

The Grammar Supplement

Self study support material for
The QTS Literacy Skills Test



Creative Openings
Consultancy

Steve Padget

Second (expanded) Edition – May 2016

The present, the past and the future walked into a bar ... it was tense.

Grammar Supplement

Contents

Introduction to the second (expanded) edition	3
What is grammar?.....	3
1 The Museum Trip.....	4
2 Science Policy document	6
3 Letter home – Centenary Celebrations.....	8
4 Mathematics: made to measure	10
5 Grindley Bottom Humanities College	12
6 Curriculum development INSET day	13
7 Talking to People.....	14
8 Letter to the Tate Gallery North	16
9 The management of safeguarding	17
10 School Complaints procedure	19
11 Science teaching	20
12 Connected Students Choose Smartphones Over TV	22
13 Theatre Trip – note to parents.....	23
14 The Early Years Foundation Stage.....	25
15 Childcare	27
16 Key Elements of Effective Practice (KEEP)	29
17 Children taking risks.....	31
18 Memo to all Year 1 trainees.....	33
19 History at Fox Primary School	35
20 Religious education: realising the potential	37
Answers.....	39

Further copies of this free booklet can be downloaded from the Creative Openings website

<http://www.steveslearning.com/qts-skills-test-support>

Introduction to the second (expanded) edition

This collection of exercises started life two years ago as the *Grammar Supplement*. This new edition incorporates the original exercises and more recently developed materials from the Emergency Pack and elsewhere to provide, in one volume, all the currently available materials.

What is grammar?

Grammar is, according to the Oxford Dictionaries website ...

'The whole system and structure of a language or languages in general, usually consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.'

Difficulties arise from the fact that we regularly make grammatical errors when we speak and the listener just ignores them – we are too concerned with the message, the conversation. Unless the speaker's message becomes unintelligible we ignore these minor grammatical errors all the time. But, as with all the sections of this test, the focus here is on accuracy and the attention to detail. This means that learning to look at the written word forensically and in eye-watering detail is the 'must have' in your preparation for the test.

Approaching this section

Read the whole section really carefully – get a sense of the shape of the piece.

Read the options very carefully - When working with trainees it is amazing how many people make reading errors without noticing – and this can impact negatively on the choice you make.

As you examine the options, you might feel that whilst two are clearly wrong, the other two are very close and it is hard to tell which is correct. Say them in your mind's ear – what does your instinct tell you? Which sounds better?

Grammar is manifested on the page in terms of agreement – agreement of tense (past, present, future), agreement of number (singular, plural) and in English, critically, it is about word order. Look at the difference between these two examples *'you do like apples'* and *'do you like apples'*. One is statement and one is question, but the difference is only in the order of the words. As sophisticated and experienced users of the language we know stuff like this, but not explicitly, we just get on with it – in this test we are required to examine just what it is we are getting on with.

Grammar is a piano I play by ear. (*Joan Didion*)

1 The Museum Trip

Dear Parents/Carers

As part of History Week, which will take place in the second week of October this year,

- 1 we were planning to take
- 2 we are planning to take
- 3 we will plan to take
- 4 they are planning to take

the year 6 class to the Imperial War Museum North, Trafford Park.

This will be an all day visit to

- 1 enabled the children to see the special exhibits
- 2 enable the children to visited the special exhibits
- 3 enable the children to see the special exhibits
- 4 enable the children to see this special exhibits

and displays that have been developed to commemorate the centenary of the start of the First World War in 1914.

The visit is planned for Wednesday 15th October and members of the museum's education outreach team will assist the

- 1 children with their investigation of the exhibits.
- 2 children with their instigations of the exhibits.
- 3 children with their investigations of the exhibit.
- 4 children with their investigations of the exhibits.

The children will be taken from school to the museum by coach after morning registration

1 and would be back at school in time to be picked up

2 and will be back at school in time to be pick up

3 and will be back at school in time to be picked up

4 and would be backed at school in time to be picked up

at the end of the school day.

Yours faithfully,

Mr Smith, Miss Jones,

The year 6 team

2 Science Policy document ¹

Learning and Teaching

Throughout the Early Years Foundation Stage, children are taught science as part of 'Knowledge and Understanding of the World', guided by the Ages and Stages document and Early Learning Goals.

- 1** Cross-curricular opportunity are planned with specific reference to areas of learning.
- 2** Cross-curricular opportunities are planned with specific references to area of learning.
- 3** Cross-curricular opportunities were planned with specific reference to areas of learning.
- 4** Cross-curricular opportunities are planned with specific reference to areas of learning.

The minimum teaching time for Science in each year group is two hours per week.

