

Week 3

Preparing to Work with Children in Schools

Online rules

- During this session classes, we agree:
- We will behave towards each other as we would in a physical classroom.
- No personal details given within the group – can speak to me on a one to one afterwards
- Turn your video on for the session
- Mute your audio unless you need to speak
- Use protocols such as hands up if you wish to speak
- Children should not be in the background whilst the session is active – if you need to communicate with your child turn your video off
- If you need to leave temporarily – send a message to the tutor

General Online safety

Safe sites- lock and key

Not sharing passwords

Filters and blockers

Beware of spam and fake emails

Here you can find information about how to stay safe online.



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

Group Agreement

How do we wish to work as a group so everyone can successfully complete the course in this environment

Example:

- Everyone listening to each other with out interrupting
- Respectful- valuing each person, no discrimination- religion, culture, disability
- Be on time
- Everyone has a valid opinion * confidentiality
- Non judgment
- Be patient * safeguarding self and others
- Listening to others
- Participation –be involved
- Be kind
- Help each other/support
- Share ideas
- Understand each other
- Stay professional
- Take inspiration from others
- Communication
- Be confident – ask questions
- Focus
- Friendly and welcoming

Learning Outcomes

By the end of the session you will be able to:

Recap Wk 2

- Demonstrate active listening skills – **assessment task 2.1**
- Recognise differences in how you listen to others
- Outline key aspects of the National Curriculum and Early Years Foundation Stages

Talking Partners –2.1

Three people will be the speakers, others will be the listeners

Speaker: choose a topic you are comfortable speaking about.

Listeners: listen in three different ways.

1. Pretending to listen
2. Turning your back
3. Listen with respect/actively

Note down: how the speaker is reacting during each type of listening method. Ask them how they felt.

Change speaker

Talking Partners

Feedback from the role play exercise:

How did you find the task?

What aspects made you think about your own listening skills?

Have you ever unconsciously listened in this way?

Reflect on the feelings of others.....

How does this relate to last weeks task on the benefits of listening to children

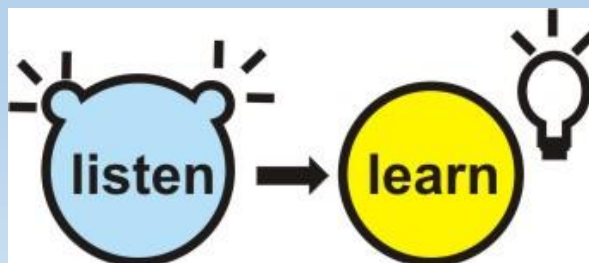
Nelson Mandela when asked, told people he learned to be a **good listener** by **watching** his father lead tribal meetings. The tribal elders sat in a circle **facing each other** as much as possible. As the conversation **evolved** his father would **inquire**, listen **intently** and never offer his comments until everyone else had spoken.

His father included the remarks of the elders in his responses. Nelson Mandela said that a **good listener** **pays attention** to the voices of others, **contemplating** and **reflecting on the words**, the tone, the context and the **non-verbal cues**.



Top 10 skills for active listening

1. Focus on being interested, not interesting
2. Start by asking questions
3. Look for commonalities
4. Tune in with all your attention
5. Communicate that you are listening with a nod/sound
6. Paraphrase what the speaker says
7. Validate the speaker's emotions
8. Maintain eye contact
9. Let go of your agenda
10. Turn off the TV or anything else that is distracting



How Education is Organised

What is the official age of children starting school?

What is the official age of children leaving compulsory education?

Key stages

	Age	Year	Key stages	Assessment
Early Years Education	3 to 4	Nursery	Early years	
	4 to 5	Reception	Early years	Teacher assessments
Primary Education	5 to 6	Year 1	KS1	Phonics screening check
	6 to 7	Year 2	KS1	SATS in English, maths and
	7 to 8	Year 3	KS2	
	8 to 9	Year 4	KS2	
	9 to 10	Year 5	KS2	
	10 to 11	Year 6	KS2	SATS in English, maths and
Secondary Education	11 to 12	Year 7	KS3	
	12 to 13	Year 8	KS3	
	13 to 14	Year 9	KS3	
	14 to 15	Year 10	KS4	GCSEs
	15 to 16	Year 11	KS4	
Further Education	16 to 17	Year 12	KS5	
Further Education	17 to 18	Year 13	KS5	A-Levels, BTECs or other vocational qualifications

What is a curriculum?

give a definition

A curriculum

In education a curriculum is everything that is experienced within the school/learning environment.

