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Preparing to Teach Cambridge Primary and Lower Secondary

Course Overview

Building Brighter Futures **Together**

Brighter Thinking
Better Learning

Dear Teacher,

This professional development course is for teachers using primary and lower secondary resources from Cambridge University Press. The course is available for English, English as a second language, maths and science. For the course overview, we have used English as an example.

We understand that teachers and schools around the world have different needs. To suit your requirements, you can choose between three different delivery options:

- Use the materials for self-study
- Join two online masterclasses
- Attend a face-to-face workshop in your region (available from September 2021 subject to pandemic restrictions)

For all delivery options, you will gain access to our downloadable and fully customisable PowerPoint training materials. Learn from these sessions and use the materials to deliver your own in-school workshops and get the best out of our resources.

I hope that you enjoy finding out how we can support you to embed our resources.

Kathryn Joy
Teaching and Learning Lead, Professional Development
Cambridge University Press

Welcome to Preparing to Teach

What are Preparing to Teach courses?

Preparing to Teach courses are professional development courses that combine training on pedagogy and resources. They will help you learn how to use Cambridge resources confidently and effectively, with component walkthroughs, curriculum updates, practical examples of key teaching approaches and lesson planning demonstrations.

- These courses are for heads of department and subject leaders, who will then cascade the knowledge to their teaching teams through in-school workshops
- The downloadable training materials are customisable – move, translate, delete or add slides where you feel it will help
- We know that teachers are often provided with resources but are not trained on how to use them, which is where Preparing to Teach courses will be able to help

The training materials cover four sessions, which you can run as:

- One full day
- Two half days
- Four 1.5–2-hour sessions

Content of the course

What to expect

This slide shows what is covered in each session of the course. You can choose which material is relevant for you and your teaching team, in order to tailor your training.

There are workshop notes included with each slide, highlighting important information and explaining activities.

If you see this icon on a slide, it means that there is an activity on that slide for teachers to try. These activities support understanding and model good active learning techniques, which teachers can try out for themselves.

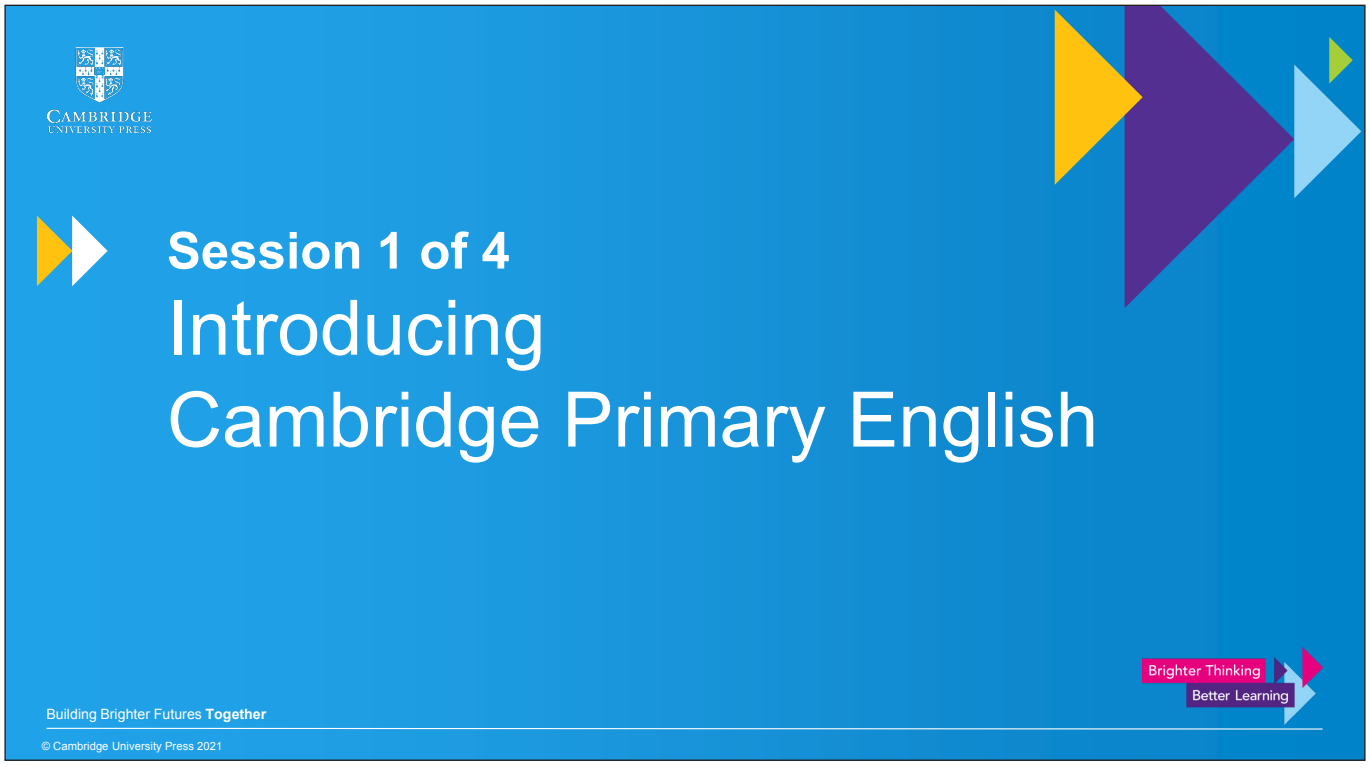
Introducing the resources

Discover how the resources can be used to help you deliver the new Cambridge International curriculum frameworks from 2020.

This session includes:

- Guidance on how the resources support the curriculum changes
- Unit walkthroughs highlighting new features within the resources
- Specific examples to demonstrate how the resources support active learning, language awareness and assessment opportunities

If you are not following the Cambridge International curriculum frameworks, you will see how the resources can be used to support you to deliver active and engaging lessons.



Introducing the resources

Session 1 will start with an introduction to the structure of the curriculum framework. This slide focuses on the differences between the Cambridge Primary English as a First Language curriculum framework and Cambridge Primary English as a Second Language curriculum framework, and will be included in both English Preparing to Teach courses.

Other slides explore 'what's new', including new curriculum sub-strands, learning intentions and the integration of key skills. You can ask your teachers to remember the 'key changes' and reflect on the benefits they hope to enjoy when using the resources.