The exact timing of this is at the discretion of the individual class teacher. A science week is planned in school on an annual basis. Short term planning is completed on a whole school planning format for Science. This will include: lesson objectives, assessment for learning, main teaching points, differentiation and

- 1** a lesson evaluation as well to identifying the type of investigation
- 2** a lesson evaluations. It will also identifying the type of investigation
- 3** a lesson evaluation. It will also identify the type of investigation
- 4** a lesson evaluation. As well as identifying the type of investigation

and the science enquiry skill focus where appropriate (Appendix D). This planning is submitted to the Science subject leader each week following delivery, or at the end of each unit, as part of the monitoring cycle.

Methods of recording

In Foundation Stage a large format Floor Book is used to capture evidence of experiences offered to children to support the key persons in the assessing a child's development of "Understanding the World" This will also include work linked to forest school. Individual evidence is recorded in the child's learning journal. In Key Stage 1 and Year 3, each class records whole class work in a yearly Floor Book.

- 1** This book is to record whole class experiences e.g. modelled investigations.
- 2** This book is to records whole class experiences e.g. modelled investigations.
- 3** This book is to require whole class experiences e.g. modelled investigations.

- 4 This books is to record whole class experiences e.g. modelled investigations.

Individual science books are also in place in Key stage 1 and 2 where children record individual responses; this is used as evidence to support assessment. A template for how work is recorded is included (Appendix E.) To link cross curricular work science work may also be recorded in individual writing journals where literacy based concepts are taught with a science context.

Learning Environment

There is a learning wall for science in each base, this is used as a teaching aid

- 1 where layered curriculum target for science are in display
- 2 where layered curriculum targets for science are on display
- 3 where layered curriculum target for sciences are on display
- 4 where layered curriculums target for science are on display

as well as to celebrate children's achievements. Targets are reviewed termly to focus teaching and learning on raising attainment. These displays provide a stimulus for learning during the earlier stages of a unit, developing to include examples of children's work that demonstrate the progress being made.

3 Letter home – Centenary Celebrations

Our Lady's School's Centenary Celebrations

Dear Parents and Carers,

This year is going to be a time of great excitement in Our Lady's Primary School. A series of special events

- 1** were planned to mark the centenary of the founding of the school
- 2** has been planned to mark the centenary of the founding of the school
- 3** is going to be planned to mark the centenary of the founding of the school
- 4** are planned to mark the centenary of the founding of the school

and we hope you will be able to support these events and help us to make this into a year to remember.

There will be events throughout the year and listed below are those that are taking place in the Autumn Term.

October 18th at 10.00 - The Founders' Day Service.

- 1** Present by the children, this will be
- 2** Presented by the children, this will be
- 3** Presented by the children, this would be
- 4** Presented by the children, this could be

an occasion of readings, performances and singing around the theme of harvest.

November 12th from 2.00 pm – Grand Winter Fair

An event with a traditional flavour with old favourites such as the White Elephant Stall, Bring and Buy,

- 1** Rummage Table, cake stall and much more attractions.
- 2** Rummage Table, cake stall and few more attractions.
- 3** Rummage Table, cake stall and many more attractions.

4 Rummage Table, cake stall and many much attractions.

December 17th at 2.00 – Christingle Service.

All parents, carers and friends are invited to the annual Christingle Service.

1 This year, this event featured a Nativity Play performed by the children.

2 This year, this event will feature a Nativity Play performing by the children.

3 This year, this event will feature for a Nativity Play performed by the children.

4 This year, this event will feature a Nativity Play performed by the children.

We do hope you will be able to support the work of the staff and children by coming to share in these family events.

Further details of these and the other special events this year

1 will be circulated nearer the time.

2 will have been circulated nearer the time.

3 will be circular nearer the time.

4 were circulated nearer the time.

Yours sincerely,
G. Smith
Head teacher

4 Mathematics: made to measure²

Executive Summary

The responsibility of mathematics education is to enable all pupils to develop conceptual understanding of the mathematics they learn, its structures and relationships, and fluent recall of mathematical knowledge and skills to equip them to solve familiar problems as well as tackling creatively the more complex and unfamiliar ones that lie ahead.

That responsibility is not being met for all pupils. Pupils of different ages, needs and abilities receive significantly unequal curricular opportunities, as well as teaching of widely varying quality, even within the same year group and school.

- 1** The quality of teaching, assessments and the curriculum
- 2** The qualities of teaching, assessment and the curriculum
- 3** The quality of teaching, assessment and the curriculum
- 4** The quality of teaching, assessment and the curriculums

that pupils experience varies unacceptably.

The disparity in children's pre-school knowledge of mathematics grows so that by the time they leave compulsory education at 16 years, the gap between the mathematical outcomes of the highest and lowest attainers is vast. The 10% not reaching the expected level at age 7 becomes 20% by age 11 and, in 2011, 36% did not gain grade C at GCSE. Pupils known to be eligible for free school meals achieve markedly less well than their peers and increasingly so as they move through their schooling.

