



BISHOP  
GROSSETESTE  
UNIVERSITY

**BGTEACHER**   
**DEVELOPMENT**  
**PARTNERSHIP**  
*Learners and learning at its heart*

## **Guidance for KS3 School Experience**

**PGCE Primary Full-time  
2018-19**

## **Aims and Purposes of KS3 School Experience**

Those awarded QTS must demonstrate:

*They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach*

The 5-day experience is intended to contribute to your awareness of such matters.

## **Guidance**

You should follow the school's guidance about whether you remain with one class of children or spend time with several classes in Key Stage 3.

As well as observing the general organization and teaching approaches, you should consider through your observations and discussions with the professionals in the school, some of the questions on the following pages.

**Please remember that you are not there to be overtly critical of the teaching, or to act as an inspector!**

Whilst in the school it is expected that you will offer help, interacting, as appropriate, with the pupils and helping with routine tasks.

## **Transition from Key Stage 2 to Key Stage 3**

- **Discuss with Year 7 staff and/or transition co-ordinator how they support transition from Year 6 to Year 7.**

- **How are continuity and consistency of teaching and learning between Key Stage 2 and 3 secured?**

- **How do primary schools provide information about pupils' academic achievement and attainment? How are they used?**
- **What arrangements are there for pastoral support for pupils generally but particularly in transition from Year 6 to Year 7?**

### **The Key Stage 3 Curriculum**

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The national curriculum is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

The statutory requirements in relation to the entitlement areas are:

- schools must provide access to a minimum of one course in each of the four entitlement areas
- schools must provide the opportunity for pupils to take a course in all four areas, should they wish to do so
- a course that meets the entitlement requirements must give pupils the opportunity to obtain an approved qualification.

Please follow this link to view 'The national curriculum in England, Key Stages 3 and 4 framework document':

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381754/SECONDARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf)

You need to have knowledge of the Year 6 expectations for the core subjects. Look at the primary national curriculum, so you can begin to see how the children are progressing.

Find out, through your observations and discussion, 2 or 3 of the key features for how schools have implemented the new curriculum with Year 7. **The prompt questions are only suggestions. You may note information about any other aspects. You may want to make additional notes either electronically or written to use as evidence to support your understanding of transition and progression into secondary schools.**

- **How is the current curriculum being implemented?**  
e.g. are schools tailoring the curriculum to the needs and interests of the pupils?
  
- **English**  
e.g. does the secondary school refer to teaching grammar, spoken English, vocabulary, reading, writing – how does this build upon the primary curriculum?
  
- **Mathematics**  
e.g. are maths lessons structured in a similar way to the primary school daily maths lesson?  
How does this build upon the primary curriculum?

- **Science**

e.g. do secondary science lessons have a heavy focus on investigations, as in primary schools? How do secondary schools build the children's knowledge of concepts?

- **Computing**

e.g. is computing taught as a discrete subject and also used to support learning in other subjects? What sorts of equipment is used by staff and pupils in the learning environment e.g. iPads, interactive whiteboards, use of media clips e.g. for visual literacy?

**Any other comments:**

## **Useful sources for information and reading**

Effective Transition from Primary to Secondary School:

Policy by the Durham Federation

<http://www.thedurhamfederation.co.uk/files/pol/transition.pdf>

Policy from East Riding of Yorkshire District Council

<http://www.eriding.net/assessment/ks23transition.shtml>

Department for Children, Schools and Families. (2008). *Strengthening transfers and transitions. Partnerships for progress*. Retrieved from

[http://dera.ioe.ac.uk/7464/1/str\\_tt\\_prtnshp\\_prgrss08308.pdf](http://dera.ioe.ac.uk/7464/1/str_tt_prtnshp_prgrss08308.pdf)

Lancashire NGFL's example of a maths transition project on spirals and golden numbers:

[http://www.lancsngfl.ac.uk/secondary/math/index.php?category\\_id=817](http://www.lancsngfl.ac.uk/secondary/math/index.php?category_id=817)

Sutherland, R., Yee, W. C., McNess, E. & Harris, R. (2010). *Supporting learning in the transition from primary to secondary schools*. University of Bristol.

[www.bristol.ac.uk](http://www.bristol.ac.uk) Type in transition from KS2-3 and a number of resources will come up.

Link to children talking about transition from Year 6 to Year 7:

Talking Donkey Films. (2011, February 23). What the students say... [Video file]. Retrieved from

<http://www.youtube.com/watch?v=TRmIVXo6wPM>

**BISHOP GROSSETESTE UNIVERSITY**  
**POST GRADUATE CERTIFICATE IN EDUCATION (PRIMARY)**  
**7-11 AGE RANGE**

**DETAILS OF 5-DAY EXPERIENCE IN KEY STAGE 3**

<b>Trainee Name:</b> (Please print)	
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<b>School Name and Address:</b>	

<b>School Telephone Number:</b>	
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<b>Head Teacher Name:</b>	
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<b>No of days in school:</b>	
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<b>Trainee Signature:</b>	
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<b>School Representative Signature:</b>	
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<b>Please Print Name:</b>	
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<b>Position:</b>	
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<b>Date:</b>	
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