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Introducing the Cambridge Primary English Curriculum Framework from 2020

English as a First Language	English as a Second Language
What are the aims?	
• using language for a range of different purposes and audiences • evaluation and analysis skills • critical reading skills with a range of texts • foundation for further study of English as a First Language and English Literature.	• effective, practical communication • awareness of language-learning skills • foundation for further study of the English language and for study using English as the medium of instruction.
How is the curriculum content organised?	
Learning objectives are organised into three strands: Reading, Writing, Speaking and Listening. Grammar is embedded in Reading and Writing.	Learning objectives are organised into five strands: Reading, Writing, Speaking, Listening and Use of English.
What is assessed?	
Paper 1 Reading and Writing (non-fiction) Paper 2 Reading and Writing (fiction) Grammar is assessed within both papers.	Paper 1 Reading and Usage Paper 2 Writing Paper 3 Listening.

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Here is an example of a slide which explores some of the new curriculum sub-strands for Cambridge Primary English. The workshop notes provide an insight into how the resources support these new sub-strands.

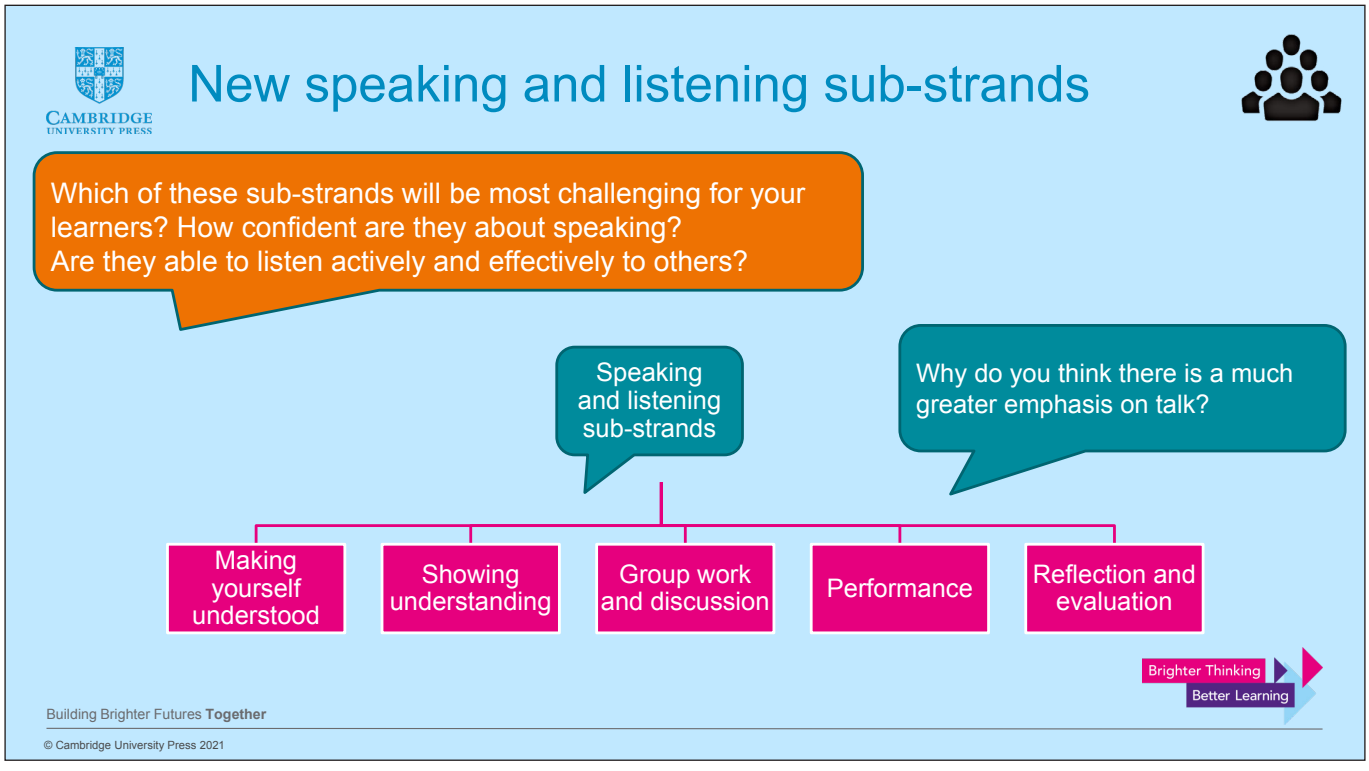
Activity example 1

Ask teachers the following questions before going through the sub-strands:

- Why do you think Cambridge has placed this emphasis on speaking and listening?
- Which strands will be most challenging for your learners?

Encourage discussion in pairs and then share responses. Mention the importance of 21st century skills.

Go through the sub-strands with your teachers one by one.



