or four of these lessons should be part of the medium-term planner that you have created for your PSP assignment.

On completion of each weekly task and teaching of your lesson, you must ask your teacher to sign your 'Task and Teaching Sign Off' form and upload this into your assignment and placement folder.

You will be placed in a school for SBW.

One week observation: **Week 14** **12:01:26**

During this week you are required to experience both your Key Stage classes. You should assist and contribute to the class routine, were possible, perhaps teach a few lessons and discuss planning for your SBW.

The **7-week teaching block** will be comprised of **TWO** separate phases.

- **Phase 1 Key Stage 2** **Weeks 1-4** **09:02:26 – 06:03:26**
- **Phase 2 Foundation Stage/Key Stage 1** **Weeks 5-7** **09:03:26 – 27:03:26**

This will be organised as follows:

Key Stage 2 class

- First observation
- second day – teach 1 lesson
- From third day - teach 2 lessons per day.

Foundation Stage / Key Stage 1 class

- First observation
- second day – teach 1 lesson
- From third day - teach 2 lessons per day.

School information

Find out and record

- Background on the school (location, catchment area, etc.)
- Significant times (school starts, break-time, lunchtime, etc.)
- Number of pupils, teachers, classes
- Facilities in the school (library, ICT resources, etc.)
- Range of extra-curricular activities

Important documentation

- It would be worthwhile asking the school for copies of the following policies
 - Pastoral care
 - Child protection
 - Discipline
 - Marking

(The school may prefer that you simply read these documents rather than have a copy).

SBW Advice

General Advice – Key Stage 2

During the **7** week block of SBW you will:

- Spend 4 weeks with the Key Stage 2 class
- Use the observation time of this Key Stage block to observe and make final preparations for teaching
- Act as a teaching assistant when not teaching
- Engage in extra-curricular activities if requested
- Maintain an electronic file of all your lesson preparations and post lesson reviews

Detailed Advice

While in your **Key Stage 2** class:

- Teach **2 lessons/activities** each day, with as far as possible, one activity in the afternoon.
- You should include planning for differentiation in both your daily and medium-term planners.
- **Medium-term planners** should be included when a series of **three or more** related lessons are being taught.
- Write a post-lesson review for **BOTH** lessons each day using the evaluation form. This review must be included in your placement file.
- It is desirable that within at least **one** lesson plan you show evidence of incorporating Computational Thinking Concepts and/or Coding
- Plan for and teach 2 guided reading lessons (for 2 groups) with follow up literacy activities each week. This activity will constitute one of the 2 lessons which you are required to plan for daily.
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities.
- Plan to engage in a range of organisational patterns – whole class, group teaching and individual support.
- Try to incorporate ICT into your teaching.

General Advice – Foundation Stage/Key Stage 1

During the 7 week block of SBW you will

- Spend 3 weeks with the Foundation Stage/Key Stage 1 class you worked with on your day visit.
- Use the **observation time** of this Key Stage block to observe and make final preparations for teaching.
- Act as a teaching assistant when not teaching.
- Engage in extra-curricular activities if requested.
- Maintain an electronic file of all your lesson preparations and post lesson reviews.

Detailed Advice

While in your **Foundation Stage/Key Stage 1** class:

- Teach 2 lessons/activities each day, with as far as possible, one activity in the afternoon.
- You should include planning for differentiation in both your daily lesson plans and short- or medium-term planners.
- **Medium-term planners** should be included when a series of **three or more** related lessons are being taught.
- Write a post-lesson review for **BOTH** lessons each day using the evaluation form. This review must be included in your placement file.
- Plan to engage in a range of organisational patterns – whole class, group teaching and individual support.
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*.
- If placed in a FS/KS1 class, you should complete a planner for **ONE** play area activity. You will have responsibility for this play area throughout this phase. The initial planning for this one play activity will constitute one of the 2 lessons which you are required to plan for daily. However, as the activity is repeated throughout the week, it would also seem justifiable that this makes up one of your 10 weekly lessons, rather than one of your 2 daily lessons
- Plan for and teach 2 guided reading lessons (for 2 groups) with follow up literacy activities each week
- It is desirable that within at least 1 lesson plan you show evidence of incorporating Computational Thinking Concepts and/or Coding.
- Negotiate with your class teacher to take age-appropriate mental mathematics sessions.
- Try to teach some aspect of number.
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities.
- Try to incorporate ICT into your teaching.

