

02a Year 1 programme plan

- Curriculum planning for T Level in Education and Childcare year 1

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Programme: T Level in Education and Early Years year 1

Curriculum section: T Level in Education and Early Years	Programme leader: XXXXXXXXXXXX	Learning and teaching team: XXXXXXXXXXXX	IQA/IV: XXXXXXXXXX
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Data [from Power BI]	2019-20	2020-21 Year 2	2021-22 Year 1
Recruitment	n/a	Target: XX Actual: XX	Target: XX Actual: XX
Attendance	n/a	XX	XX
Retention	n/a	XX	XX
Achievement	n/a	XX	XX
Destinations [from Power BI]			
Next level (internal)		XX	XX
Next level (external)		XX	XX
Apprenticeship		XX	XX
Related employment		XX	XX
Unrelated employment		XX	XX
Voluntary work		XX	XX
NEET		XX	XX
Unknown		XX	XX
Identify any gaps between different groups of learners (EDIMS)		XX	XX

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This programme is funded by the Department for Education.

Intent of this programme: *(Your rationale: Include LMI, your use of the above data-trends to inform design, the profile of learners on this programme, impact of learner feedback from previous cohorts)*

The intent with this curriculum is to educate and upskill learners to be ready for employment in the early years (EY) sector or to progress to higher education, where they can undertake their teacher training or achieve Higher-Level Teaching Assistant (HLTA) status. T Levels reflect the industry's genuine workplace demands and deliver a high level of occupational readiness that will help learners to launch their careers into high-skilled employment. It focuses on the knowledge, skills and competences at the core of the qualification and on general competences in mathematics, English and digital.

This programme has a clear focus on developing the technical skills, attitudes and behaviours associated with a wide range of roles in the education sector. This focus ensures that learners are employment-ready and have the knowledge and skills to be effective in their roles based on their choice of occupational specialism. It employs a range of assessment methods reflecting the content and diverse performance expectations of the technical qualification, including examinations, employer-set projects (ESPs) and practical skills assessments. We have planned five points during the year for confirmative and synoptic formative assessments (FAs) of learners' current and prior learning. These will become progressively more challenging to equip the learners with the knowledge and skills needed to achieve their potential in both the technical qualification core, which is graded A* to E, and the technical qualification occupational specialism, which is graded D to U.

The EY and education industries continue to grow, with employment opportunities available in a wide range of roles across the industries locally. In Blackpool, we are above the national average (NA) for job opportunities in all the following roles: teaching assistant vacancies – approximately 40 openings a year, compared to the NA of 18; nursery roles – approximately 47 openings a year, compared to the NA of 24; childcare and related services, including family support and intervention – approximately 85 openings a year, compared to the NA of 35; educational support assistants – approximately 14 openings a year, compared to the NA of 2.

Employment in the Lancashire education sector is higher than the Great Britain average, so there is a strong demand for suitably qualified employees. Education plays a key role in Lancashire's economy, with a contribution of over £2 billion to Lancashire's gross value added (GVA), and it provides 8.9 per cent of Lancashire's employment. Replacement demand in Lancashire's key sectors across the 10 years from 2018 to 2028 demonstrates the need to attract and retain skills to enable businesses to function effectively. Projections of demand for qualifications in 2028 show a nationwide increase in demand for people with Levels 3 and 4+, declines in demand for holders of Levels 1 and 2, and a significant fall in demand for those with no qualifications (see figure 11). Lancashire is projected to experience a larger decline (7 per cent) in demand for those with no qualifications than the UK overall (5 per cent). Lancashire is also projected to see larger falls in demand for workers with Level 1 and Level 2 qualifications, by 4 per cent and 5 per cent, respectively, than the UK average falls in demand of 2 per cent and 3 per cent, respectively. Demand in Lancashire is projected to increase by 5 per cent for workers with Level 3 qualifications and by 4 per cent for Level 4+.

Source: Oxford Economics analysis for the Lancashire Labour Market Intelligence Toolkit, 2018; Oxford Economics, Local Authority Databank, Population estimates – local authority, based on five-year age band, 2019, ONS Regional GVA Balanced Approach

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The two occupational specialisms in our T Level reflect a range of employment opportunities and higher education progression routes.

Implementation:

We are continually refining our learning, teaching and assessment strategies to ensure we implement the desired curriculum and wider curriculum holistically to maximise learning and opportunities to assess learners throughout, in line with the external assessment requirements. We recognise that areas of focus include clear differentiation of formative and in-class assessments to maximise learners' experience, performance and development, both personal and professional.