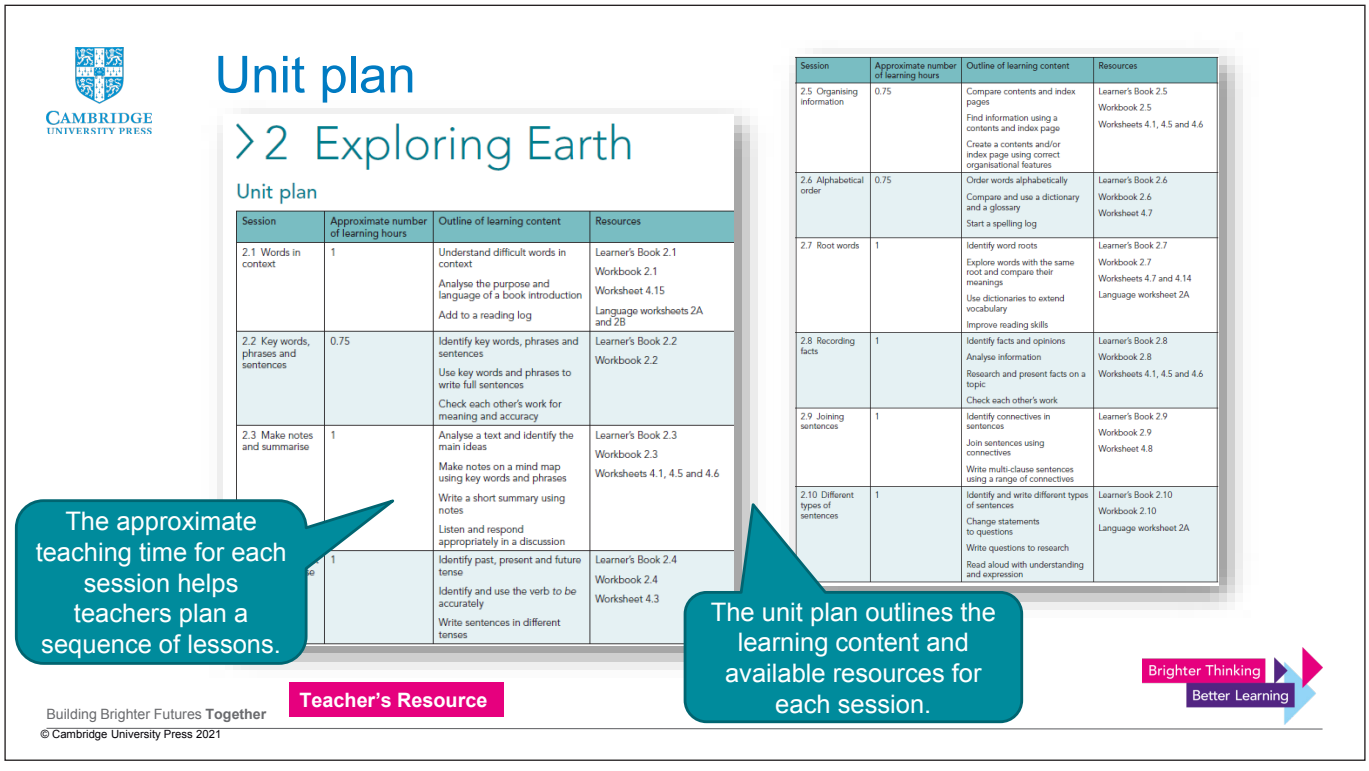
Introducing the resources

Session 1 will continue to provide an introduction to the resources, including an overview of the components and key approaches to teaching and learning.

The slides will follow a unit walkthrough, looking at specific examples of how the resources support the key teaching approaches.

The unit walkthrough will explore:

- Structure and contents of the components
- Unit plan
- Starting a session
- Features to support key skills development
- Differentiation features
- Ending the unit and assessment opportunities



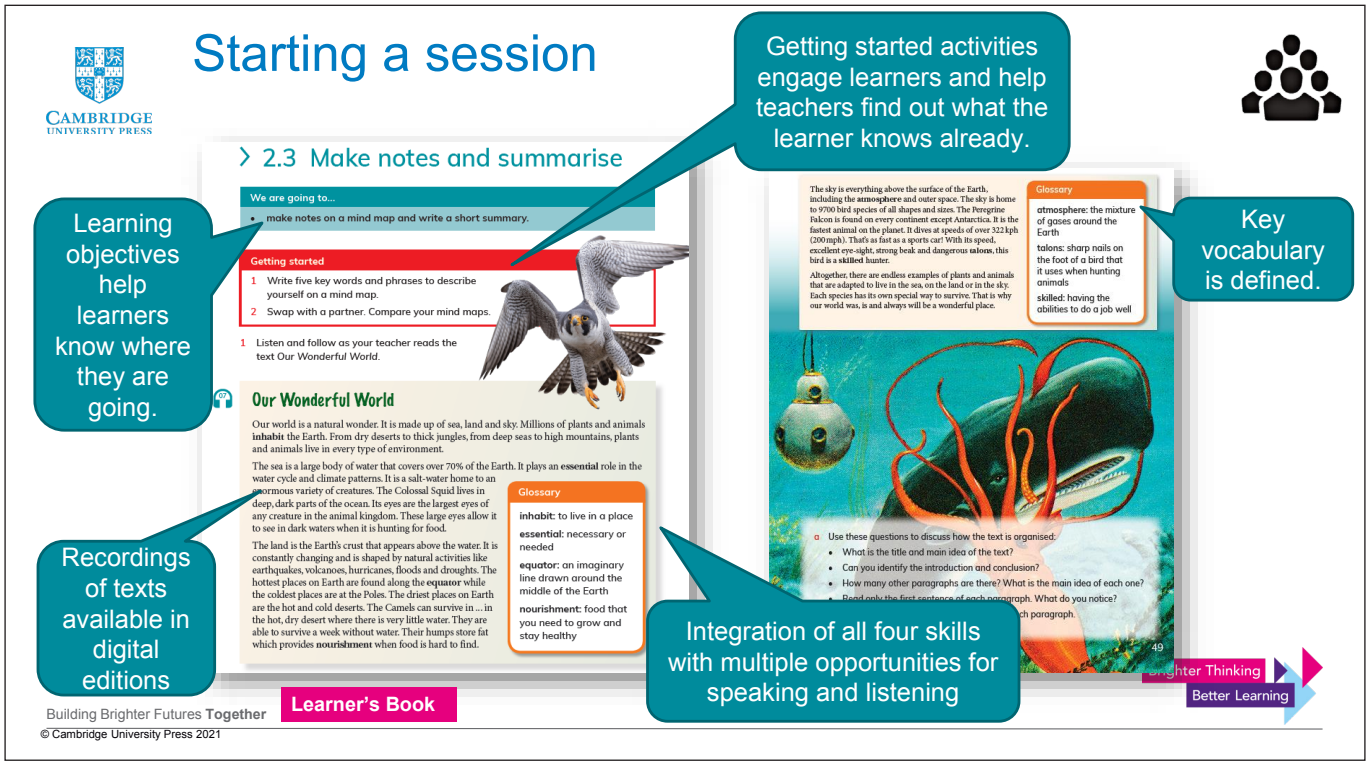
To find out more about our professional development opportunities, visit:

Here is an example of a slide which explores 'Starting a session' using the resources. The workshop notes provide guidance on how features within the resources support active learning and language awareness, as well as the key skills which are integrated within the task.

Activity example 2

Work through the listening activity about the natural world on this slide.