- 1** Key difference and inequality extend beyond the teaching:
- 2** Key differences and inequalities extend beyond the teaching:
- 3** Key differences and inequalities extends beyond the teaching:
- 4** Key differences and inequalities extended beyond the teaching:

they are rooted in the curriculum and the ways in which schools promote or hampers progression in the learning of mathematics.

For most of the period under review, considerable resources were deployed through the National Strategies to improve teaching and learning in mathematics through better assessment, curriculum planning and leadership and management. Teachers' use of assessment to promote learning has improved since the previous survey, but the quality of teaching and curriculum planning was much the same.

Leadership and management of mathematics in secondary schools

- 1** have strengthened,
- 2** has strengthened,
- 3** will strengthen,
- 4** would be strengthened,

driven at least in part by the increased emphasis on mathematics in the data used to measure schools' performance. Schools have adopted a wide range of strategies to improve pupils' attainment, particularly at GCSE. However, the impact has been mixed.

Schools' work in mathematics was judged to be outstanding in 11% of the schools visited in the survey, good in 43%, and satisfactory in 42%.

- 1** It were inadequate in two primary and nine secondary schools.
- 2** It will be adequate in two primary and nine secondary schools.
- 3** It was adequate in two primary and nine secondary schools.
- 4** It was inadequate in two primary and nine secondary schools.

This profile is very similar to the figures presented in the previous report, *Mathematics: understanding the score*. Indeed, many of the findings of that report still hold true today.

5 Grindley Bottom Humanities College

Paternoster Row, Grindley Bottom, Somerset

Phone 01334 673277, Fax 01334 673222

Email: enquiries@gbhc.somerset.sch.uk www.grindleybottomhc.co.uk

Our Ref: GRF/DoE

13th March 2013

Dear Parent(s) / Carer(s),

I am pleased to inform you that your daughter has achieved her Duke of Edinburgh's Silver Award and

- 1 has been invited to the awards ceremony
- 2 will be invited to the awards ceremony
- 3 was invited to the awards ceremony
- 4 would be invited to the awards ceremony

to be held at the Octagon Theatre, Yeovil on Wednesday 21st June commencing at 7.30pm (please be seated by 7.15).

This year has seen a record number of completed awards and so the organisers (DoE South West) have asked

- 1 that each participant bring only one parent, guardian or supporter to the event.
- 2 that each participant brings only one parent, guardian or supporter to the event.
- 3 that each participant should bring only one parent, guardian or supporter to the event.
- 4 that each participant brought only one parent, guardian or supporter to the event.

Please email me at g.finch@gbhc.somerset.sch.uk to accept or decline this invitation.

6 Curriculum development INSET day

Background and purpose of the day

The Curriculum Development INSET day has been arranged for Friday 14th June.

- 1** Our keynote speaker was
- 2** Our keynote speaker will be
- 3** Our keynote speaker could be
- 4** Our keynote speaker should of been

Guy Claxton from the University of Winchester, well known for his trenchant views on the current state of education in schools today. Guy's presentation, entitled Learning Power, will begin at 9.30. In this talk he will explain his ideas on Building Learning Power and how we can become a Learning Powered School.

The activities of the rest of the day will take place

- 1** in groups expect for the closing plenary at 2.45.
- 2** in groups excerpt for the closing plenary at 2.45.
- 3** in groups except for the closing plenary at 2.45.
- 4** in groups except for the closing plenary at 2.45.

Guy will be in attendance for the remainder of the morning and will be visiting the groups to lend support and advice as necessary.

After the opening session curriculum leaders will chair staff working groups (see list below for your allocated group). Each working group

- 1** tasked with the mapping of a development plan.
- 2** should be tasked with the mapping of a development plan.
- 3** was tasked with the mapping of a development plan.
- 4** is tasked with the mapping of a development plan.

This plan will show how the implementation of BLP could take place in your curricular area and how it would enhance the pupils' learning.

7 Talking to People

Talking to People ³

Young people use the internet to talk to others in a number of different ways: emailing, instant messaging, webcam and chat rooms. The online world provides young people with the opportunity to be inquisitive, explore relationships and actively seek risks, such as flirting with people that they don't know.

Chatting online feels different to chatting face-to-face. It can be easier to say

- 1 and reveal things that he wouldn't
- 2 and reveal things that you wouldn't of
- 3 and reveals things that you wouldn't
- 4 and reveal things that you wouldn't

in the real world, and be mean, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviours. As a parent or carer, you need to understand

- 1 the ways young peoples communicate with others, and the potential risks.
- 2 the ways young people communicate with others, and the potential risks.
- 3 the ways young people communicate with other, and the potential risks.
- 4 the way young people communicate with others, and the potential risks.

Until you feel your child is responsible and mature enough to understand and manage the **risks** of communicating with people they do not know, then you should restrict the sites they use and people they talk to. Young people should be aware that they can:

Block contacts.