In the first six-week diagnostic period, learners study a range of modules designed to measure their starting points, improve independence in learning and engage them with the key concepts, skills and behaviours they will be developing on the programme. We have standardised the way learners submit their work in preparation for exams, eg, name, candidate number, header, footer and size 12 Arial font, to reflect the naming conventions prescribed in the ESP. We are also introducing referencing and reflective writing from the start of the year in a range of induction modules to develop and build on these skills throughout their first year.

Learners will be introduced to the skills, attitudes and behaviours that they will be focusing on throughout the academic year, and these will be explored in depth to understand ways learners can develop and evidence these in their course booklets with rich examples from both the workplace and in their feedback from their college. The sequencing of learning is in line with placement expectations and understanding of the core curriculum. Learners are trained to perform well in practice and can see the links and relevance of classroom-based delivery.

Throughout the year, we have five FA points where we pause curriculum delivery to assess the learners across all aspects of their programme. This includes the core, ESP and occupationally relevant skills. These assessments are synoptic and become progressively more challenging, by requiring the learners to link to prior learning, pedagogy, safe practices and theory, to ensure knowledge and skills are retained and built upon. This worked well in 2021-22, but the assessment briefs have been improved (to include more timed FAs), with a greater mix of exam-style questions and scenarios added, essays (both handwritten and typed) and the use of complex case studies and virtual children to refer to throughout the year in a variety of situations. All these features support learners in applying their knowledge and recognising the impact.

We have introduced more distinct themes this academic year with explicit links to each of the elements. We are working with schools and EY settings with the intent of developing learners' planning and observation skills. These will be focused on by the whole team, where relevant, and in the skills and occupational specialisms. In line with the current frameworks and curriculum, those themes include: All about me, Celebrations, People who help us, Life cycles, and Habitats and transport. Our curriculum design has been endorsed by current employers, and their suggestions were actioned and formed part of our sequencing, planning and assessment choices.

Skills sessions embed a range of elements from the occupational specialism curriculum and have clear outcomes to develop learners' skills, attitudes and behaviours in their chosen specialisms. The sessions are designed to equip learners with the skills to perform effectively in their exams and external

assessments while ensuring they are successful in employment in their chosen field. The sequencing of these skills has also been co-created with employer partners to ensure we are meeting industry need, maximising learner experience and placement expectations.

Impact:

The intended impact is to ensure maximum progression to learners' chosen careers through a rich, learner-based programme and learning journey designed to stretch and challenge, build on their prior knowledge and skills, and ensure their ability to recall and apply it in a variety of ways in college and the workplace. Learners will be encouraged to aim for the highest possible grade, and we will use the 'Think back – Feed forward' learner self-assessment tool to allow learners to see where they performed well and what they need to do to improve certain areas to maximise grades, personal development and achievement.

The impact for the last two cohorts is demonstrated by the 100 per cent progression and achievement rate going into year 2, with positive learner feedback about the excellent experience. This has raised confidence and aspirations as they proceed to year 2. Learners are pleased with the LTA strategies. They like variety and are looking forward to more practical assessments allowing them to demonstrate their knowledge and skills through their professional practice.

The learners have experienced an extensive enrichment programme and benefitted from opportunities for relevant additionality beyond the curriculum. They enjoy the opportunity to stretch and challenge themselves and take themselves out of their comfort zones using the knowledge, skills, confidence and employer links built throughout the year.

Behaviours and attitudes: *(What specific strategies will be used? What is the approach? How will progress be measured?)*

Society, Health and Childhood (SHC) CARE values are embedded across all programmes and tailored to reflect both industry expectations and Blackpool and The Fylde College's (B&FC) values. To ensure a positive impact, a whole-curriculum approach has been taken to embed, observe, deliver and assess the target behaviours and attitudes to give the learners the greatest possibility of achieving positive outcomes.

Society, health and childhood CARE values:

Commitment	Attitude	Responsibility	Engagement
Maintain excellent attendance at college and placement: C1 Meet all deadlines and actively participate in sessions: C2 Be punctual at college and placement: C3	Always maintain positive behaviour: A1 Be motivated to learn: A2 Be professional at all times in college and on placement: A3	Take responsibility for your own learning: R1 Demonstrate respect for others: R2 Be responsible for your own actions: R3 Come to college and placement prepared: R4	Remain focused and communicate respectfully: E1 Be prepared to work hard in college and on placement: E2 Always be working towards your next steps, whatever they may be: E3

Learners will reflect on and evidence where they have demonstrated these skills throughout the year in their course handbook.