- Play the audio recording or read the text
- Listen to the recording several times if needed
- Draw teachers' attention to the glossary boxes for vocabulary support
- Encourage teachers to support learners during listening activities, by stopping the audio at intervals to discuss vocabulary and analyse the text



Setting up for success

Learn best practice for setting up an active learning classroom.

This session focuses on active learning as one of the key approaches to teaching and learning.

Active learning focuses on how students learn, not just on what they learn. Active learning encourages students to 'think hard' rather than passively receiving information. It encourages students to take responsibility for their learning and supports them in becoming independent and confident learners.

This session will also cover:

- Classroom set-up
- Daily routines
- Schemes of work
- Speaking to parents

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Is your classroom set up for active learning?

Flexible seating means that learners can interact with each other; in pairs, in groups as a class.

Classroom displays are in English to support learners with their work.

Teacher position during the lesson is important – are you able to move around the classroom?

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Here is an example of a slide which explores an example classroom routine for active learning. The workshop notes provide an explanation of the 'No hands up' approach and ideas for how to use it within the classroom.

Activity example 3

Ask teachers to think about how they run their classroom to encourage active learning:

- How do they make sure that all learners are engaged in their learning?
- What other classroom techniques are effective in engaging all learners?

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Example routine for active learning

The **'No hands up'** approach

Learners know that they may be asked a question at any time – it does not depend on them putting their hand up.

The teacher has a random selection technique for taking answers – for example, 'lolly sticks' with each of the learners' names on them.

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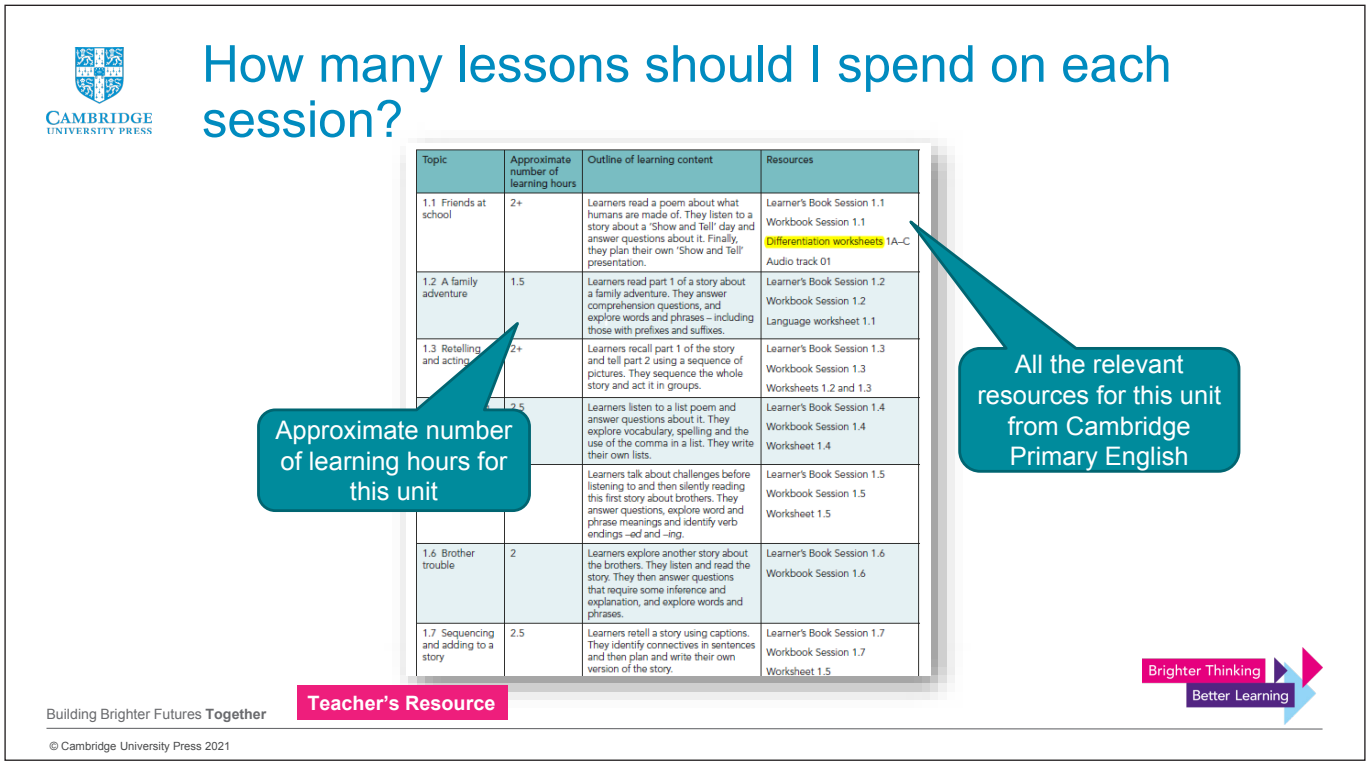
Setting up for success

This session also supports departments with practical considerations, such as unit structure and timetabling.

When teaching with Cambridge resources, you need to think about how the units will be taught across each stage, while also ensuring that you have time to build in some creativity and freedom.

This slide shows an example of a scheme of work from a teacher's resource for Cambridge Primary English, which provides an outline of the learning intentions and approximate number of learning hours. We recommend that teachers adapt it for their school.

An additional slide explores some ideas for giving learners even more English practice, such as a reading programme, film club or pen pals.

