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| ITE Primary Programme: Professional Development Session Guidance **PGCE Primary and Early Years****BA Hons Primary Education** **2021-22**  |

September 2021

# **Professional Development Sessions:**

Professional Development (PD) sessions are a key part of our ITT delivery and should be run or co-ordinated by the Senior Mentor or Class Mentor as appropriate for your school. Trainees are expected to engage with this content and this should be recorded in their weekly reports and mentors should also record this in the Fortnightly reporting. The PD sessions are one way we deliver the Core Content Framework and form part of the ‘learn that…’ element of our course (as shown in figure 1) that integrates with the ‘learn how to….’ elements of the trainee’s developmental experience.

**Figure 1: The role of professional development sessions in developing teachers.**

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UWE Bristol’s expectation for PD content is outlined below thematically – there are 8 sections to be spread over the placement as best suits the needs of the trainee/s. **Engaging** (broadly appropriate for the start of placements in new settings; Placement A for PGCE trainees) and **Embedding & enhancing** (broadly appropriate for year 3 trainees and Placement B for PGCE trainees) indicates that these sessions should be progressive and should develop alongside the trainee/s.

The programme is developed to integrate with the UWE modules delivered pre and post placement. Within this document you will find supporting literature after each suggested session and resources to aid the delivery of these sessions at the end of the document (Appendix 1). PD delivery can and should be tailored to the school setting and trainees’ developmental needs.

As PGCE Primary School Direct trainees have already had a sustained period of induction in school Senior Mentors will need to select activities appropriate to their trainees’ progress.

School policies and pupil well-being

See page 4

See page X

Behaviour for Learning

See page 8

See page 14

Assessment for Learning

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## **WELCOME AND INDUCTION**

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| **Phase 1: Engaging** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| **Discuss the induction programme set up for your trainee (s):** Professional behaviours Expectations Demonstrating progress **For example, aspects to ensure pupil wellbeing.** SafeguardingChild Protection COVID policiesE-safety PREVENT  | Familiarise yourself with the layout of the school and the location of key facilities. Record key professional issues and targets in your Trainee Weekly Review and keep it in your Professional teaching file, ensure you discuss and refine targets with your Senior or Class Mentor.Familiarise yourself with the ethos and operating procedures of your setting e.g., access the institution’s prospectus, mission statement, staff handbooks and policies, and the most recent inspection reports.Discuss Subject Knowledge and other developmental targets with those mentoring you and reflect on next steps.Engage with the suggested reading below as appropriate for your stage of training. | TS8 Fulfil wider professional responsibilities.Section 2 Professional Conduct |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| **Discuss the induction programme that you have set up for the trainee(s):** Identify common areas for development from trainee’s previous reports to inform targets. Discuss professional expectations and behaviours e.g.: professional management of workload, setting work for other members of the team. Discuss support systems and suggestions for managing wellbeing and workload. Arrange a briefing on Safeguarding / Child Protection/COVID policies /e-safety policy and actions to ensure pupil wellbeing in your setting.  | Identify ways to familiarise yourself with the ethos and operating procedures of your setting in increasing detail and depth, e.g., access the institution’s prospectus, mission statement, staff handbooks and policies, and the most recent inspection reports.Familiarise yourself with the layout of the school and the location of key facilities. Record key professional issues and targets in your Trainee Weekly Review and keep it in your Professional teaching file, ensure you discuss and refine targets with your Senior or Class Mentor. Discuss Subject Knowledge and other developmental targets with those mentoring you and reflect on next steps. | TS8 Fulfil wider professional responsibilities. Section 2 Professional Conduct |

**Reading:**

Keeping Children Safe in Education & Colleges (DfE 2021) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf>

Capel, Leask and Younie (2016) Chap1: read Section 8.3 Accountability and Statutory Duties. Accompanying website is; <https://routledgetextbooks.com/textbooks/9781138787704/default.php>