They will also evidence and red-amber-green rate industry behaviours, skills and attitudes, personal development and selected technical knowledge and skills. These can then be confirmed or commented on by tutors and assessors in college and professionals at work placements when we feel the learners have demonstrated the behaviour thoroughly and regularly in a variety of contexts and demonstrated competences in skills.

We also have a departmental approach to embedding and promoting fundamental British values, including democracy, the rule of the law, individual liberty, and mutual respect and tolerance of people with different faiths and beliefs.

All the above are embedded and evidenced in all schemes of work (SoWs) and activity planners.

Personal development: *(What specific strategies will be used? What is the approach? How will progress be measured?)*

EIF guidance: *The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which it does this.*

Enrichment

Our intent with the curriculum area is to offer a broad range of enrichment opportunities to enhance learner journeys. In addition to cross-college enrichment experiences, the employability, enrichment and pastoral (EEP) sessions offer opportunities to participate in fundraising opportunities, wellbeing courses and sports activities. This encourages learners to engage in extracurricular activities to ensure they not only develop as individuals but also enhance their chances of successful progression to university or employment.

The **personal development curriculum (PDC)** is implemented in learners' EEP sessions and covers two of the eight B&FC progress meeting absolutes.

All learners will have access to and be encouraged to attend a wide range of experiences that will broaden their development beyond the academic and enable them to develop and discover their interests and talents. This includes access to impartial careers education, information, advice and guidance (CEIAG) from the B&FC careers team, who are highly qualified L5 careers practitioners.

The values of democracy, individual liberty, the rule of law and mutual respect are deepened and promoted throughout the curriculum and all activities, including digital skills, wellbeing and relationships, sex and health education (RSHE)

The B&FC personal development learning outcomes are:

- Understand high expectations resulting in exemplary conduct and behaviour, including excellent attendance and punctuality.
- Demonstrate a positive attitude to learning, developing your own confidence, resilience, physical and mental health.

- Use opportunities to develop interests and talents to broaden your skills and assist your future success; contributing to learners own physical and mental wellbeing.
- Prepare for life in modern Britain, including a deep understanding of British values, diversity and community activities, and a celebration of what we have in common to promote positive, respectful relationships for all.
- Prepare for future success via a commitment to learning and broader development of skills.

The curriculum team continues to recognise the impact of Covid on the mental wellbeing and personal development of many of our young people, as it has often seen them isolated and experiencing very different learning opportunities through remote education and blended learning. The intent of our tutorial programme is to support our learners' personal development in line with B&FCs 16–19 strategy and the education inspection framework. To support learners' personal development, we aim to deliver high-quality tutorials which cover some of the following topics to provide holistic support for the needs of individuals in our society. To ensure standardisation, the tutorials will be delivered by one tutor, who will be responsible for ensuring that all learners in SHC have received a rich tutorial curriculum to enhance programme of learning and to empower them be to make informed choices on all aspects of society.

- Positive and unhealthy relationships
- Sexual health and consent
- County lines
- Hate crime
- Prevent
- Drug and alcohol misuse
- LGBTQ+
- Employability and career planning
- Resilience
- Safeguarding and digital wellbeing
- Fundraising opportunities
- Confidence-building sessions

Industry behaviours and skills development: *(Overview: Mapped against relevant apprenticeship standards)*

IBSD 1: Build relationships and attachments and promote a sense of belonging.

IBSD 2: Commitment to improving the outcomes for children through inspiration and child centred care and education.

IBSD 3: Care and compassion – show care and compassion in college and the work setting. Provide the very best childcare to every child combined with the ability to professionally challenge poor practice.

IBSD 4: Being team-focused – work effectively with colleagues and other professionals to support the learning and development of others through mentoring and sharing of professional expertise and experience.

IBSD 5: Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.

IBSD 6: Work in a non-discriminatory way by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.

IBSD 7: Demonstrate flexibility and embrace change.

IBSD 8: Uphold the ethos of the school or setting.

IBSD 9: Demonstrate personal initiative.