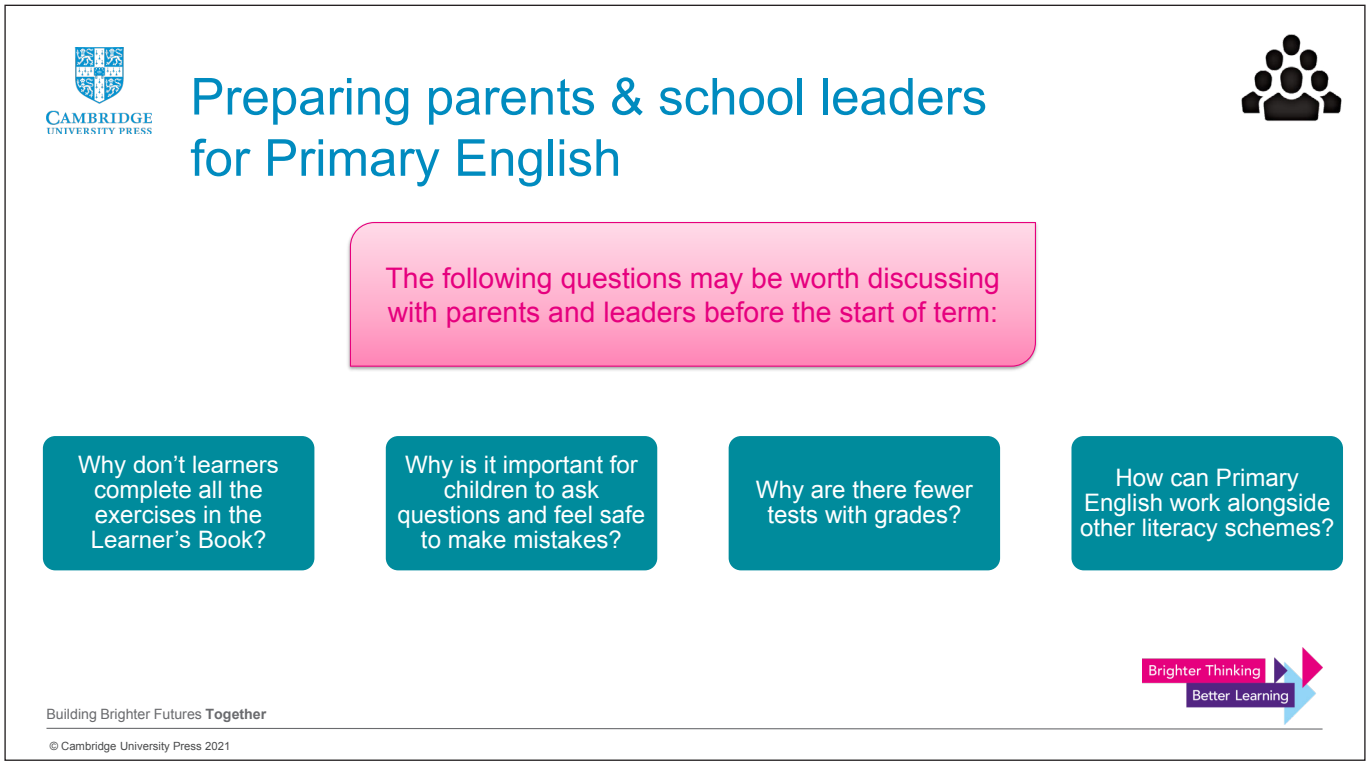


This slide explores how to introduce parents and school leaders to Cambridge resources. The workshop notes provide example answers to the questions on the slide, but as each school context is different we recommend that you consider how parents at your school will respond.

Activity example 4

Discuss the questions on the slide with your teachers so everyone feels confident answering questions from parents.

- Why don't learners complete all the exercises in the learner's book?
- Why is it important for children to ask questions and feel safe to make mistakes?
- Why are there fewer tests with grades?
- How can Cambridge Primary English work alongside other literacy schemes?



Lesson planning demonstrations

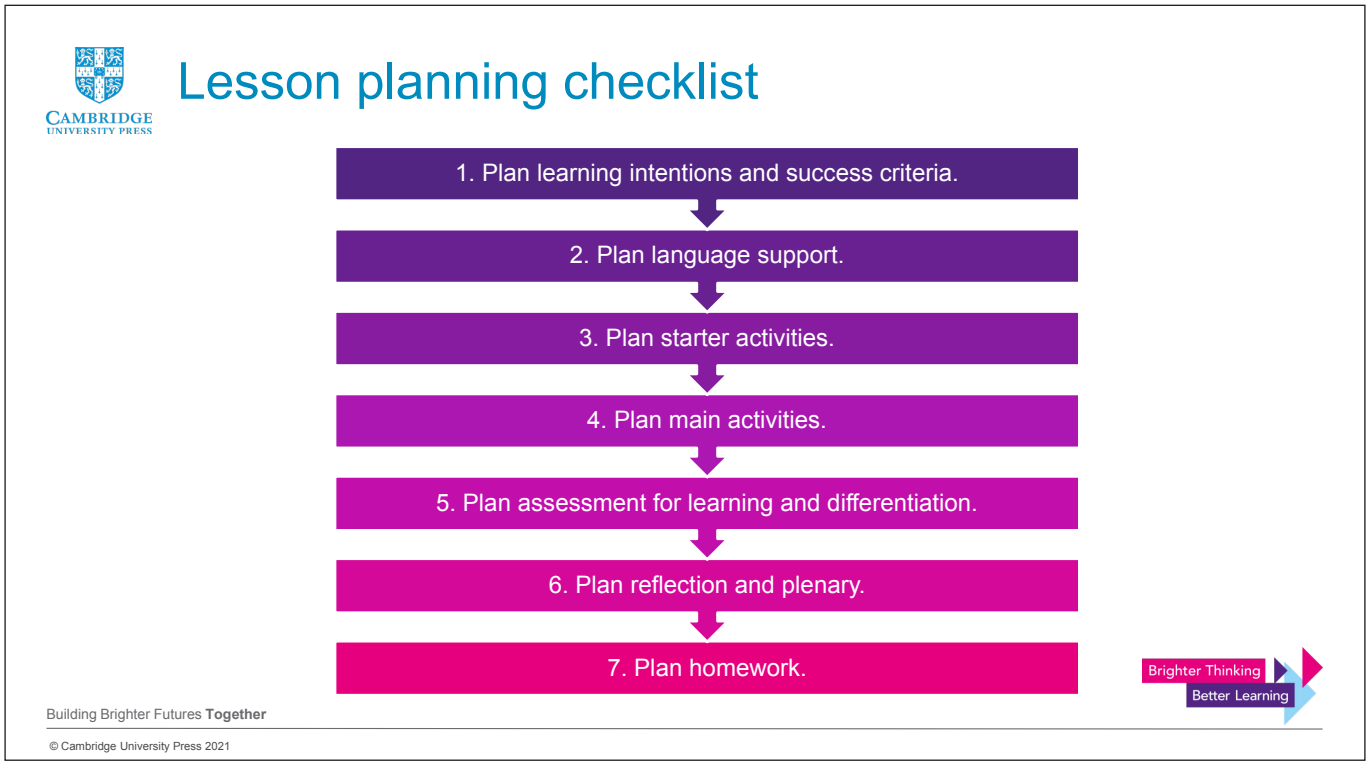
Start practising how to plan lessons that embed the key approaches to teaching and learning, using Cambridge resources.