Most chat sites enable you

- 1 to block contacts to prevent them from communicating with you.
- 2 to blocked contacts to prevent them from communicating with you.
- 3 to block contacts to prevents them from communicating with you.
- 4 to block contacts to prevent them from communication with you.

Report contacts.

If someone is being inappropriate on chat sites, you can often report this directly to the site administrator.

- 1 However, so your child has experienced
- 2 However, as your child has experienced
- 3 However, if your child has experienced
- 4 However, if your child has experience

sexual or offensive chat that has made them feel uncomfortable or someone is trying to meet up with them, you can report this directly to **CEOP** ⁴.

8 Letter to the Tate Gallery North

Art workshop visit

Dear Parents and Carers,

We are pleased to be able to tell you that the highlight of Arts Week this year

- 1 will be the children's visit to Tate Gallery North.
- 2 would be the children's visit to Tate Gallery North.
- 3 will be the children's visit to Tate Gallery North.
- 4 will be the children's visits to Tate Gallery North.

This will take place on the 24th May and will be an all day event. The theme of the Arts Week this year will be 'The Natural World' and the children will have

- 1 the opportunity to look close at a number of internationally important pictures
- 2 the opportunity to look closely at a number of internationally important pictures
- 3 the opportunities to look closely at a number of internationally important pictures
- 4 the opportunity to look closely at a number of international importance pictures

and sculptures from the gallery's collection.

- 1 The event will consisting of viewings of, and responses to, these key exhibits
- 2 The event will consist of viewings of, and responses to, these key exhibits
- 3 The event will consist of viewing of, and response to, these key exhibits
- 4 The event will consists of viewings of, and responses to, these key exhibits

and time will also be spent on practical tasks in the workshop. The children will be guided in all the sessions by the gallery's expert staff from the Education and Outreach Department. This year we are going to ask for volunteer parents to come with us to work alongside the children.

- 1 Complete the form if you would like to come to the gallery for this event
- 2 Complete the form if you would liked to come to the gallery for this event
- 3 Complete the form if you would have like to come to the gallery for this event
- 4 Complete the form if you would like to come to the gallery for this event

9 The management of safeguarding⁵

The designated safeguarding lead

32. Governing bodies and proprietors

- 1 should appoints a member of staff of the school's or college's leadership team
- 2 should appoint a member of staff of the school's or college's leadership team
- 3 should appoint a member of staff of the school or college's leadership team
- 4 should appoint a members of staff of the school's or college's leadership team

to the role of designated safeguarding lead. This should be explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility). This person should have the appropriate

- 1 authorities and be given the time, funding, training, resources and support
- 2 authority and be given the times, fundings, training, resources and support
- 3 authority and given the time, fundings, training, resources and support
- 4 authority and be given the time, funding, training, resources and support

to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

33. The designated safeguarding lead should

- 1 liaise with the local authorities and work with other agencies
- 2 liaison with the local authority and work with other agencies
- 3 liaise with the local authority and work with other agencies
- 4 liaise with the local authority and works with other agencies

in line with *Working Together to Safeguard Children 2013*. There should always be cover for this role.

34. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

35. The designated safeguarding lead

- 1** should undergo updated child protection
- 2** should undergone updated child protection
- 3** should undergo updated child protections
- 4** should undergo updated childs protection

training very two years. The head teacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB⁶.

10 School Complaints procedure

*School Complaints Procedure adopted November 2010*⁷

All schools in Suffolk

- 1** are committed to providing best education for our young people
- 2** are committed to providing the best educations for our young people
- 3** are committing to providing the best education for our young people
- 4** are committed to providing the best education for our young people

and want our pupils to be healthy, happy and safe and to do well. We recognise the importance of establishing and maintaining good relationships with parents, carers and the wider community.

- 1** We are aware that there may be occasions where peoples have concerns or complaints
- 2** We are aware that there may be people who occasion and have concerns or complaints
- 3** We are aware that there may be occasionally where people have concerns or complaints
- 4** We are aware that there may be occasions where people have concerns or complaints

and the following procedure sets out the steps that should be followed in order to resolve these as quickly and informally as possible.

School governing bodies are required, under Section 29 of the Education Act 2002, to have in place a procedure for dealing with complaints. It is expected that all complaints will be referred to the school in the first instance. In situations where it has not been possible to settle a complaint through

- 1** this process the Local Authority may be able to advise parents/carers and the school
- 2** this process the Local Authority's may be able to advise parents/carers and the school
- 3** this process the Local Authority may be able to advice parents/carers and the school
- 4** this process the Local Authority may been able to advise parents/carers and the school

in order to help resolve difficulties, but will not be able to become involved if the steps set out below have not been followed.

