

Embedding Fundamental English and mathematics for ITT 2020

Providers are covering most of the fundamental English and mathematics in their current provision. You do not need to cover a topic at interview if you are confident that candidates already have this skill or will be able to develop this skill during the course. There is no expectation to introduce tests or assessments.

The following are examples of how some providers will assure fundamental English and mathematics.

Interview

- School summary - Candidates research an appropriate school, reviewing its website, data, Ofsted report and summarise their findings. (West Essex SCITT)
- School trip - Provide information about ticket prices (with discounts for groups), travelling times, number of pupils, ratios and coach hire. Ask candidates to work out the cost per pupil to attend the trip and the number of adults needed to accompany them, then write a short letter to parents, giving the cost and the timings for the day. (Best Practice Network)
- Questions from KS2 SATS papers or GCSE papers. This can give candidates an appreciation of the requirements on their future pupils.
- Some providers administer tests in mathematics or English. These can be useful diagnostic tools. For example, Surrey South Farnham SCITT (SSF) provides feedback to all applicants following their interview day. This includes written feedback on their presentation skills, basic mathematics, spelling, grammar, punctuation and writing. Applicant feedback is positive and in many cases has been the reason as to why offers are accepted. SSF carefully explain the purpose of the tests and the value of the training and support that will then follow.
- Correct pupil's work and then feedback and discuss as a group.
- Interviewers highlight on interview feedback if a candidate may need additional support in fundamental skills. This may be useful if candidates are interviewed in school and then attend training at a university.
- Candidates read and summarise an academic paper. If it includes data then mathematics and English are both assessed.
- Data task - Candidates draw out key trends or insights from tables or graphs.
- Candidate present or micro-teach or bring an artefact to discuss. Other candidates listen, summarise, respond and engage with this activity. This could be focussed on a specific subject.

Pre-course

- If a candidate has achieved A/A*/7/8/9 at GCSE, A-C at A Level or degree in English/mathematics they may not need to be further assured in this subject.
- Be aware of how candidates interact with administrators via email and telephone. Applications and personal statements may not be all their own work, but these will be.
- Pre-course essay to decide which trainees need additional support.
- Pre-course audits to plan training and support. Trainees are set tasks to enhance their skills prior to the start of the course.

On-course

- Primary courses cover significant English, mathematics and science so all elements of fundamental skills will be covered during the course. University of Sunderland undertook a significant mapping exercise to confirm this.
- Understanding of data is developed during courses when trainees look at pupil progress data for their classes and plan lessons based on data.
- Bath Spa University secondary trainees sign up to the National Numeracy Challenge, a free on-line resource to develop mathematics.
- Tasks that involve mathematics for non-maths teachers:
 - Planning staffing requirements across the week (Early Years)
 - Timings within lessons, performances and school events
 - Planning purchase or organisation of resources
 - Planning a school trip
 - Plan a lunch or class party (Two Mile Ash ITT Partnership is considering this as a real activity during induction week)

Assessment Only Route

Make sure the candidates provide details of fundamental skills in either application material or their portfolio. Add a self-declaration form to be signed by candidates and their head teacher to confirm there are no gaps in their fundamental skills.

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