This session includes two example lesson plans using the resources:

- Face-to-face lesson
- Online lesson

The lesson planning demonstrations provide a walkthrough of how each of the example lesson plans were put together.

The demonstration will follow the structure of the lesson planning checklist. The workshop notes will provide step-by-step guidance on how to create a lesson plan, with a focus on how the resources can be used to support each step for both teachers and learners. There will also be slides showing how to record your ideas on a lesson planning template.

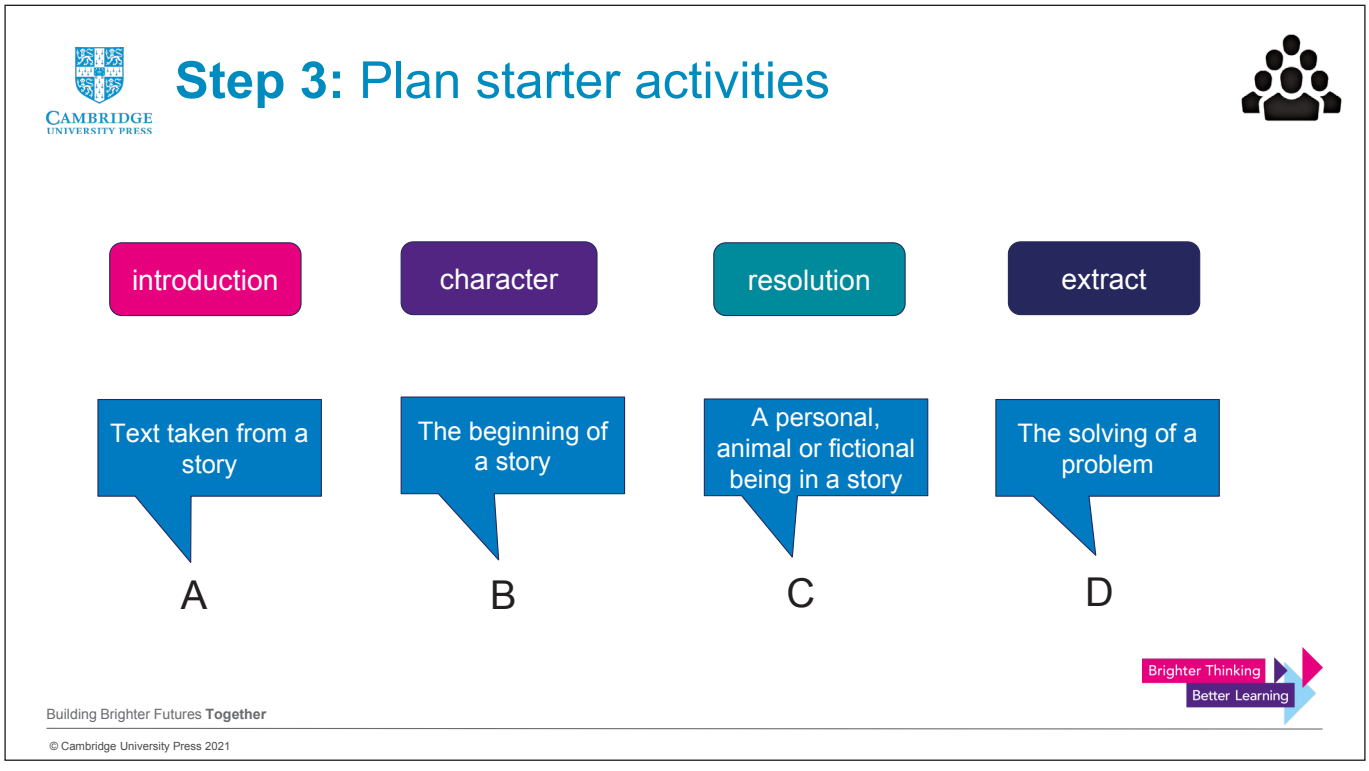


Here is an example of a slide which demonstrates part of step 3 on the lesson planning checklist, 'Plan starter activities'. On this slide, teachers are asked to engage in the example activity to experience active learning first-hand and to see how it fits within the lesson plan.

Activity example 5

You could try this activity with your group:

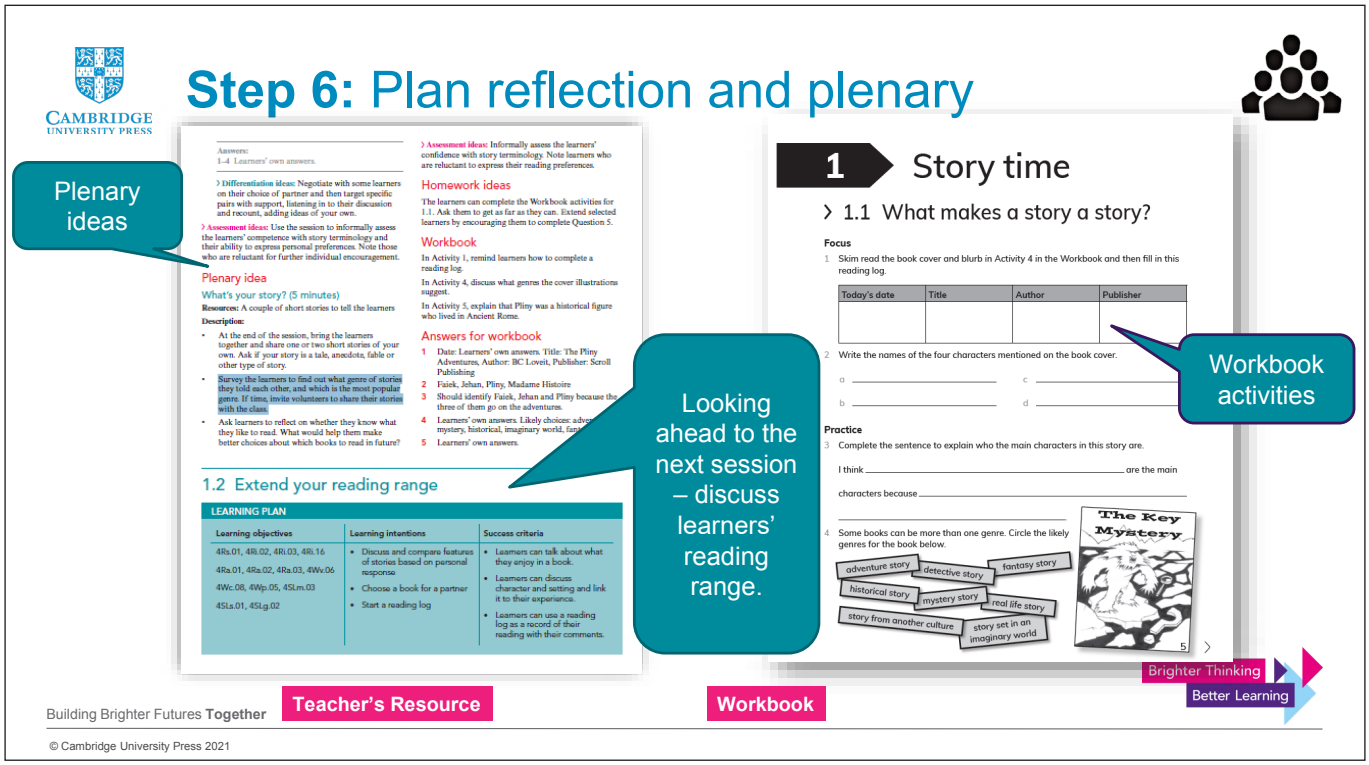
- Ask your team to take on the role of the learner
- Call out each word from the slide and ask 'learners' to write the letter they think corresponds to the correct definition
- 'Learners' hold their 'boards' face down with the answers
- Count to three and then ask 'learners' to hold up their answers