So apart from subjects, what else do children experience at school which will therefore be part of the curriculum?

National Curriculum

The National Curriculum is the programme that children are taught and delivered to primary and secondary schools across the country. It covers children ages 5 yrs to 16 years old

Started in 1988 – develop quality and consistency across the UK of what all children should be taught

After KS 4 since September 2014 all children now have to stay in education or training or follow an apprenticeship programme until they are 18 yrs old

Changes to NC since Sept 2015 how subjects are taught may be differ from school to school. All schools follow a core curriculum and then can add aspects to meet the needs of its pupils

[Gov.uk. National curriculum - maths, English, science – year 3. 4](#)

The National Curriculum

**Primary School National
Curriculum subjects
True or false
use the cards to decide**

National Curriculum Subjects

Primary – 5-11yrs

Core

English

Maths

Science

Others

R.E

PSHE

Foundation

History

Geography

Art

Design & Technology

Music

Physical Education

Computing

Modern Language (KS2)

Secondary 11 – 16yrs

Core

English

Maths

Science

Foundation

History

Geography

Art

Design &
Technology

Music

Physical
Education

Computer Science

Modern Foreign

Language

PSHE /Citizenship

Others

R.E

International Primary Curriculum

Have you heard of it?

Is your school teaching children using IPC topics?

What is the IPC?

What are your views on the structure?

International Primary Curriculum

What is the IPC?

The International Primary Curriculum (IPC) is a 21st Century curriculum which extends children's knowledge, skills and understanding in subjects by developing personal attributes and supporting an international perspective in a way that responds to the changing world around us. IPC is an internationally-minded curriculum which is used in over 60 countries.

Learning based on Term Themes and cross curricula subjects

Themes e.g -

Chocolate

History – Origins of chocolate Aztec/Moctezuma

Geography – Maps – Mexico, South America

Music – mariachi, various around the world

Art –recreate picture of Aztec/ coco bean/maps

D&T – design own chocolate bar (computer)

PHSE – cooking with chocolate/health issues of chocolate

English – Charlie and the chocolate factory

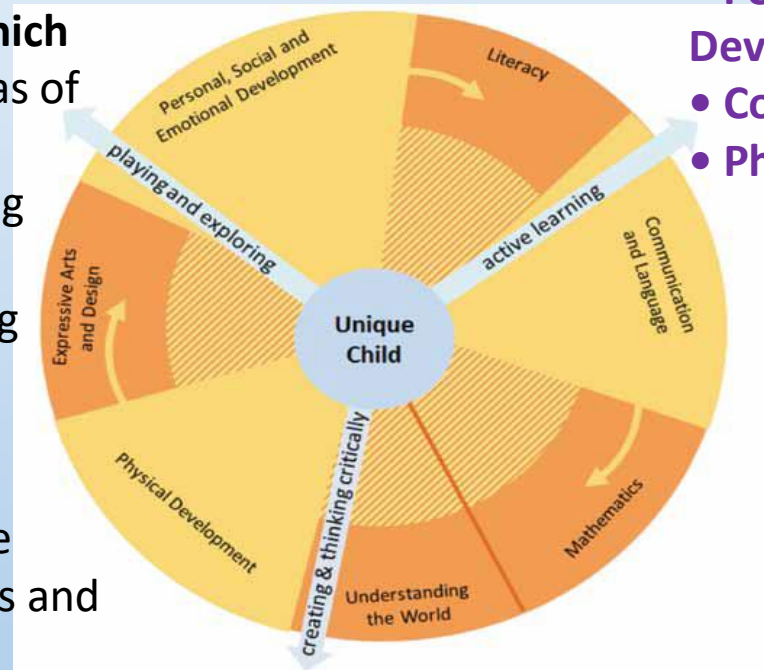
Science – temperature & make up of different chocolate
confectionary/sweets

Early Years Foundation Stages – Learning & Development

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning, which move through all areas of learning.**

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and culture



Prime areas are fundamental, work together, and move through to support development in all other areas.