Specific English skills requirements:

GEC1: Convey technical information to different audiences

GEC2: Present information and ideas

GEC3: Create texts for different purposes and audiences

GEC4: Summarise technical and non-technical information and ideas

GEC5: Synthesise information

GEC6: Take part in and lead discussions

Curriculum link: [English | St Michael's Church of England Primary School Walsall \(stmichaels-pelsall.co.uk\)](https://stmichaels-pelsall.co.uk)

Specific mathematics skills requirements:

GMC1: Measuring with precision

GMC2: Estimating, calculating and error spotting

GMC3: Working with proportions

GMC7: Interpreting and representing with mathematical diagrams

GMC9: Costing a project

GMC10: Optimising work processes

GMC11: Using technical language in line with the current framework and curriculum

Curriculum link: **MEI context maths for T Level – in 2021-22 planning folder**

Specific digital skills requirements:

GDC1: Use digital technology and media effectively

GDC2: Create with multimedia and design tools

GDC3: Communicate and collaborate digitally

GDC4: Process and analyse data

GDC5: Demonstrate critical digital literacy

GDC6: Reflect and share examples of the digital platforms observed on placement

Curriculum link: [Digital Skills Courses - BLOOMSBURY LEARNING EXCHANGE \(ble.ac.uk\)](https://ble.ac.uk)

Gaps in knowledge identified from school:

	Gaps in knowledge from school	Comments
English basic and key skills builder (BKSB)	Grammar and reading whole texts for comprehension scored the lowest on average	Spelling and punctuation scored the highest
Maths BKSB	Numbers, using calculations, fractions and decimals scored particularly low for a reasonable proportion of learners	Shapes, handling information and use of numbers scored well overall
Learners with lowest average score	Maths: AW 30209321	English: DD 30217948, PC 30217530, RA 30222804

A summary of the updates to the specification is provided below, applicable for delivery from September 2022 only:

Document changes:

- removing the word 'new' in relation to the technical qualification
- adding clarification regarding the status of T Level learners under 17 years of age while on placement
- amending language to make it more consistent
- adding additional web addresses in the useful links section.

Significant content changes:

- core statement 2.3 has been rewritten to better emphasise the theories (rather than, primarily, the theorists), the pedagogical approaches and the underpinning evidence
- core statements 3.1 to 3.3 have been rewritten to provide greater clarity regarding the required depth of teaching, and to make stronger links between regulations and practice
- statement K4.3 has been moved from the EY educator specialisms to the core.

Smaller content improvements:

- updating legislation or regulations with current dates
- reflecting recent changes to the early years foundation stage (EYFS) framework
- updating and standardising language that practitioners use in relation to behaviour management
- separating or merging bullet points that cover different or similar information
- updating references to specific roles (eg, designated safeguarding lead)
- adding additional information for providers in relation to children's neurological development
- adding more up-to-date topics (eg, county lines)
- adjusting content in line with NCFE house style.

Actions from last year's cohort:

Target	Action	By whom	By when
Clear focus on specific skills to be assessed in year 2 from semester 2 of year 1	Skills tutors to be familiar with the assessment and marking criteria to maximise learning opportunities and effective structured observations in year 2	Skills assessors	September 2022
ESP and core to be split between the teaching team, with a clear focus on the specific skills required for both curriculum frameworks (overview) but a deeper focus on chosen pathway	Clear focus on the specific skills required for both curriculum frameworks (overview) but a deeper focus on chosen pathway	ESP lecturers	September 2022
Core to be taught with specific focus on what element learners are learning.	Be explicit in sessions which element is being studied. Frequently check class notes for adequate reference	Core lecturers	July 2022

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Disclosure and Barring Service (DBS) check to be completed in first four weeks and block placement planned for the winter holidays	Letters to be given out at induction. Specific sessions booked to complete placement-ready sessions in a computer room in the first few weeks	Teaching team	WC: 26 September for DBS WC: 12 December 2022 for placement
Core to be completed prior to ESP starting to allow for exam preparation	Core curriculum to be delivered prior to the start of ESP – additional teaching time allocated to allow for this	Core lecturers	WC: 22 March 2022
FAs to be carefully considered as a team to make sure they do not feel overwhelmed at each FA point	Discuss assessment methods with the team to allow breadth, relevance and realistic expectations for the timeframe	Teaching team	End of June 2022
Diagnostics to be completed during the induction period to identify gaps in learning and interventions to be made	Diagnostics to be completed in: Maths, English, digital, knowledge, skills and behaviours (KSB) – gaps to be implemented onto the Curriculum Plan and embedded in SoWs to demonstrate where we are bridging the gaps	Teaching team, BKSB, Skills RAG	By the end of the six-week induction period
Key dates to be given at the start of the year to avoid booking time off at key points	Anna to formulate all key dates for years 1 and 2 – to be given out in induction	Core	September 2022
Closer scrutiny of placement hours – regular logging of hours – verification from assessors at each FA point	Explicit within EEP Factored into assessor timetable	Skills assessors	Each FA point:

Measuring the programme's impact: *(The quality cycle)*

Quality measure	Date of measure	Lead	Context
Timetable and curriculum plan quality check	June	Q&S	Reviewing the learner experience within the timetables and sampling curriculum plans for compliance with 16–19 strategy.
Flightpath #1, #2 and #3	September, January and May	DfS	Learning resources, learner targets, IA/DA, group profiles and cross-college curriculum.
Post-induction, on-programme and year-end learner surveys	October, January and May	Q&S	Provides learners with three opportunities to provide qualitative and qualitative feedback on the quality of their learning experience at B&FC.