11 Science teaching

The majority of the teachers observed were skilful in teaching interesting science lessons and inspectors judged the majority of the lessons (69%) they saw as good or outstanding.

- 1 However, a minority of the secondary school visited were preoccupied
- 2 However, a minority of the secondary schools visited was preoccupied
- 3 However, a minority of the secondary schools visited were preoccupied
- 4 However, a minority, the secondary schools visited were preoccupied

with test and examination results as ends in themselves at Key Stage 4, rather than aiming to establish pupils' understanding and application of scientific ideas through practical enquiry-based approaches to learning.

Where disadvantaged pupils study academic GCSEs, they achieve as well

- 1 as other pupil when teacher hold high expectations for all.
- 2 as others pupils when teachers hold the same high expectation for all.
- 3 as other teachers when pupils hold the same high expectations to all.
- 4 as other pupils when teachers hold the same high expectations for all.

GCSEs provide the greatest range of routes for pupils to access further science study at 16. However, too few 16-year-old girls continue studying physics nationally. Not enough subject leaders analyse

- 1 why pupil gender continues or stops
- 2 why pupils of both genders either continue or stop
- 3 why pupils of both genders neither continue or stop
- 4 why pupils of both gender and science stop

studying science subjects after the age of 16. Uninspiring teaching was one reason pupils gave to inspectors to explain why they did not wish to continue studying science. Another was not seeing the purpose of what they were studying, other than to collect examination grades.

There were common weaknesses in a significant minority of lessons in both the primary and secondary schools visited:

- activities did not match each pupil's prior learning, so that some pupils wasted time or did not complete work

1

- pupils became disengaged from learning and more able pupils in particular were not given work that was challenging enough

2

- pupils became disengage from learning and more able pupils in particular were not given work that was challenging enough

3

- pupil becomes disengaged from learning and more able pupils in particular were not given work that was challenging enough

4

- pupils became disengaged from learning and more able pupils in particular were not given work that was not challenging enough

- teachers failed to provide pupils with feedback that really helped them to improve their work.

In nearly half of the primary schools visited senior leaders were not setting targets for science and were not tracking pupils' progress in the subject.

1

This was due as they no longer saw science as a priority

2

This was because they no longer seen science as a priority

3

This is because they no longer saw science as a priority

4

This was because they no longer saw science as a priority,

despite its place as a core subject in the National Curriculum.

12 Connected Students Choose Smartphones Over TV⁸

A new study has found that many students would prefer to give up coffee, TV, eating out and sex before their smartphones. The study, which questioned nearly 1500 students,

- 1 will show that nearly two thirds (65%) of today's
- 2 showed that nearly two thirds (65%) of today's
- 3 shows that nearly two thirds (65%) of today's
- 4 can show that nearly two thirds (65%) of today's

students own three or more connected devices; spend over five hours a day on their mobiles, often use more than five apps at any one time; and

- 1 are regular in rejecting traditional lecture-hall based learning
- 3 were regularly rejecting traditional lecture-hall based learning
- 3 are regularly rejecting traditional lecture-hall based learning
- 4 will regularly rejected traditional lecture-hall based learning

for digital working across campus - whenever it works for them. About half even said they preferred to work 'outside of normal school hours', stating they worked more efficiently. Even the lecture hall is going digital with 44% using mobile devices

- 1 to take notes in lectured, while seven in ten (71%) are
- 2 to taken notes in lectures, while seven in ten (71%) are
- 3 to taking notes in lectures, while seven in ten (71%) are
- 4 to take notes in lectures, while seven in ten (71%) are

using these devices to access college emails. But while universities are beginning to realise the advantages of mobile technologies, IT departments in education are under

- 1 less pressure than ever to manage the security and reliability of these devices.
- 2 more pressure than ever to manage the security and reliability of these devices.
- 3 more pressure than ever to managing the security and reliability of these devices.
- 4 more pressured than ever to manage the security and reliability of these devices.

13 Theatre Trip – note to parents

All pupils must meet outside the school gates between 11.00 and 11.15 on Saturday morning so that we can board the coach and be ready for a prompt departure at 11.30.

On arrival please report to Mr Smith who will check you onto the coach, tickets _____ to individual pupils before we reach the theatre.

1 should have been given

2 should have been

3 will of been given

4 will be given

Those pupils _____

1 who

2 which

3 what

4 whom

have not yet paid for the trip in full must bring the _____ owing with them and give this to Mrs Jones when they arrive at school.

1 balances

2 balanced

3 balance

4 balancing

The journey _____ about two hours and we hope to arrive at the theatre in time to have light refreshments before the show starts at 2.30.

1 could take

2 will take

3 might take

4 will not take

Pupils are advised to bring a packed lunch with them as we will not have time to stop on the journey.

Both Mrs Jones and Mr Smith _____ parties of pupils on several occasions, they are

1 were accompanying

2 accompanied

3 will have accompanied

4 have accompanied

familiar with the town and the theatre and will be able to answer any queries you might have.