Placement Teaching File

Your file should contain the following information:

- First page:
 - Name
 - Student number
 - Name of school

- Principal's name
- Year groups (for each phase)
- Names of class teachers
- A brief description of the school in general and of the pupils with whom you are working – if you wish to include a list of names, use first names only
- Task and Teaching Sign Off form
- Tutors' reports on teaching observed – reports may be retained in a separate section or placed beside the lesson that was observed
- Previous tutor reports
- Planners
- Lesson plans for each lesson that you teach
- Guided Reading planners
- Play planners
- Evaluations for each lesson that you teach (using the post lesson review format)
- If appropriate - some examples of resources and pupils' work – be selective!
- Any other relevant materials or information
- Evidence of you having met the required GTCNI Competences.

You must have your file with you every day in school.

Evaluating your teaching

In keeping with the spirit of the GTCNI document 'Teaching the Reflective Profession' (2011) you will mentally evaluate each taught lesson. You are also required to write a Post Lesson Review per day. It is to judge the effectiveness of your teaching and to judge whether the learning outcomes were achieved. Start by thinking about assessment and use the areas in the Post Lesson Review form to help.

Documentation that you are required to complete

- **School Report Form:** You will access one of these forms. The front of the form will be completed by the student and left with the class teacher who will complete the back of the form. The form will be returned to Stranmillis by the Principal.
- **Attendance Form:** to be completed by the student and submitted to placements@stran.ac.uk at the end of SBW.
- **Travel Claim Form** (where applicable): to be completed by the student and submitted to placements@stran.ac.uk at the end of SBW.
- **GTC Competences Grid**

You will be apprised of the date by which all documentation must be completed, signed off by your SBW tutor

RE Certificate

01:06:26 – 19:06:26 (3 weeks)

Assessment

This course will be assessed at **Level 2** as outlined in the Assessment Mark Scheme in the ***BEd Primary Programme Handbook***.

In this course, assessment is comprised of the following:

Form of assessment	Submission date	% Weighting	Learning Outcome assessed
Planner	12.00 Tuesday 10:12:24	20%	LO1; LO2; LO3; LO5
Placement	Following SBW	80%	LO1-9

The course assessment requires a written element worth 20% and SBW placement worth 80% of the module total marks.

The written element is as follows: -

Produce:

- A medium-term planner containing a series of **three** connected lessons based on a theme or topic of your choice for Foundation, KS1 or KS2;
- **NB it is an academic offence to submit a planner which has been created as part of the assessment for any other module.**

Please see additional guidance notes in section D.

Aim of the assignment

The aim of the assignment is to demonstrate your ability to link lessons together under a general theme or topic, using a planner which shows linkage and development of lessons.

This assignment and your Task sheet sign off are to be submitted via Canvas as **ONE SINGLE UPLOADED DOCUMENT** by **12.00 Tuesday 10:12:24**

You can upload your assignment as a word or PDF document.

Only the last upload will be marked as your assignment and previous uploads will not be taken into consideration when awarding the marks.

1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the assessment.</p>
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Feedback and assessment.

All elements must be passed for a pass grade to be awarded

- Feedback comments regarding the MTP will be provided in written format in the Assessment Comment area on canvas.

- Feedback comments regarding the SBW practice will be provided via F2F discussion and written format. This written format will be uploaded to the placement platform.
- Provisional marks and comments related to the written assessment criteria and will be provided within the agreed 4-week timeframe on **19:01:26**
- Marks will be ratified after the BOE has occurred.