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Shallow dive #1, #2 and #3	November, February and April	Q&S	Includes learner focus groups on aspects of their study programme, including the cross-college curriculum.
Big learner meetings #1 and #2	November and March	DfS	Held twice per year with SHC representation. Led by B&FC's principal and attended by the head of curriculum.
Learning walks	Ongoing	Q&S	Conducted on a weekly basis by leaders and managers from the SHC and across the broader leadership team. Provides a gauge of the quality of learning. Recorded on curriculum observer and shared with the team in weekly KITs.
Milestone reviews #1, #2 and #3	December, April and June	DfS	To engage with learners' main stakeholders, including parents and carers, to provide an overview of progress and performance.
Learner voice sessions	Weekly in EEP	PT	This weekly opportunity ensures learners can provide feedback to their PT about their performance on the programme, any extracurricular sessions they have attended and to discuss experiences on placement the previous week.

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Induction infrastructure

Module	Dates and timescale	Content
Canvas and main programme	Six weeks (5 Sept to 10 Oct)	• Location • Use of function • Accessing assessment calendar, timetable and tutor details • Assessing and downloading resources • How to submit assessments • How to read feedback • Notifications • Tracking progress
Tutorial, etracker and Canvas	Six weeks (5 Sept to 10 Oct)	• B&FC code of conduct (link PDC) • Learner life (link PDC) • Red/Green button • Think ahead • Enrichment • Careers centre (link PDC) • etracker, attendance, punctuality, action plans, progress reviews and progression audits
Academic writing	Four weeks (5 Sept to 26 Sept)	• Referencing • Loop resources and support • Note-taking in class • Organisation of files • Maths, English and digital skills
Skills development	Four weeks (5 Sept to 26 Sept)	• Team building • Career-goals: liaise with PT for profile • Diagnostic assessment: gaps in skills and behaviours • Pre-placement programme: DBS
Personal development session	Ongoing from Sept	• Purpose of PDC • Overview of the year, content and subjects • Using Canvas to complete assessments • How it is embedded across programme

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Assessment

Sequencing of assessments:

Elements/ESP	Lecturer	Internal Verification (IV)	Assessment method	Criteria in task:	Hand-In date:	Date marked by:	IQA sampled by:
Core EY			Essay with referencing	PO1–PO3	17/10/22	31/10/22	14/11/22
			Essay with referencing	PO1–PO3	28/11/22	12/12/22	2/1/23
			Timed exam	PO1–PO3	23/1/23	6/2/23	13/2/23
			Handwritten timed exam	Overview of core papers A and B	13/3/23	27/3/23	30/4/23
Core EY			Written brochure	PO1–PO3	17/10/22	31/10/22	14/11/22
			Exam	Overview of core papers A and B	28/11/22	12/12/22	2/1/23
			Topic test	PO1–PO4	23/1/23	6/2/23	13/2/23
			Topic test	PO1–PO3	13/3/23	27/3/23	30/4/23
ESP EY			Early support plan	1A	17/10/22	31/10/22	14/11/22
			Activity planning based on a scenario	1B2B	28/11/22	12/12/22	2/1/23
			Mock exam part 1	2B	23/1/23	6/2/23	13/2/23
			Mock exam part 2	3B	13/3/23	27/3/23	30/4/23

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Skills EY			Poster	PO1–PO5	17/10/22	31/10/22	14/11/22
			Activity plan	PO1–PO5	28/11/22	12/12/22	2/1/23
			Timeline	PO1–PO2	23/1/23	6/2/23	13/2/23
			Observation (twice)	PO1–PO5	13/3/23	27/3/23	30/4/23

