

EP309-30 Introduction to Primary Education

20/21

Department

Centre for Teacher Education

Level

Undergraduate Level 3

Module leader

Holly Heshmati

Credit value

30

Module duration

10 weeks

Assessment

100% coursework

Study locations

University of Warwick main campus, Coventry Primary

A Warwick Partnership School

Description

Introductory description

This module takes place in term 2 and is specially designed to introduce you to primary curriculum and pedagogy in the Primary school age range. You will explore your subject from a new perspective through engaging sessions at university led by teaching fellows and visiting teachers and have opportunity to support teaching and learning in practice through activities in a school or online learning setting with primary age pupils. Through engagement in primary education you will have the opportunity to raise awareness of and encourage engagement with primary education within the local community.

The module is hosted by the Centre for Teacher Education (currently rated 'Outstanding' by OFSTED). Anyone who completes the module is automatically eligible for an interview for the Postgraduate Certificate in Education (PGCE) initial teacher training course (providing all entry requirements for Initial Teacher Training are met).

[Module web page](#)

Module aims

1. To develop knowledge and understanding about the UK education system and what it is like to be a primary teacher.
2. To develop knowledge and understanding of primary education.
3. To provide a professional experience in supporting the teaching of primary.
4. To develop key transferable skills through engagement with 4-11 education.
5. To develop skills in personal reflection on professional practice.
6. To relate educational theory to education practice.
7. To raise aspirations of school students and encourage access to the study of primary in Higher Education.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The theory which underpins the practice of primary teaching is explored through seminars led by CTE Teaching Fellows. The seminars begin by discussing the current context of the UK education system and national curriculum before exploring a range of key themes in education such as how students learn, how ideas develop in the school curriculum and using assessment for learning and specific aspects of pedagogy relating to the teaching of primary .

As part of the module you engage in primary education through contributing to support for primary age students, either through online learning support or a short placement in a school. Whilst engaged in supporting primary learning you will develop your practical understanding of the teaching in primary schools. Indicative activities might include: developing learning resources, observing experienced teacher, supporting lessons, 1 to 1 or small group teaching, supporting school students in preparation for Higher Education.

To prepare for and support you for this you will participate a series of workshops at the university. These are highly interactive, practice based sessions, delivered by visiting teachers from local primary schools. Sessions cover topics such as effective management of learning environments, developing resources to support learning and effective questioning

Learning outcomes

By the end of the module, students should be able to:

- LO1 Critically analyse and reflect on key issues in primary education in school.
- LO2 Critically reflect on practice in teaching primary in school.
- LO3 Apply learning theory to primary school teaching practices
- LO4 Demonstrate engagement with supporting the teaching and learning of primary.
- LO5 Demonstrate professional skills in collaboration and effective communication with young people.
- LO6 Demonstrate engagement with raising the aspirations of school students towards study in Higher Education

Indicative reading list

Primary English: audit and test : assessing your knowledge and understanding
Primary English: knowledge and understanding
Primary mathematics: audit and test: assessing your knowledge and understanding
Mathematics explained for primary teachers
Understanding mathematics for young children: a guide for teachers of children 3-8
Teaching mathematics creatively
The elephant in the classroom: helping children survive, achieve and enjoy school maths
The really useful science book: a framework of knowledge for primary teachers
Primary science: knowledge and understanding
Primary science: teaching theory and practice
ASE guide to primary science education
Successful teaching placement: primary and early years
Transforming primary mathematics
Primary mathematics: teaching for understanding

Interdisciplinary

Through exploring the teaching and pedagogy of primary education you will consider and build connections between primary education, educational theory, the psychology of learning and cognition and also consider elements of policy, society and sociology. You will develop your written communication skills in producing both academic and professional evidence-informed rationales for practice.

Subject specific skills

You will develop skills relevant for teaching and the development of practice such as communication, collaboration and reflection. You will also develop skills relevant to the academic study of education such as analysis and critique. The module will also develop your skills in the pedagogy of your subject.

Transferable skills

Critical Thinking
Reasoning and Problem Solving
Active Lifelong Learning
Communication (verbal and written)
Teamwork and working effectively with others
Information literacy (research skills)
ICT Literacy
Citizenship (local and global)
Ethical Values
Inter-cultural learning and diversity awareness
Professionalism
Organisational awareness

Study

Study time

| Type | Required |
|-------------------|----------------------------|
| Lectures | 2 sessions of 1 hour (1%) |
| Seminars | 7 sessions of 2 hours (5%) |
| Practical classes | 7 sessions of 2 hours (5%) |
| Placement | 75 hours (25%) |
| Assessment | 195 hours (65%) |
| Total | 300 hours |

Private study description

No private study requirements defined for this module.

Costs

| Category | Description | Funded by | Cost to student |
|--|---|------------|-----------------|
| Other | In the UK, anyone working with children is required to have a Disclosure & Baring Services (DBS) check. The Centre for Teacher Education will cover the costs of this, however, you will need to provide the relevant proof of identification and address prior to the start of the module. | Department | £0.00 |
| Field trips, placements and study abroad | The module may provide the option for a short physical placement in a local school. You will be responsible for your travel arrangements to the placement. Placements are assigned to align with bus routes and opportunities for car share where possible. When possible, you will have the option to choose an alternative online teaching experience which will provide access to similar experiences and learning outcomes with no travel requirements. | Student | |

Assessment

You must pass all assessment components to pass the module.

Assessment group A

| | Weighting | Study time |
|---|------------------|-------------------|
| Critical review on an issue in Primary Education | 35% | 60 hours |
| A short (1000 word, approximately 4 sources) annotated bibliography on a chosen issue in Primary Education followed by a 500 word discussion and conclusion on the implications for teaching primary. | | |
| Evidence-based Primary teaching presentation | 35% | 75 hours |
| A recorded teaching presentation designed to support children's learning in primary with a 500-word teacher note, discussing the rationale relating to primary curriculum, learning intentions or pedagogic theory. | | |
| Academic Poster- what should future of primary education look like? | 30% | 60 hours |
| An academic poster to synthesise ideas from the module learning and demonstrate their application by exploring what future of primary education should look like. This draws together concepts students will have developed at school/tutoring, as well as those they have encountered at the university through critical engagement with both theory and practice. | | |

Feedback on assessment

Formative: During the course of the module students will have the opportunity to submit one annotated bibliography and their planning sheet for the academic poster for either written or audio feedback.

Summative: A written feedback sheet and in-text comments will be provided on each component.

Availability

Courses

This module is Optional for:

- UEQA-X35B Undergraduate Education Studies
 - Year 2 of X35B Education Studies
 - Year 3 of X35B Education Studies
- UPSA-C800 Undergraduate Psychology
 - Year 2 of C800 Psychology
 - Year 3 of C800 Psychology
- UPSA-C804 Undergraduate Psychology with Education Studies
 - Year 2 of C804 Psychology with Education Studies
 - Year 3 of C804 Psychology with Education Studies
- NETS-X3PR