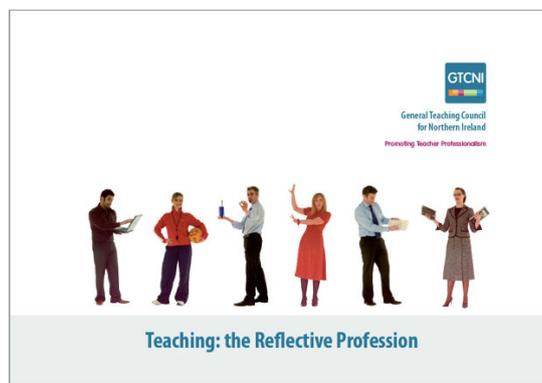
Section C: Additional Course Information

Transferable Skills

This course will facilitate the development of the following transferable skills:

- have an ability to organize and articulate opinions.
- be competent users of ICT in presentations and assignments.
- develop the ability to function effectively as part of a team.
- develop an ability to work effectively in the school environment.

GTCNI Competences



The following professional competences, from the General Teaching Council for N. Ireland document, *Teaching: the Reflective Profession*, will be developed through this course:

Professional Knowledge and Understanding

Professional Competence 3:

- Teachers will have developed a knowledge and understanding of the learning area/subjects(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues

Professional Competence 4:

- Teachers will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum and be aware of curriculum requirements in preceding and subsequent key stages

Professional Competence 7:

- Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.

Professional Competence 10:

- Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils

Professional Competence 11:

- Teachers will have developed a knowledge and understanding of how to use technology effectively to aid pupil learning

Professional Skills and Application: Planning and Leading

Professional Competence 14:

- Teachers will set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum in terms of knowledge, skills acquisition and progression

Professional Competence 15:

- Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives /outcomes/ intentions, showing high expectations and an awareness of potential areas of difficulty

Professional Skills and Application: Teaching and Learning

Professional Competence 19:

- Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities

Professional Competence 20:

- Teachers will use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place and which maintain pace within lessons and over time

Attendance

As you are undertaking a professional degree **it is important that students attend all timetabled classes**. Students who fail to satisfy attendance requirements will be referred to the Course Co-ordinator and if their attendance is deemed to compromise satisfactory completion of the course, they will be referred to the Board of Examiners who may decide that the course cannot be passed given the poor level of attendance. It is therefore essential that full attendance is achieved and where unavoidable absences take place due to illness or other recognized extenuating circumstances, students must use the existing Student Absence procedure so that this can be considered when Boards of Examiners are reviewing attendance.

Students should inform themselves of procedures to report medical absences or absences due to special circumstances and such submissions will be considered by the Board of Examiners. However, students should note that medical and permitted absences do not automatically lower the attendance threshold. The link to relevant forms can be found here:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Exceptional-Circumstances.aspx>

Late submission

Continuous assessment/coursework submitted after the deadline will be penalised at the rate of 5% of the total marks available for each calendar day late up to a maximum of five calendar days, after which a mark of zero shall be awarded. The example below illustrates this.

Example of work due on Thursday 16th December 5pm:

Work submitted before Thu 16 th at 5pm	Full mark awarded
Work submitted between Thu 16 th at 5pm and Fri 17 th at 5pm	A deduction of 5 % will be applied
Work submitted between Fri 17 th at 5pm and Sat 18 th at 5pm	A deduction of 10 % will be applied
Work submitted between Sat 18 th at 5pm and Sun 19 th at 5pm	A deduction of 15 % will be applied
Work submitted between Sun 19 th at 5pm and Mon 20 th at 5pm	A deduction of 20 % will be applied
Work submitted after Mon 20 th at 5pm	A mark of zero recorded

This excludes University closure days. The late penalty will apply to the continuous assessment/coursework component mark only and not to the overall module mark.

Exemptions shall be granted only if there are exceptional circumstances, and where the student has made a case in writing using the appropriate form and with appropriate supporting evidence if required (available [here](#)) by email to student-absence@stran.ac.uk within three working days of the deadline for submission or where a concession has been agreed on the grounds of a student's disability. A list of guidelines on acceptable exceptional circumstances is contained in the [Guidelines on Exceptional Circumstances](#). Extensions to deadlines shall be proportionate to the impact of the exceptional circumstances.

