

**Assessment Only Route to** **QTS**

**Subject Knowledge Audit – Primary (All subjects)**

**2023-24**

## Subject Needs Audit

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| **Candidate Name:** | **School:** |
| **Key Stages:** | **Subject: Primary** |

It is likely that no degree fully provides candidates with all the subject knowledge necessary to teach the full range of primary 3-7 or 5-11 provision.

The purpose of this audit is to assess knowledge, skills and understanding before you start the route. The mentor and assessor will use this to identify targets for you to meet as you develop their practice through the assessment period. At the start of the route, you will be asked to identify opportunities to develop your **subject knowledge** against the National Curriculum requirements.

In the spaces provided on the following pages you should classify your confidence in each area by ticking against the 4-point scale. Then, in the spaces provided, give examples of the evidence / experiences which lead you to feel confident about their subject knowledge in a particular area.

It is particularly important that you can clearly identify those areas where you feel that subject knowledge needs to be developed so that you can seek guidance and support.

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| **1 = Very Good** (secure and wide-ranging knowledge, very confident) | **2 = Good** (no significant weaknesses) |
| **3 = Adequate** (requires significant improvement and support) | **4 = Inadequate** (insufficient evidence and/or experience |

**Subject Knowledge Needs Audit – Targets for Development**

**Initial Targets -** These are the targets to be addressed before the start the route and within the first weeks of the assessment period

**Review 1 - Targets** – You should review your confidence halfway through the assessment period – between your assessors first and second observation visits and set any further areas for development.

**Review 2 - Targets** - You should review against the additional targets set at the end of the assessment period and set further subject knowledge targets to focus on during your ECT (Early Career Teachers) years.

**Subject Knowledge Needs Audit – Guidelines for Candidates and Mentors**

**Subject Needs Audit:**

Although all candidates are graduates – usually in the specialism they wish to teach – there are inevitably gaps between what they know as a graduate and what they need to know as a primary teacher. This applies both to the knowledge the candidate clearly needs and the various teaching approaches they will need to master to enable them to teach the subjects.

This audit is designed to help the candidate to review their own subject knowledge and to identify those areas where they anticipate that they may need further support.

Throughout their training year trainees will need to regularly review the development of their Subject Knowledge (relevant to **Core Content Framework and Early Career Framework Standard 3 / Teachers’ Standards T. 3** as appropriate) as a vital element in their assessment only experience.

It is intended that this document be used in the following manner: -

* Copies of the **Subject Needs Audits** are intended for: -
  + The **Mentor** to facilitate preparation for supporting the candidate and indicate planning needs
  + The **Candidate** to enable them to address targets.
  + **School Subject Leaders** to enable them to identify initial targets which the candidate will need to address at the start of the route.
  + **The Assessor -** to help them monitor their candidate’s progress

*(It is recommended that the candidate keep a ‘live’ version which will be an on-going record of developing Subject Knowledge.)*

* At application, the candidate should use their mentor discussion to evaluate with their mentor the **Subject Needs Audit** and establish initial targets for development. It may often be appropriate at this stage to specify additional targets for the first few weeks.
* The **mentor** should continue touse the **Subject Needs Audit** to evaluate and monitor development and to inform the completion of your **Assessment Against the Teachers’ Standards.**
* At appropriate times the **Mentors** and **Subject Leaders** (where appropriate) should review the **Subject Needs Audit** to identify those development targets that need to be met**.**
* Finally, the **Subject Needs Audit** should form part of the Induction that candidate’s will take into their first teaching post.

**English**

**Subject Scholarship:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Scholarship** – ability and confidence to develop their own subject knowledge through exploration of wider reading, theory, and research |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Subject History and Experiences:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject History** – knowledge and understanding of key developments within the subject over time (e.g., how content has changed in the National Curriculum / subject examination specifications  Subject Experience - Awareness of their own experience of the subject and how this impacted on their own learning / how this could impact on pupils’ learning |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Subject Knowledge per se:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Spoken Language:**  Awareness of key concepts:   * Accent * Dialect * Standard English * Non-standard English * Differences between speech, languages, and communication * Exploratory talk |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Reading and SSP:**  Awareness of key phonology:   * Grapheme * Graph * Digraph * Trigraph * Phoneme: Vowel sounds, consonant sounds * Segmenting phonemes * Blending phonemes * Syllable * Onset * Rime |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| Reading for meaning:   * Literal Comprehension * Deduction * Inference * Evaluation * Prediction * Authorial intent * Reading for information * Fact and opinion |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Writing, punctuation, and grammar:**  Handwriting:   * Handwriting * Letter formation * Upper and lower case |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| Words and phrases:   * Determiners * Nouns * Singular * Plural * Adjectives * Converting nouns to adjectives * Pronouns * Verbs * Present and past tense * Progressive and perfect * Auxiliary verbs * Modal verbs * Conjunctions: Co-ordinating and subordinating * Adverbs and adverbials * Prepositions and prepositional phrases * Clauses: Relative clause and subordinate clause |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| Sentences:   * Sentence functions: statement, question, command, and exclamation * Multi-clause sentences * Passive verb form * Active verb form * Subjunctive form |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| Texts:   * Lexical cohesion (use of vocabulary) * Grammatical cohesion (e.g., use of tense, connectives, pronouns) |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| Punctuation:   * Full stop * Question mark * Exclamation mark * Comma * Colon * Semi-colon * Hyphen * Brackets * Inverted commas (speech) * Apostrophe for contraction * Apostrophe for possession * Ellipsis |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| Morphology:   * Morpheme * Root words / stem words * Compound word * Affix: suffix, prefix * Word families |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| * Synonym * Antonym * Homonym * Homophone * Homograph |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| Figurative language:   * Simile * Metaphor * Personification |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Texts and Literature:**   * Recount * Instructions * Explanations * Non-chronological reports * Discursive * Persuasive * Narrative texts * Play scripts * Nursery rhymes * Poetry * Film Texts * Children’s picture books * Illustrators * Significant authors * Reading and phonics schemes |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Mathematics**