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Curriculum implementation

Sequencing the study programme: EY occupational specialism only

Term 1								
Week	PDC [information from central SoW]		English [information from central SoW]	Maths [information from central SoW]	Technical skills EY	Core	Core	ESP EY
5/9/22	Expectations, group rules and digital	Induction	Induction: cross-college activities	Induction: cross-college activities	Introduction overview: getting to know you Homework: EYFS summary for display board	What makes an outstanding practitioner in early years and education? KSB review	School and childcare provisions Government education departments	Introduction overview – getting to know you.
12/9/22	Introduction to staying safe @B&FC		Diagnostic assessment	Diagnostic assessment	Discuss classroom rules, industry behaviours and expectations EYFS Effective practitioner and activity planning	0–19 years areas of development: normative patterns	Education and childcare professionals 0–19, their role, responsibilities and qualifications	What ESP? File set up How will you be assessed?
19/9/22	Learner life		Identify elements in a text: skimming and scanning	Number properties and fundamental skills	Create ‘All about me’ display Inclusive practice EYFS and areas of learning Attachment theory Communication and positive language	Brain development and attachment	Reflection models Receiving feedback	Identify the child's needs (profile) Discussion intervention Partners for success (PDC)

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					Activity planning			
26/9/22	Partners for success @ B&FC		Introduction to writing evaluations	Fractions, decimals and percentages	Reflective practice Reflection cycles Skills-matching activity: social interaction and professional conduct	Factors affecting development Partnership working	Continuing professional development (CPD), professionalism	Introduction: EYFS and developmental milestones
3/10/22	British values, Prevent and radicalisation		Language and language features	Percentages	What are British values, Prevent and radicalisation in the EY sector? Role play and activity planning	Factors to support attachment and development in the setting	EYFS and national curriculum	Introduction: developmental needs (early help assessment link)
10/10/22	Careers: career centre		Evaluating texts	Ratio and rates of change	Careers aims and roles in the EY sector Role play Activity planning and areas of learning. Skills-matching activity	Transition SEND Challenging behaviour	Theoretical approaches: behaviourist	Introduction: educational pedagogies
17/10/22	Personal development consolidation and celebration week		FA week	FA week	FA week 1	FA week 1	FA week 1	FA week 1
31/10/22	Topical: mental wealth	Resilience	Spoken language	Investigating triangles	Supporting emotional wellbeing in EY: communication,	The role of the adult in supporting resilience, self-	Stages of language and communication from 0–7 years	Analysing a child's profile Tracking and monitoring a child Partnerships

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				differentiation and support strategies Role of safeguarding lead in EY: observation, CPD and activity plan	esteem, identity and friendships		
7/11/22	Relationships and sex education (RSE): Gender-based violence		Spoken language	Investigating shapes	Differentiated play: activity planning, reflective cycle and language-rich environment Behaviour: revisit self-concept positive and negative self-concept on behaviour, cognition and social development Serious case reviews	Emergent literacy in relation to EYFS (phonics)	Differentiated early support plan: case study 1 Communication, phonics
14/11/22	British values: rule of law		Introduction to structure	Algebra and using formulae	Snack time: role play, activity and child profile analysis Boundaries of confidentiality Behaviour policy	Planning activities in line with current framework	Differentiated activity planning: case study 2 Pedagogy and resources
21/11/22	RSE: peer on peer (forum theatre)		Evaluate texts critically	Indices, standard forms and sequences	Partnership working, professionalism, social interaction, communication, SEND, differentiated planning and language-rich environment Children and parental rights Different styles of parenting and home life and the impacts of this. Partnership working and ways to remove barriers to partnerships	Mathematics through everyday lives	Differentiated assessment: case study 3 SEND, behaviour
28/11/22	RSE: peer on peer		Synthesis and comparison	Linear graphs, gradients and equations of a line	FA week 2	FA week 2	FA week 2

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5/12/22 12/12/22	Topical: addiction personal development consolidation and celebration week		Compare writers' ideas	Data handling	Block placement	Block placement	Block placement	Block placement
			FA	FA	Block placement	Block placement	Block placement	Block placement

Term 2								
Week	PDC [information from central SoW]		English [information from central SoW]	Maths [information from Central SoW]	Technical skills [aligned to applicable standards]	Core	Core	ESP EY
2/1/23	Topical: physical wellbeing	Safety and wellbeing (Skills for 2030: Navigation)	Evaluation of a text	Charts and probability	'Wakey Shakey' strategy: Maslow's hierarchy of need linked to EYFS Activity planning Language-rich environment	Self-regulation and resilience (inks to physical wellbeing) Resources and strategies	Personal, educational and environmental factors affecting engagement	Reflective cycles using language-rich environment and block placement week(s)
9/1/23	British values: mutual respect		Language: analysis and narrative writing	Planning journeys, working with speed/distance/time	Communication with staff: relationships and partnership working	Equality and diversity (E&D), safeguarding and inclusion Barriers Strategies Labelling	How practitioners support education	Reflective cycles using SEND case study
16/1/23	Topical: exploitation and modern-day slavery		Structure: developing an analysis	Best buys and recipes	Multiagency role play: analysis of child profile, activity plan and reflective cycle, linked to EYFS	SEND Multi-agency working Integration and inclusion Differentiation	Technology to support learning Methods of feedback	Pre-release for FA3 – analysis of activity plan ready for next week