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

Specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

How do teachers assess children

Programme of study- this sets out what a teacher should cover in every subject.

Each year group in KS1 has its own study programme and two yearly in KS2 (Yr 3&4) then (Yr 5& 6) of what children should know by the end of the year group/grouping.

Assessments – Since September 2015 each school has developed their own assessment processes. In most schools teachers will use statements such as these to describe pupils' progress, as well as commenting on whether the child has made good progress over the year, Working within the expected level of attainment for his/her age

Emerging— Yet to be secure in the end of year expectations.

Expected—Secure in the majority of the end of year expectations.

Exceeding—Secure in almost all or all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Some schools have adopted using: **Low – Secure – High** or **below – within – secure or emerging – developing – secured – mastered/exceeding**.

- Working **towards the expected** level of attainment
- Working **below the expected** level of attainment
- Working **beyond the expected** level of attainment ([at greater depth](#))

How assessment is carried out

EYFS profiling & SAT's

EYFS assessment – profile children under the prime and specific areas of learning

SAT's - standard assessment tasks Y2(KS1) Y6 (KS2)

What subjects do the SATs KS1 cover?

- Children will be tested in English and Maths.
- In English , there is a Reading, Spelling and Writing test.
- In Maths , there is a **written arithmetic** test and a written test.
- In Science, children are assessed through their work and comments and this is done by class teachers rather than through formal testing

KS2

Children will be tested in English and Maths.

- In English , there is a grammar, vocabulary ,punctuation, Spelling and Writing test.
- In Maths , there is a **written arithmetic** test and a written test.
- In Science, children are assessed through their work and comments and this is done by class teachers rather than through formal testing

SAT's scores

How does scaled scoring work? – SATs scores explained for KS2 and KS1

To begin, the child will receive a raw score and this is simply the actual number of marks they achieved in their SATs.

Then, their raw score is converted into a scaled score and this is used to judge how well the child has done in their SATs paper.

There is a range of scaled scores available for both the KS1 and KS2 SATs.

In KS1, **85** is the lowest score available, and **115** the highest.

In KS2, **80** is the lowest and **120** is the highest score your child could get.

SATs scores for KS1

115 – This is the highest score a child can get in the KS1 SATs.

101-114 – Any score above 100 (including 115) means that a child has exceeded the expected standard in the test.

100 – This is the expected standard for children.

85-99 – Any child that is awarded a scaled score of 99 or below has not met the expected standard in the their KS1 SATs test.

SATs scores for KS2

120 – This is the highest score a child can get in the KS2 SATs.

101-119 – Any score above 100 (including 120) means that a child has exceeded the expected standard in the test.

100 – This is the expected standard for children.

80-99 – Any child that is awarded a scaled score of 99 or below has not met the expected standard in their KS2 SATs test.

New GCSE Grades

NEW GCSE GRADING STRUCTURE	Old GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Progress 8 is a measure of the progress children make between the end of primary school and the end of secondary school.

It's designed to encourage good quality teaching across a broad curriculum.

The Progress 8 score is calculated by comparing each student's attainment to those nationally of other students who had the same KS2 SATs results.

This is designed to measure how much progress each student has made from Year 6 to Year 11.

In theory, all schools have an equal chance of getting a high Progress 8 score.

A school's Progress 8 score is usually between -1 and +1.

A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower.

The average Progress 8 score of all secondary schools nationally is 0. Schools with a Progress 8 score of below -0.5 are not achieving the minimum standard expected by the Government.

Progress 8 explained Video

<https://youtu.be/4IAEgFMSGDY>