Professional Learning in a Changing Society (PLiCS) Year 2:

Professional Learning in a Changing Society (PLiCS) is a central element of the BEd programme, running throughout all four years of undergraduate study. Jointly developed by Stranmillis University College and St Mary's University College, PLiCS is designed to equip student teachers with the knowledge, skills, and mindset needed to thrive in today's increasingly diverse classrooms and rapidly evolving educational landscape.

On your timetable, you will notice a number of compulsory events planned for Semester 1, these arrangements will replace your normal timetable below and you are expected to attend both events. This will be an inter-college event this year and you will work alongside your peers in St. Mary's University College.

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Wednesday 19 November 2025	BEd 2 Primary students only	0930- 1330	Location: St. Mary's University College
Tuesday 25 November 2025	BEd 2 Primary students only	0930- 1330	Location: Stranmillis University College
Friday 21 November 2025	BEd 2 Post-primary students only	0930- 1330	Location: Stranmillis University College
Wednesday 26 November 2025	BEd 2 P2Post-primary students only	0930- 1330	Location: St. Mary's University College

Readings

Essential Reading

Arthur, J. and Cremin, T. (2014) *Learning to Teach in the Primary School* London: Routledge. (available as e book in Stranmillis UC library)

Cohen, L., Manion, L and Morrison, I. (2012) *A Guide to Teaching Practice*, London: Routledge (available as e book in Stranmillis UC library)

Hall, D. (2015) *ICT Handbook for Primary Teachers*. London: Taylor and Francis (available as e book in Stranmillis UC library)

Grigg, R. (2014) *Becoming an Outstanding Primary School Teacher*. [online]. Taylor and Francis. (available as e book in Stranmillis UC library)

Muijs, D. and Reynolds, D. (2001) *Effective Teaching: Evidence and Practice*, London: Paul Chapman Publishing

Pollard, A., Black-Hawkins, K., Cliff Hodges, G. (2014), *Reflective Teaching in Schools*. London: Bloomsbury. (available as e book in Stranmillis UC library)

Whitebread, D. and Coltman, P. (2015) *Teaching and Learning in the Early Years*. (available as e book in Stranmillis UC library)

Recommended Reading

Briggs, S. (2015) *Meeting Special Educational Needs in Primary Classrooms* London: Taylor and Francis (available as e book in Stranmillis UC library)

Browne, A. (2001) *Developing Language and Literacy 3-8*. [online]. SAGE Publications Ltd (available as e book in Stranmillis UC library)

Drake, J. (2013) *Planning for Children's Play and Learning*. London: Routledge (available as e book in Stranmillis UC library)

Glenn, A. (2013) *Play and Learning in the Early Years*. David Fulton Publishers (available as e book in Stranmillis UC library)

Kerry, T. (2010) *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons*. London: Taylor and Francis. (available as e book in Stranmillis UC library)

Pritchard A. (2013) *Ways of Learning*, London: Routledge. (available as e book in Stranmillis UC library)

Section D: Appendices

Additional Assessment Guidance notes for written element:

Produce:

- A medium-term planner containing a series of three connected lessons based on a theme or topic of your choice for Foundation, KS1 or KS2;

Your planner should contain:

- The title of the series of lessons or topic
- The class that the lessons are being delivered to
- The allocated length of time
- Broad aims and learning intentions
- Previous learning
- Thinking skills and personal capabilities
 - Managing information;
 - Thinking, Problem-solving and Decision-Making;
 - Being Creative
 - Working with Others; and
 - Self- Management.

(These should be specific to your lessons)
- Cross curricular links - Communication
 - Using Mathematics
 - Using ICT

(These should be specific to your lessons)
- Key vocabulary
- Differentiation

The details of the lessons in your planner should contain:

- Lesson title
- Shared learning intentions
- Teaching/learning Activities
 - Introduction
 - Activity
 - Plenary
- Resources
- Assessment
- Cross curriculum links

Your planner should be coherent and contain enough detail that it can be easily understood and followed. Try to envisage that you are planning in such a way that if you had to take time off SBW, someone else would be able to read your planner and be able to continue to teach the topic based on your planning. Please refer to the lecture and seminar on short and medium-term planning for further guidance