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23/1/23	Careers: career development and career planning (L3, UCAS)		Evaluation of a text, writing conclusions and developing a narrative	Angles in parallel, polygons	FA week 3	FA week 3	FA week 3	FA week 3
30/1/23	Celebrating diversity		Developing analysis skills and polishing a narrative	Perimeter, area and volume	Celebrations and festivals around the world: FA Activity planning, inclusivity/diversity across the EYFS, language-rich environment	Social and medical models of disability Inclusion in schools and settings Importance of celebrating diversity	Summative/Formative assessment National assessments	Embedding educational theories and concepts in activity and support plans
6/2/23	Personal development consolidation and celebration week		FA	FA	Observations week 1 (language-rich environment)	How a range of cognitive skills may be affected by single or multiple disabilities Evaluate the current curriculum framework assessment	Observation/Planning cycle Role of practitioners in assessment process	Embedding differentiated resources and pedagogies in activity and support plans
20/2/23	Topical: online safety (CEOP)	Core values (Skills for	Identifying information and ideas	Investigating circles and cylinders	Observations week 2 (staying safe)	Language acquisition theories and practice Links to activity planning and child profiles	Staying safe online, policies, procedures and partnerships	Child profile analysis in practice: placement reflection
27/2/23	Topical: hate crime		Language and structure: developing language skills in article writing	Transformation and vectors	Observations week 3 (wellbeing)	English as an Additional Language (EAL)	Observations and the EYFS application	Reflective cycle: using feedback to improve activity and support plans

6/3/23	British values: individual liberty		Evaluating and interpreting information	Compound measures and conversion graphs	Observations week 4 (safeguarding) Collaborative planning	EAL Roles and responsibilities of different partnerships	Pre-release material practice: interpreting information.	Reflective cycle: using feedback to improve activity and support plans
13/3/23	RSE: healthy relationships, consent and boundaries		Synthesis and comparison, similarities and differences	Expand and factorise, including double brackets	FA week 4	FA week 4	FA week 4	FA week 4: full ESP mock
20/3/23	Topical: money and legal advice		Compare writers' ideas	Form and solve equations	Risk assessments and hazards: design a trip to local park	Safeguarding, welfare and progress Children in Need Abuse Policies and procedures, including online recap	Compare writers' ideas: explore a range of observations of the same child from different perspectives.	FA4: peer assessment
27/3/23	Personal development consolidation and celebration week		FA	FA	Risk assessments and hazards: design a trip to a local park	Family structures	Celebrate achievements: sharing good practice	FA4: reflective personal development on mock

Term 3								
Week	PDC [information from central SoW]		English [information from central SoW]	Maths [information from central SoW]	Technical skills [aligned to applicable standards]	Core	Core	ESP EY
17/4/23	British values: democracy	Democracy	Revision	Simultaneous equations	Extending learning and scaffolding the curriculum	Democracy in the education sector	E&D Equality Act	Two-week pre-release analysis

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24/4/23	Careers: career progression (CEIAG and employability)		Revision	Venn diagrams and probability trees	Extending learning and scaffolding the curriculum for SEND	Prep for ESP	E&D	Two-week pre-release analysis
1/5/23	RSE: healthy body and soul (health and contraception)		Revision	Bearings and scale drawings	ESP window: no delivery this week	ESP window: no delivery this week	ESP window: no delivery this week	ESP window: no delivery this week
8/5/23	Topical: misinformation		Revision	Revision	ESP window: no delivery this week	ESP window: no delivery this week	ESP window: no delivery this week	ESP window: no delivery this week
15/5/23	Topical: mental health celebration event		Revision	Revision	ESP window: no delivery this week	ESP window: no delivery this week	ESP window: no delivery this week	ESP window: no delivery this week
22/5/23	Personal development consolidation , exams and celebration week		FA	FA	Exam preparation based on FA analysis	Exam preparation based on FA analysis	Exam preparation based on FA analysis	Exam preparation based on FA analysis
5/6/23	Topical: managing finance and budgets	Progression	Revision	Revision		Core paper A: 09/06/23	Core paper A: 09/06/23	Core paper A: 09/06/23
12/6/23	Topical: staying safe		Revision	Revision		Core paper B: 15/06/23	Core paper B: 15/06/23	Core paper B: 15/06/23