Lesson planning demonstrations

Here is an example of a slide which demonstrates part of step 6 on the lesson planning checklist, 'Plan reflection and plenary'. The workshop notes explain that the teacher will need to look for an activity which consolidates the learning from the lesson and provides extra assessment for learning opportunities.

The example on the slide shows a page from the teacher's resource, which suggests three possible plenary activities. The workshop notes also explain how to use the workbook, as part of the plenary session and to set homework tasks.



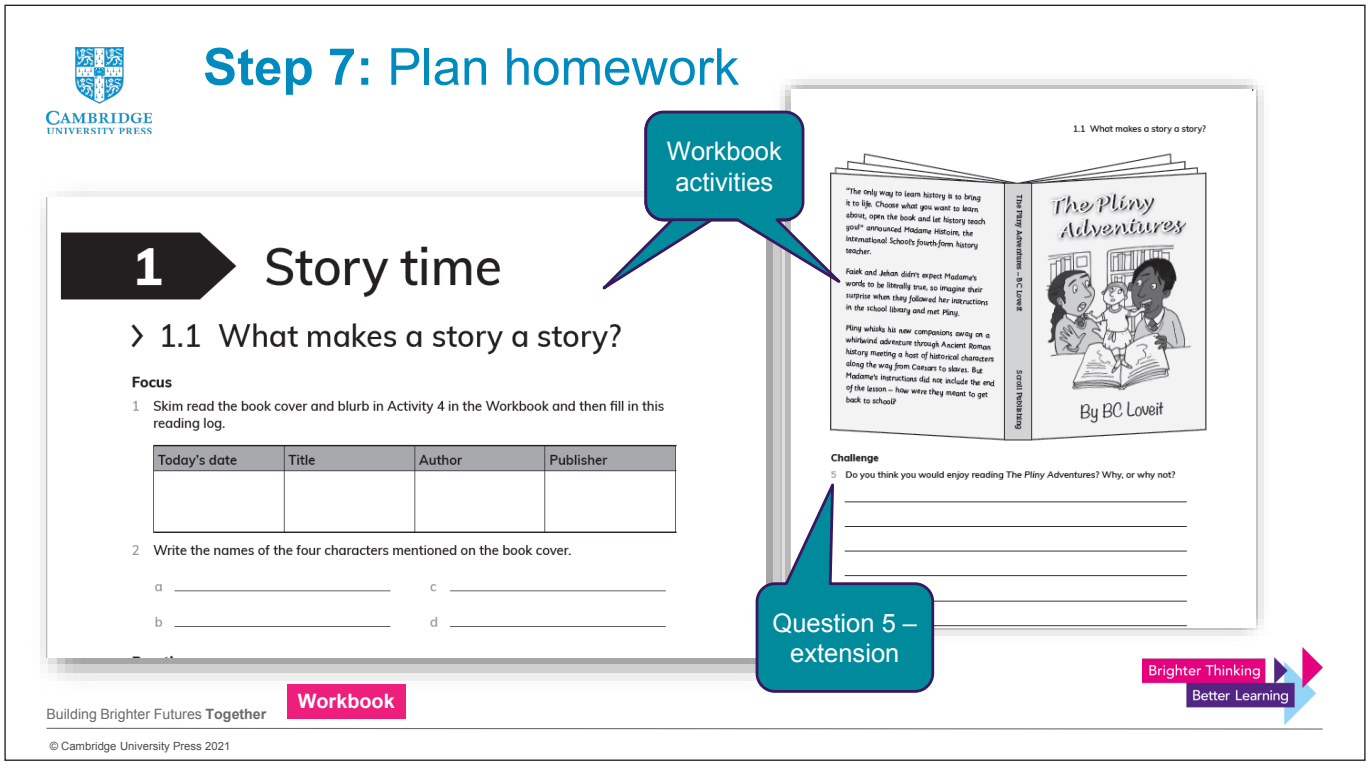
After you have explored step 7 on the lesson planning checklist, 'Plan homework', you will be encouraged to review the planning process with teachers once again at the end of the session.

There will be a separate walkthrough for the online lesson plan.

Activity example 6

Review the planning process with teachers. You could ask:

- What is new for them?
- What is the same?
- What is better?
- How will using elements of this process help learners and teachers?