We expect to arrive back at the school gates between 9.00 and 9.30 pm.

14 The Early Years Foundation Stage

1.19 The EYFS requires providers to ensure a balance of child-initiated and adult-led play-based activities.

- 1 Providers should use their judgement
- 2 Providers should use their judgement
- 3 Providers should use their judgement
- 4 Provider should use their judgement

and their knowledge of the children in their care

- 1 on deciding what the balance should be.
- 2 in deciding what the balance should be.
- 3 in deciding which the balance should be.
- 4 in deciding what the balances should be.

When a child engages in a self-chosen pursuit, this is child-initiated activity. For example, a child might elect to play with a fire engine – fitting the driver behind the steering wheel, extracting the driver, replacing the driver, throwing the driver back into a box and introducing a different driver.

- 1 Other instances of a child-initiated choice may be
- 2 Another instance of a child-initiated choice may be
- 3 Another instance of a child-initiated choice may be
- 4 Another instance with a child-initiated choice may be

where a child takes ownership of an activity and ‘subverts’ it to a different purpose than intended. For example, a child might prefer

- 1 the pouring water into a hole to make a puddle
- 2 with pouring water into a hole to make a puddle
- 3 to pour water into a hole to make a puddles
- 4 to pour water into a hole to make a puddle

rather than watering the plants as the adult intended. Other child-initiated activities may be instigated when the child brings something to the setting – such as an experience of having been on a bus or visiting hospital. This might lead to the

- 1** provision of resources, stories and pictures to support
- 2** provision of resources, stories and pictures to supporting
- 3** provision of resources, stories and pictures with support
- 4** provision of resources, story and pictures to support

this interest. Whatever children bring is an indication of their current interest and should be supported.⁹

What is a safe environment?

Childcare may be provided within a variety of settings, from a childminder's home through to a purpose built building, making it difficult to be too prescriptive about how a safe environment can be achieved.

- 1 The obvious starting point is to ensure that basic principals
- 2 The obvious starting point are to ensure that basic principles
- 3 The obvious starting point is to ensure that basic principles
- 4 The obvious starting point is for to ensure that basic principles

are being followed; for example, no matter how good the security of a building is, the doors must be closed properly in the first place,

- 1 otherwise all other efforts are unlikely to be worthless. The message
- 2 otherwise all other efforts will likely be worthless. The message
- 3 otherwise all other efforts are likely to be worthless the message
- 4 otherwise all other efforts are likely to be worthless. The message

that safety begins with individuals taking responsibility for simple things cannot be overemphasised. Next, a safe environment meets its registration requirements; there are two registers, the Early Years Register (EYR) and the Ofsted Childcare Register (OCR). Settings which

- 1 provide day-care for children under five have to be registered in the EYR.
- 2 provide day-care for children under five have to be registered on the EYR.
- 3 provides day-care for children under five has to be registered on the EYR.
- 4 provide day-care for children under fives have to be registered on the EYR.

The OCR has a compulsory part, which applies to childminders and providers of childcare for children of formal school age up to eight years old, and a voluntary part for providers of services to children over the age of eight and also for younger children that are exempt from compulsory registration. Further information about existing registration regulations can be found at www.ofsted.gov.uk.

Meeting registration requirements

- 1 mean that a setting will be complying with the law and legislation, but
- 2 means that a settings will be complying with the law and legislation, but

3

means that a setting will be complying by the law and legislation, but

4

means that a setting will be complying with the law and legislation, but

providing and maintaining a safe environment requires a greater understanding from everybody involved and a shared belief in the philosophy of that setting as to exactly what it is they want to achieve.

16 Key Elements of Effective Practice (KEEP)¹¹

Effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding.

- 1 Affective practitioners use their own learning to improve their work
- 2 Effective practitioners used their own learning to improve their work
- 3 Effective practitioners use their own learning to improve their work
- 4 Effective practitioners use their own learning to improve their works

with young children and their families in ways which are sensitive, positive and non-judgemental.

- 1 Therefore, development through initial and on-going training,
- 2 Therefore, on-going training through initially and development,
- 3 Therefore, thorough initial and on-going training and development,
- 4 Therefore, through initial and on-going training and development,

practitioners need to develop, demonstrate and continuously improve their:

- relationships with both children and adults;
- understanding of the individual and diverse ways that children develop and learn;
- knowledge and understanding in order to actively support and extend children's learning in and across all areas and aspects of learning;

- 1 • practice in meeting learning styles and interests all children's needs;
- 2 • practice in meeting all children's needs, learning styles and interests;
- 3 • practice in meeting all child's needs, learning styles and interests;
- 4 • practice in interesting all children's needs, learning styles and meetings;

- work with parents, carers and the wider community;
- work with other professionals within and beyond the setting.