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	in the sunshine						
19/6/23	Personal development consolidation , assessment and celebration week		Revision	Revision	Awards and celebrations	Awards and celebrations	Awards and celebrations

Employer endorsements and engagement

This programme is formally endorsed by:

Katie Fletcher KSI – Yr. 2 primary school teacher.
Marton Primary school

Date: 8 June 2022



**Marton Primary
Academy and Nursery**
BRIGHT FUTURES EDUCATIONAL TRUST

I worked alongside Katie during industry updating

I have read through your curriculum plan for the new T Level qualification. The plan is very thorough and covers all the necessary skills, attitudes and behaviours which are crucial to the development of effective EY practitioners and teaching assistants. The curriculum is sequenced effectively and is well thought out.

The only points which could possibly be added are:

The development of 'growth mindset', which we focus on throughout school to train the children to believe in themselves and think positively rather than negatively. For example, rather than saying "I can't do this, it's too hard", we say "This might take me a while, but I'll keep trying and never give up". We also say, "FAIL only means First Attempt In Learning". If you research growth

days and found her input and advice invaluable. This programme is also formally endorsed by: xxxxxxxxxx, nursery teacher and foundation stage manager xxxx Primary School: Date: x xxx 202x Insert school logo	mindset in primary schools, there are lots of examples online. This links to our learning power of perseverance, which we also focus on throughout school. You mention learning to work in a group, and collaboration is another of our learning powers. Maybe add to this that children also need to develop their independence skills. I always try to plan a mix of independent, paired, group and class activities throughout the day and week. You mention being aware of differences, and it might be worth mentioning differentiation. We always ensure every lesson and activity is differentiated to meet the needs of every child to ensure they all have some degree of success. Katie Fletcher The core skills, attitudes and behaviours content in the T Level training is well structured and covers all the key skills needed to be a reliable member of a team. It is really important to be team-focused but also to be able to work individually on projects that will benefit and inspire others. The ability to ‘think on your feet’ and be able to adapt ideas to different situations would be very beneficial. The general competencies that deal with English, maths and digital learning are all essential skills needed to work in a team with the ability to deal with a range of possible tasks from presenting data, conveying information to a variety of audiences and using these skills for supporting teaching in a range of settings. The curriculum content for T Level training is well thought out and covers an excellent range of skills. A basic understanding of child development is essential to be able to understand the ages and stages of development, particularly when working with very young children. Health, safety,
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This programme is also formally endorsed by:
Blackpool, Fylde and Wyre:
Cerebral Palsy Association
Date: 17 April 2022



I requested their feedback in relation to the SEND aspect of the curriculum: knowledge, skills, attitudes and behaviours

safeguarding, equality and diversity are all given equal importance and weighting in the training and provide a good basic knowledge for learners.

The ability to communicate confidently with a variety of people, including other professionals and parents, is a great quality to bring to any role in an education setting. As a teacher, the ability for staff to be able to deal effectively and sensitively with parents and carers is a great support. I was really happy to see units that focused on enabling indoor and outdoor environments. Again, members of a team who have the ability and initiative to help create these kinds of stimulating learning environments are worth their weight in gold. This could even be extended and studied in more depth, as it is such an important aspect of teaching young children.

The units concerned with maths, mark-making, writing, reading and creativity provide a great basis from which to develop knowledge and good practice once working in a setting. An additional unit about developing critical thinking and problem-solving through supported play, open-ended questions and how to use talk to scaffold learning and progression of ideas would be very beneficial. Talking effectively to children is not always a natural ability, and it would be great for learners to have experience in ways of enhancing talk and conversation while in play situations, where children are most relaxed and happy to learn.

Key qualities:

- **Initiative in spades**
- **The ability to use effective and thoughtful talk during play.**

Thank you for considering us to endorse your curriculum plan in relation to SEND. We think you should consider teaching your learners how to better support parents with supporting their child with SEND. Do not always assume parents understand activities and the developmental needs for their child. The ability to be creative, differentiate and adapt resources and activities is a key skill. We also feel that they need to develop the confidence to communicate and engage

effectively with children who struggle to communicate back. We know this can be overwhelming at first, but it is essential that they take it as their responsibility. We think learners should have a good understanding of the local support services available for children and families in relation to SEND. We work in partnerships with other agencies, and these are common themes we often discuss.

Another consideration could be to look at the financial implications of having a child with SEND. Equipment can be very expensive. For example, a standard tricycle may cost £50 for an able child but for a child with SEND it could be anywhere in the region of £300 plus.

I look forward to meeting your learners later in the year.

Kind regards

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