**Subject Scholarship:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Scholarship** – ability and confidence to develop their own subject knowledge through exploration of wider reading, theory, and research |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Subject History and Experiences:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject History** – knowledge and understanding of key developments within the subject over time (e.g., how content has changed in the National Curriculum / subject specifications)  Subject Experience - Awareness of their own experience of the subject and how this impacted on their own learning / how this could impact on pupils’ learning |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Number:**   * Mental Mathematics * Standard written algorithms * Recall of multiplication tables to x12 * Types of language of number and number sets, e.g., factors, multiples, prime numbers, prime factors, square and triangle numbers, integers) * Ratio and proportion * Index notation * Calculations with fractions * Calculations with decimals * Calculations with percentages * Imperial and metric measures * Use of calculators |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Number to algebra:**   * Finding and using patterns in numbers * Sequences and generalisation * Equations: finding unknowns * Inequalities * Formulae: substitution * Formulae: Rearrangements * Formulae: equations, tables, and graphs |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Geometry:**   * Properties and language of 2D shapes * Properties and language of solids (3D shapes) * Angles in lines and polygons * Transformations: reflection, rotation, translation, enlargement * Coordinate grids * Area of shapes * Volume |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Statistics:**   * Language of probability * Written notation of probability * Independent events * Mutually exclusive events * Combined events * Mode, mean, median * Data collection (sampling, questionnaires, surveys, etc) |  |  |  |  |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Pedagogical subject knowledge:**   * Mathematics within the National Curriculum * Maths in EYFS and KS3 * Ability to make effective and appropriate use of ICT in teaching (IWB, spreadsheets, etc) * Knowledge of how mathematics supports other subjects * Ability to plan key questions for learning * Ability to differentiate for learning * Ability to plan a sequence of learning in mathematics * Ability to assess learning * Ability to identify misconceptions |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Science**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Scholarship** – ability and confidence to develop their own subject knowledge through exploration of wider reading, theory, and research |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Subject History and Experiences:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject History** – knowledge and understanding of key developments within the subject over time (e.g., how content has changed in the National Curriculum / subject specifications)  Subject Experience - Awareness of their own experience of the subject and how this impacted on their own learning / how this could impact on pupils’ learning |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Key Topics / Concepts:**  Biology:   * Plants * Animals, including humans * Seasonal changes * Living things and their habitats * Evolution and inheritance |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| Chemistry:   * Everyday materials, including uses * Rocks * States of matter * Properties and changes of materials |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| Physics:   * Light * Forces and magnets * Sound * Electricity * Earth and space |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Pedagogical subject knowledge:**   * Science within the National Curriculum * Science in EYFS and KS3 * Ability to make effective and appropriate use of ICT in teaching (IWB, spreadsheets, etc) * Working scientifically * Promoting science as an accessible subject for all * Ability to plan key questions for learning * Ability to differentiate for learning * Ability to plan a sequence of learning in science * Ability to assess learning * Ability to identify misconceptions |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Wider Curriculum**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Scholarship** – ability and confidence to develop their own subject knowledge through exploration of wider reading, theory, and research |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

**Subject History and Experiences:**

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject History** – knowledge and understanding of key developments within the subject over time (e.g., how content has changed in the National Curriculum / subject specifications)  Subject Experience - Awareness of their own experience of the subject and how this impacted on their own learning / how this could impact on pupils’ learning |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Specific topics:**  History (UtW):   * know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind * gain and deploy a historically grounded understanding of abstract terms such as ‘empire,’ ‘civilisation,’ ‘parliament’ and ‘peasantry’ * understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses * understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed * gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Specific topics:**  Geography (UtW):   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Subject Specific topics:**  Art and Design (EAD):   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft, and design techniques * evaluate and analyse creative works using the language of art, craft, and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Subject Specific topics:**  Design and Technology (EAD):   * develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others * understand and apply the principles of nutrition and learn how to cook. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Subject Specific topics:**  Music (EAD):   * perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Specific topics:**  PE (PD):   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |
| **Subject Specific topics:**  Foreign Languages (C&L):   * understand and respond to spoken and written language from a variety of authentic sources * speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation * can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt * discover and develop an appreciation of a range of writing in the language studied. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Specific topics:**  Religious Education (PSED/UtW):  **This remains a statutory subject with a non-statutory framework devised by the local authority and the SACRE.** The new National Curriculum (DfE, 2013) states that:‘*All state schools must teach religious education to pupils at every key stage.’*  The Non-Statutory Guidance (DCSF, 2010) states that RE should:   * **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development * **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional, and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives * **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society * **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice * **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion. |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Knowledge, skills and understanding** | **Initial Grade** | **Review 1** | **Review 2** | **Candidate – Please enter below the evidence or experiences you have had which support the judgement you have made in each area of subject knowledge specific** |
| **Subject Specific topics:**  PSHE (PSED): This **remains a non-statutory subject with statutory elements.** However, the new National Curriculum (DfE, 2013) states that:‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’.  The PSHE Association has produced a revised Programme of Study (2020) which is based on three core themes:  1. Health and Wellbeing  2. Relationships  3. Living in the Wider World |  |  |  | Initial Evidence (start) –  Review 1 –  Review 2 – |

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| **Undergraduate degree subject and relevant modules:** |  |
| **Post graduate study:** |  |
| **Subject specific memberships:** |  |
| **Specialist research:** |  |