Lesson planning demonstrations

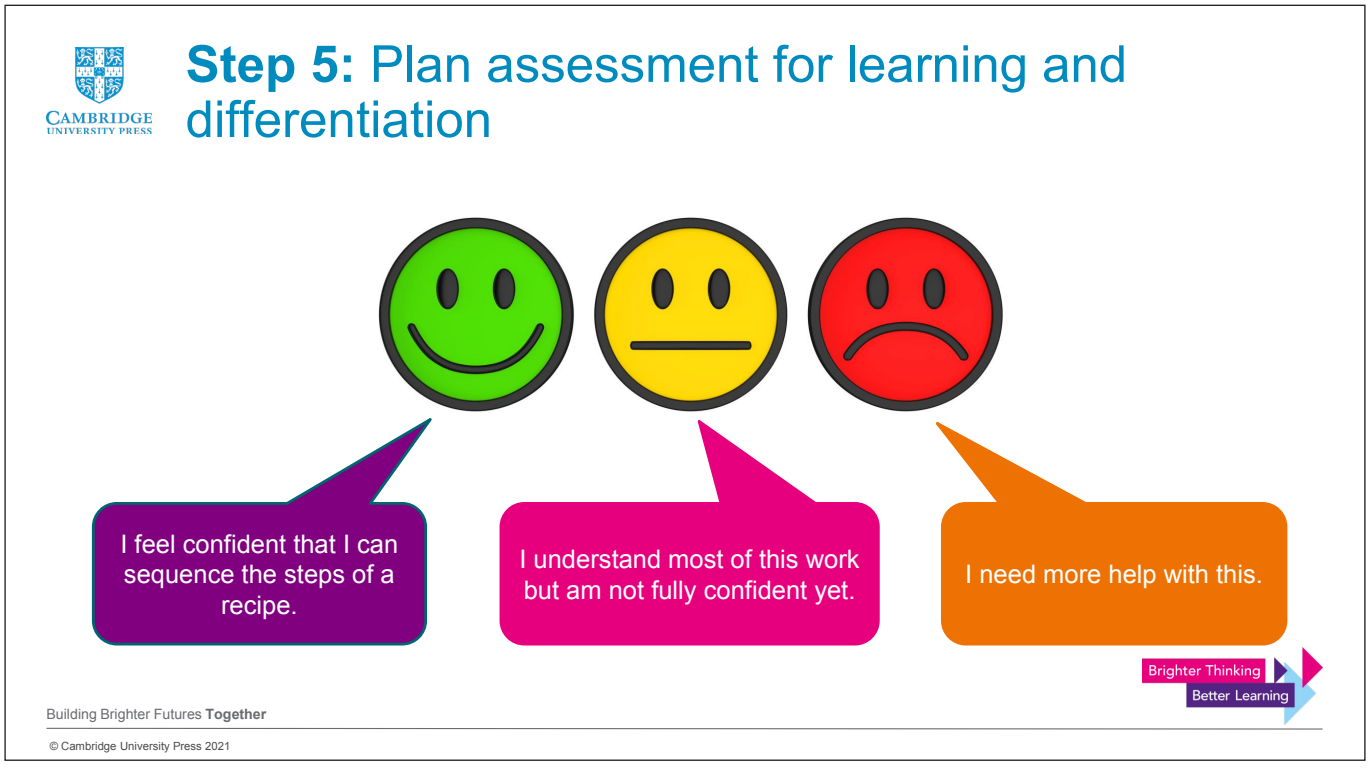
Here is an example from the online lesson planning demonstration. In this example, the teacher decides to use assessment for learning and the workshop notes suggest ideas on how to achieve this remotely.

Online tip:

Learners can show their understanding visually in an online environment – as long as cameras are activated.

- They can use faces to show confidence:
  - A smiley face for 'yes, I am confident with this'.
  - A straight face for 'I understand most of this'.
  - A downward smiley for 'I am not feeling confident'.

Some online platforms have interactive functions that could also be used to gain a sense of confidence from learners.



Lesson planning practice

This session is an opportunity for you and your teaching team to plan together using the resources.

Lesson planning template:

- You may decide to provide your own planning template or use the template provided as part of the course
- The template can be used for individual lessons or a sequence of lessons
- By planning a series of lessons together, you can see how the activities within the resources support the key approaches and learning objectives

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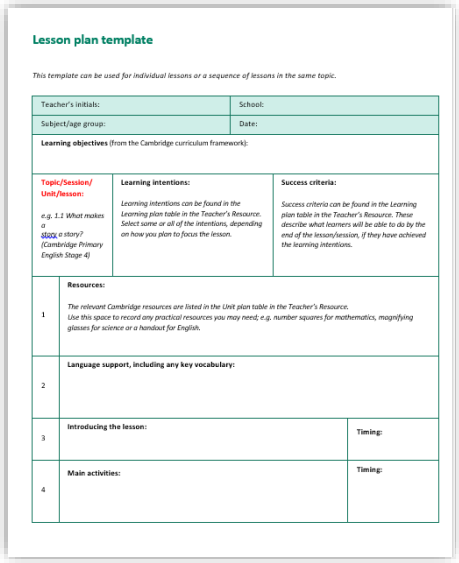
Planning template



Lesson plan template

This template can be used for individual lessons or a sequence of lessons in the same topic.

Teacher's initials:	School:
Subject/age group:	Date:

Learning objectives (from the Cambridge curriculum framework):

Topic/Session/ Unit/lesson: *e.g. 1.1 What makes a story a story? (Cambridge Primary English Stage 4)*	**Learning intentions:** *Learning intentions can be found in the Learning plan table in the Teacher's Resource. Select some or all of the intentions, depending on how you plan to focus the lesson.*	**Success criteria:** *Success criteria can be found in the Learning plan table in the Teacher's Resource. These describe what learners will be able to do by the end of the lesson/session, if they have achieved the learning intentions.*

1	**Resources:** *The relevant Cambridge resources are listed in the Unit plan table in the Teacher's Resource. Use this space to record any practical resources you may need; e.g. number squares for mathematics, magnifying glasses for science or a handout for English.*	
2	**Language support, including any key vocabulary:**	
3	**Introducing the lesson:**	**Timing:**
4	**Main activities:**	**Timing:**

Teacher's Resource

Section headings:

- Learning intentions
- Success criteria
- Resources
- Language support, including key vocabulary
- Introducing the lesson
- Main activities
- Assessment opportunities
- Differentiation opportunities
- Plenary and reflection
- Homework (if required)
- Notes

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