University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Core Teaching in Primary Education					
Module Code	UTXN7N-30-M		Level	**M**	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	Education – non-modular		
Department	Education and Childhood		Module Type	Standard		
Contributes towards	PGCE Primary Initial Teacher Education					
Pre-requisites	None		Co- requisites			
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	02/06/2016		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from	September 2016		

Review Date	September 2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a secure subject knowledge of the core curriculum areas of English, mathematics and Science across the age phases of training, including accurate use of subject-specific language as appropriate; (A & B) 2. Engage with theories of assessment and know how to evaluate pupils' prior knowledge, and how to formatively and summatively assess pupils' attainment, including statutory assessment, and use findings and data as a basis for planning and target setting to secure progress for all pupils.(A) 3. Demonstrate a clear understanding of appropriate teaching strategies for teaching the core subjects and be able to design, plan for and teach sequences of lessons/sessions as appropriate to meet the diverse needs of all learners in the relevant age phases and subjects; (A & B) 4. Anticipate learners' common subject-specific misconceptions and understand how to support learners in overcoming these. (B) 5. Evaluate and justify approaches to curriculum design across the relevant age

	phases of training; (A & B)
	6. Demonstrate a critical understanding of developments in the core curriculum areas, and promote the value of scholarship (B)
	7. Using authoritative evidence from the literature, critically discuss and analyse principles underpinning children's learning within the core curriculum subjects and how this impacts on pedagogical decisions; (A & B)
	8. Work effectively as an independent, self-motivated and self-critical learner demonstrating the capacity to engage in self-critical reflection on their own learning leading to purposeful target setting and personal professional development; (A & B)
Syllabus Outline	Core subject and pedagogical knowledge.
	Subject knowledge for teaching early reading and mathematics, including systematic synthetic phonics.
	National Curriculum specifications and assessment requirements.
	Assessment of prior knowledge, and formative and summative assessment strategies.
	Use of assessment to inform medium term planning, planning lessons and target setting for pupils.
	Current national educational policy, curriculum and priority agendas,
Contact Hours	Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, workshops, external visits, work based learning..
	Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions will vary.
Reading Strategy	All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.
	All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.
	If **further reading** is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
	Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.
Indicative	*The following list is offered to provide validation panels/accrediting bodies with an*

Reading List	*indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.*
	Bald, J. (2007) *Using Phonics to Teach Reading and Spelling.* London: Sage
	Barmby, P., Bilsborough, L., Harries, T. & Higgins, S. (2009) *Primary Mathematics: Teaching for Understanding*. Maidenhead: OUP
	Browne, A. (2009) *Developing Language and Literacy 3 – 8.* London: Sage
	Brunton, P. & Thornton, L. (2011). *Science in the early years: building firm foundations from birth to 5.* London: Sage
	Cotton, T. (2010) *Understanding and Teaching Primary Mathematics.* Longman
	Cremin, T. (2009) *Teaching English Creatively.* Oxon: Routledge Hall
	Goodwin, P. (2011) *The Literate Classroom.* 3rd Ed. Oxon: Routledge
	Goswami, U., Dunne, M. & Peacock, A. (2012*). Primary Science: A guide to teaching practice.* London: Sage
	Johnstone J (2014) *Emergent Science* Taylor and Francis p.3-29
	Harrison, C., Soler, J. (2010) *Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy.* Oxon: Routledge
	Pound, L. & Lee, T. (2011) *Teaching Mathematics Creatively.* Abingdon: Routledge
	Robson, S. 2nd Edition (2012) *Developing Thinking and Understanding in Young Children: An introduction for students,* Abingdon: Routledge
	Ryan, J. & Williams, J. (2007) *Children's Mathematics 4-15: Learning From Errors and Misconceptions*. Maidenhead: McGraw-Hill
	Siraj-Blatchford, I. Taggart, B. Sammons, P. Melhuish, E. and Sylva, K. (2012) *Effective Teachers in Primary Schools: key research on pedagogy and children's learning,* Stoke-on Trent: Trentham
	Thompson, I. (Ed.) 2nd Edition (2010) *Issues in Teaching Numeracy in Primary Schools* Maidenhead: OUP

Part 3: Assessment

Assessment Strategy	Presentation demonstrating critical evaluation of an aspect of assessing pupils' understanding supported by readings and engagement with relevant literature.
	A critical discussion involving detailed analysis of aspects of attainment and next steps using appropriate literature.

Identify final assessment component and element	**Component A1**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**P/F**	**P/F**

First Sit

Component A (controlled conditions)	**Element weighting**

Description of each element	
Individual presentation on an aspect of assessment in the core subjects. (10 min)	Pass/Fail
Component B **Description of each element**	**Element weighting**
Critical discussion on moving learning forward in the core subjects. (3750 words)	Pass/Fail

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Individual presentation on an aspect of assessment in the core subjects. (10 min)	Pass/Fail
Component B **Description of each element**	**Element weighting**
Critical discussion on moving learning forward in the core subjects. (3750 words)	Pass/Fail
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	