 **BA (Hons) Primary Education – Placement Rubric of Progression**

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|  | **CBE (Year 1)** | **School Experience 1 and 2 (Year 2)** | **School Experience 3 (Year 3)** | **School Experience 4 (Year 4)** |
| **Curriculum and Pedagogy** | Apply an understanding of professional guidance and agreed approaches to working in the CBE context to contribute meaningfully to the work of the organisation. Develop an understanding of the organisation’s impact on the lives of young people. | Apply an understanding of early / first level primary curriculum guidance, teaching approaches and assessment strategies to plan and implement learning experiences that meet the needs of learners in an early primary context, with a focus on Expressive Arts. | Apply an understanding of curriculum guidance, teaching approaches and assessment strategies to plan and implement sequenced learning experiences with elements of differentiation in first / second level primary stages, with a focus on PE, Science and Technologies. | Apply an understanding of curriculum guidance, teaching approaches and assessment strategies to plan and implement sequenced and differentiated learning experiences across a range of areas of the school’s curriculum. |
| **Learning Context** | Demonstrate professional commitment and values through identifying and following key policies, procedures and processes that shape and support the work of the CBE organisation and be able to identify the links to education. | Demonstrate professional commitment and values through investigating then implementing key policy priorities and school procedures across their professional practice in the primary school context. | Demonstrate professional commitment and values by actively embedding key policy priorities and procedures across their professional practice in an inclusive, socially just and equitable manner. | Demonstrate professional commitment and values by evaluating and critiquing policy priorities and procedures to ensure their professional practice is inclusive, socially just and equitable.  |
| **Assessment** | Evaluate the organisation’s impact on the local community and the lives of young people. | Implement some observed assessment strategies and develop understanding of their role in teaching, learning and progression. Review assessment evidence to make informed judgements about the quality of their teaching and identify next steps for learning. | Implement a range of assessment strategies to inform teaching, learning and progression. Evaluate assessment evidence systematically to identify learners’ next steps, adapt planned learning and direct their own professional learning. | Implement a range of assessment strategies to inform teaching, learning and progression. Evaluate a range of assessment evidence across blocks of learning systematically to identify learners’ next steps, adapt planned learning, implement interventions to mitigate barriers to learning and direct their own professional learning.  |
| **Reflective Practice** | Engage in critical reflection to develop skills of self-appraisal and enable insights and application to practice. | Reflect on professional development using the GTCS Standards for Provisional Registration, describing areas for improvement and justifying actionable next steps. | Reflect on their professional development using the GTCS Standards to critically examine underlying values and how these shape emerging professional practice and identity. Analyse connections between the classroom, whole school, community, and national policy. Justify approaches to addressing areas for improvement. | Reflect on their own professional development using the GTCS Standards to critically examine their professional and personal values, analyse connections between their practice and institutional, policy, cultural and political change; and develop strategic approaches to addressing areas for improvement.  |
| **Professionalism** | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, positive engagement with all members of the university and organisations, and by upholding all aspects of the GTCS Student Code.  | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, and engagement with all members of the university and school community, and by upholding all aspects of the GTCS Student Code | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, and engagement with all members of the university and school community, and by upholding all aspects of the GTCS Student Code. | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, and engagement with all members of the university and school community, and by upholding all aspects of the GTCS Student Code. |