Introduction

The Key Elements of

- 1 Effective Practice (KEEP) emphasise that effective learning is dependent

—

2 Effective Practise (KEEP) emphasise that effective learning is dependent

3 Affective Practice (KEEP) emphasise that effective learning is dependent

4 Effective Practice (KEEP) emphasise that affective learning is dependent

on secure relationships, an appropriate learning environment and high-quality teaching.

1 Each of the six areas below is 'key' to affecting practice

2 Each of the six areas below is 'key' to effecting practice

3 Each of the six area below is 'key' to effective practice

4 Each of the six areas below is 'key' to effective practice

and each is an 'element' in its own right. Each is dependent on all the others and each contributes to the whole.

17 Children taking risks¹²

There is quite rightly much emphasis on keeping children safe in early years settings, with a duty to minimise risk in all situations. However, children need and instinctively want to be

- 1 able to take risks in order that they can test their ability and strengths.
- 2 able taking risks in order that they can test their abilities and strengths.
- 3 able to take risks in order that they can test their abilities and strengths.
- 4 able to risk their abilities in order that they can test their strength.

What better environment for them to do so than that of an early years setting where practitioners will already have removed hazards not readily identifiable to young children and will provide well managed opportunities for appropriate 'risk taking' to take place, for example; climbing to the top of the climbing frame, building a very tall tower of bricks and then knocking it down, or simply climbing the stairs.

- 1 Children need support for to take these risks as part of their learning
- 2 Children need support to take these risks as part of their learning
- 3 Children needs support to take these risks as part of their learning
- 4 Children need part of their learning to support take these risks

and development.

Children with disabilities do not always have the freedom of choice compared to their more able peers, yet have the same need for opportunities to take risks. It is the responsibility

- 1 of early years practitioners to assess and manage
- 2 off early years practices to assess and manage
- 3 of early years to assess and manage practitioners to
- 4 of earlier years practitioners to assess and manage

the level of risk in the environment, so that all children in their care have the opportunity to experiment and extend their abilities without the risk of undue harm.

When creating a safe environment for children, practitioners must consider their legal duty to identify and reduce or eliminate risk, but should also take into account those risks which are proportionate/acceptable too. The

- 1 risk of falling off larger playing equipment are quite high, however

—

- 2** risks of falling of larger play equipment is quite high, however
- 3** risk of larger play equipment falling off is quite high, however
- 4** risk of falling off larger play equipment is quite high, however

the risk of harm is minimised by ensuring that there is adequate supervision, correct positioning of the equipment (away from windows, or walls), crash mats, no overcrowding and some “rules” set

- 1** by adult by accordance with individual children’s level
- 2** by adults in accordance with individual children’s level
- 3** by adults in accordance for individual children’s level
- 4** by individual children’s adults in accordance with levels

of understanding. The benefits will include children being able to expand their skills, as they climb higher, reach further, or balance for longer, but also experience the consequence of taking risks beyond their current ability.

18 Memo to all Year 1 trainees

Your first School Based Learning placement (SBL1a) will begin in three weeks' time, January 14th, and will end on February 1st. It is therefore timely for me to remind you of the

- 1 important nature and short purpose
- 2 nature and purpose of this short but important
- 3 nature and purport of this important
- 4 nature and purpose of these important, short

part of your first year of study on the B.Ed programme.

The purpose of this placement is to give you chance to begin to get to know the school and to make contact with the headteacher, your school based tutor (SBT) who, in most cases, will also be

- 1 the class teacher with who you work with in this placement
- 2 the class teacher with who you will be working in this placement
- 3 the class teacher with whom you will be working in this placement
- 4 the class teacher whom will be working with you in this placement

and in SBL1b later in the year.

You are reminded of the critical importance of the relationship between you and your SBT. School Based Tutors are teachers of considerable experience and skill not only in their role as class teacher,

- 1 but also in their role as your principle trainee.
- 2 but in their principled role as trainer.
- 3 but also in their role as your principal trainer.
- 4 but also in their role as your principle trainer.

You will already have received your 'SBL1 Information Pack' and I recommend that you study the contents of this very carefully, particularly the section (on p.14) that details the

- 1 different roles and responsibilities carried by each of the people
- 2 differing roles and responsibility carried by each of the people
- 3 different roles and responsibilities carrying each of the people
- 4 different roles and responsibilities carried by each of the peoples

involved in this part your training.

The key assessed task on this placement is the construction of a daily journal of observations of teachers, children and the learning interactions that you see on a day-to-day basis. This should be carefully constructed using the pro-forma and the guidance provided in the Information pack. It should take the form of

- 1** a reflected narrative showing how you see children learning as well as
- 2** a flexible narrative showing how you see children learning as well as
- 3** a reflexive narration showing how you see children learning as well as
- 4** a reflective narrative showing how you see children learning as well as

what they are learning.

19 History at Fox Primary School¹³

By the time they leave Fox Primary School, pupils _____ historical knowledge and understanding.

1 had outstanding

2 have outstanding

3 outstanding

4 has outstanding

Crucial to this success _____ determination to develop historical thinking at every opportunity by first-rate teaching, an outstanding curriculum and excellent planning.

1 will be

2 were our

3 are the

4 is a

'History at Fox is not only _____ but also through literacy (writing and guided reading) and numeracy.

1 instinctive

2 taught indistinctly

3 taught discretely

4 taught distinctly

This allows not only for historical thinking to be taught in context but also for it to be taught across the curriculum. It is woven throughout everything we do. Teachers have excellent subject knowledge and ensure that _____

1 they teach stimulating and engaging.

2 stimulation and engagement.

3 teaching is stimulation.

4 lessons are stimulating and engaging.

There _____ teachers can use for planning, but they are always keen to create additional ones and add them to the resource bank.

1 are substantial materials which

2 is substantial materials what

3 are substances who

4 are subjective materials

As a result, history is vibrant: teachers love to teach it and pupils love to study it.'

20 Religious education: realising the potential¹⁴

Executive summary

Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually

- 1 challenging and personally enriching.
- 2 challenged with personal enrichment
- 3 challenging personality and enrichment.
- 4 challenges personal enrichment.

It helps young people develop beliefs and values, and

- 1 promotes virtue and respects
- 2 promotes virtual respect and empathy
- 3 premonitions of respectful empathise
- 4 promotes the virtues of respect and empathy,

which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.

The past 10 years

- 1 has seen some improvements in RE in schools
- 2 have seen some improvements in RE in schools.
- 3 have saw some improvements in RE in schools
- 4 had seen some improvements in RE in schools

More pupils recognise its value and nearly two thirds

- 1 of them left school with an accredited qualification
- 2 of them left schools with qualified credits
- 3 of them left school for accredited qualifications
- 4 of these that left school qualified

in the subject in 2012. The range and quality of resources to support teaching in this subject are much better than they were.

However, evidence from the majority of schools

- 1 visiting for this survey showed that the subject's potentially
- 2 will visit the subject's potential in school potential
- 3 visited for this survey shows that the subject's potential
- 4 visited of this survey shows that the subject's potential

is still not being realised fully. Many pupils leave school with scant subject knowledge and understanding. Moreover,

- 1 RE teachers often fails to challenge and extend pupils'
- 2 RE teaching often fails to challenge and extend pupils'
- 3 RE taught often fails to challenge and extend pupils'
- 4 RE teaching often failed to challenge and extend pupils'

ability to explore fundamental questions about human life, religion and belief.

Answers

Chap	1	2	3	4	5	
1	2	3	4	3		
2	4	3	1	2		
3	2	2	3	4	3	
4	3	2	1	4		
5	1	2				
6	2	3	4			
7	4	2	1	3		
8	3	1	2	4		
9	2	4	3	1		
10	4	4	1			
11	3	4	2	1	4	
12	2	3	4	2		
13	4	1	3	2	4	
14	3	2	3	4	1	
15	3	4	2	4		
16	3	4	2	1	4	
17	3	2	1	4	2	
18	2	3	3	1	4	
19	2	4	3	4	1	
20	1	4	2	1	3	2

Endnotes – sources and references

- ¹ Extract from the Science Policy – William Reynolds Primary School, Telford.
- ² Mathematics – made to measure, Ofsted report no 110159, May 2012.
- ³ Text extracted from: <https://www.thinkuknow.co.uk/parents/Secondary/What-are-they-doing/Talking-to-people/>
- ⁴ Child Exploitation and On-Line Protection Centre
- ⁵ Extracted from page 12 of *Keeping children safe in education, Statutory guidance for schools and colleges*, April 2014, DFE-00341-2014
- ⁶ Local Safeguarding Children Board
- ⁷ Suffolk County Council, School Complaints Procedure, September 2010
- ⁸ <http://www.teachingtimes.com/articles/students-smartphones.htm> accessed 14th May 2014
- ⁹ The Early Years Foundation Stage 00266-2008BKT-EN Practice Guidance © Crown copyright 2008
- ¹⁰ Extracted from *Safe Early Years Environments* published by the Preschool Learning Alliance
- ¹¹ Extracted from *KEEP Key Elements of Effective Practice* Primary National Strategy, DfES 1201-2005 G, © Crown copyright 2005
- ¹² Extracted from *Safe Early Years Environments* published by the Preschool Learning Alliance
- ¹³ Adapted from *Developing outstanding historical thinking in primary schools: Fox Primary School* Ofsted 2012
- ¹⁴ Religious education: realising the potential. **Ofsted**, October 2013. **Reference no: 130068**