## **THE CURRICULUM OFFER**

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| **Phase 1: Engaging** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| How well have trainees settled in?What do trainees need to experience to maximise their learning here?Organise for trainees to undertake any observations or experiences outside of their home class. | Visit the schools’ website and look at the teaching curriculum and the wider opportunities provided by the school.Visit the Department for Education website <https://www.gov.uk/government/collections/national-curriculum> and reread the documents about the National Curriculum.Engage with the suggested reading below at a stage appropriate with your training. | TS3 Demonstrate good curriculum knowledge. TS7 Ensure a good and safe learning environment TS8 Develop effective professional relationships |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus Suggested Content: “Learn that” mentor led** | **Directed study & trainee activities: “Learn how to” trainee led** | **Teachers’ Standards** |
| How well have trainees settled in?What do trainees need to experience to maximise their learning here?How is the curriculum developed and adapted for pupils in your school?What special adaptations are made within the school, and within lessons to ensure that the curriculum is accessible for all?What cross-curricular opportunities exist and consider the contribution this makes to the whole school curriculum? | Review your Trainee Weekly Reviews and SMART targets and anything arising from tutorials: identify key things you want to achieve and experiences you want to address on this placement.Discuss how the curriculum is structured with subject leaders and mentors.Find out about whole school priorities within the school. How is Literacy and Numeracy embedded across the curriculum?Find out about cross curricular links, take part in any wider opportunities available, such as trips, clubs, event days.Arrange to observe excellent practice in subjects/aspects. Look at different approaches to managing learners and specific challenges / barriers to learning.Engage with the suggested reading below at a stage appropriate with your training. | TS3 Demonstrate good curriculum knowledge.  TS7 Ensure a good and safe learning environment TS8 Develop effective professional relationships & make a positive contribution to the wider life and ethos of the school. |

**Reading:** Capel, Leask and Younie (2016): Section 2.1 Reading classrooms: how to maximise learning from classroom observation; and Sections 7.1 and 7.2 Aims of education, and the school curriculum.

Prevent duty guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Moore, A. (2012) Teaching and Learning: Pedagogy, Curriculum and Culture. 2nd.Ed. London: Routledge

Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: <https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf>

Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338.

Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://deansforimpact.org/resources/the-science-oflearning/>

## **MANAGING LEARNING EFFECTIVELY/BEHAVIOUR MANAGEMENT**

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| **Phase 1: Engaging** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| Share how your institution’s policy on behaviour management is implemented: What are the rewards and sanctions used to support appropriate behaviour? How does this support the progress of pupils?  Discuss strategies for effective behaviour management. What will your institution require the trainees to do/demonstrate regarding required classroom routines/behaviour management and TS5 and TS7?  Arrange for the trainee(s) to have a briefing from a colleague on behaviour management techniques. Arrange for the trainee to conduct a focused observation, identifying how the teacher implements behaviour management strategies to support pupils’ learning.  | Develop a good working knowledge of the rewards and sanctions used, begin to use them to support your classroom management.    Observe good practice and note key strategies. Ensure your planning indicates behaviour management strategies and is addressing targets related to managing learners effectively.   Read the school/college policy on behaviour management and reflect on where your targets lead to priorities for development. Engage with the suggested reading below, as appropriate for your stage of training. | TS7 Manage behaviour effectively to ensure a good and safe learning environment.  Part 2: Professional conduct |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| Share how your institution’s policy on behaviour management is implemented. Consider the importance of consistent application of school policies. Discuss pro-active behaviour management strategies – such as meeting and greeting pupils, engaging in extracurricular activities, building a rapport with pupils and developing a classroom environment rooted in mutual respect. Develop the idea of preventative planning for behaviour. Discuss how trainees could incorporate behaviour management into lesson planning – consider the questions ‘is my lesson worth behaving for?’ Address how this may be tackled by working collaboratively. Observe several colleagues teaching a range of subjects and consider what variables may impact behaviour management techniques implemented? E.g.: location, time of day. | Read the school’s policy on behaviour management.  Develop a good working knowledge of the rewards and use them consistently to support your classroom management. Observe good practice and note key strategies Trial suggested methods and reflect on how effective they are and where your targets lead to priorities for development. Embed behaviour management strategies into your lesson plans and consider how much of the lesson is teacher led and how much is pupil led. Identify areas where you are creating opportunities for learners to disengage or go off task. Work with others (mentor, teachers or other trainees) to plan these issues out. Engage with the suggested reading below, as appropriate for your stage of training. | TS7 Manage behaviour effectively to ensure a good and safe learning environment.  Part 2: Professional conduct   TS4 – Plan well -structured lessons |

**Reading**:

Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.

Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from: <https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html>.

Capel, Leask and Younie (2016) Section 3.3 Explains the features of effective behaviour management for trainees:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf>

Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behaviour: A Systematic Review, 25(1), 95–114.

Institute of Education Sciences (2008) Reducing Behaviour Problems in the Elementary School Classroom. Accessible from <https://ies.ed.gov/ncee/wwc/PracticeGuide/4>.

Willingham, D. T. (2009) Why don’t students like school? San Francisco, CA: JosseyBass.

Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge.

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## **MANAGING LEARNING: DEMONSTRATING COMPETENCIES**

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| **Phase 1: Engaging** |
| **Professional Development Focus** **Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards**  |
| What are the key components of a successful lesson from the point of view of your Senior/class Mentor?What are the features of ‘good’ and ‘outstanding’ teaching and how can a trainee demonstrate these features?  What should trainees look for when they observe other teachers?  What are the key records required and why are they needed? (weekly logs/ bi-weekly meetings/ evidence files and how do they feed into the professional conversation / VIVA? | Take responsibility for improving your teaching: ensure that all teaching is well planned and evaluated with clear achievable targets set.   Reflect thoroughly on lessons taught and consider how they meet school and mentor expectations for lessons.  Maintain a complete evidence file incorporating Weekly logs, observations records, class data, lesson plans etc. Support the class teacher in keeping up to date assessment records.  Engage with the suggested reading below, as appropriate for your stage of training.  | TS1 – Set high expectations which inspire, motivate and challenge pupils TS2 – promote good progress and outcomes by pupils TS4 – plan and teach well-structured lessons |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| How can trainees demonstrate competencies during lesson observations?  Discuss how to plan for an observed lesson or interview. How can trainees use lessons to demonstrate specific competencies and demonstrate their own progress as well as pupil progress effectively in a lesson?  Review folder progress and undertake a SWOT analysis – encourage trainees to engage with a critical friend for peer review & feedback. | Plan lessons with deliberate focus to respond to a target - for example AFL or Adaptive teaching. Reflect on the success of this approach.  Undertake a peer review of Teaching files with a critical friend – either another trainee, ECT or colleague. Act upon feedback received.Engage with the suggested reading below, as appropriate for your stage of training. | TS1 – Set high expectations which inspire, motivate and challenge pupils TS2 – promote good progress and outcomes by pupils TS4 – plan and teach well-structured lessons |

**Reading:**

How do we monitor student learning achievements? Chapter 14 in: Pollard, A. (2014) Reflective Practice in Schools. 4th ed. London: Bloomsbury. And accompanying website:

<http://reflectiveteaching.co.uk/booksand-resources/reflective-teaching-inschools/becoming-a-reflectiveprofessional/1-ReflectiveTeaching>

Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge. \*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. https://doi.org/10.1016/j.edurev.2013.11.002.

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Darling-Hammond, L. (2009) Professional Learning in the Learning Profession

## **PROFESSIONAL RESPONSIBILITIES: THE PASTORAL ROLE OF THE TEACHER**

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| **Phase 1: Engaging** |
| **Professional Development Focus** **Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards**  |
| Discuss with the trainees what the expectations are of the pastoral role of the teacher in your setting?  What are the roles and responsibilities of teachers in relation to pastoral care?  What impact does a good teacher have on pupil wellbeing and learning? Ensure that the trainee is given any pastoral or linked policies to review e.g.: PSHE framework, home/school policies or Wellbeing/mental health policies.  | Consider your institution’s policy and practice on pastoral care. Review any documentation given and consider your role as a trainee within your setting.  Reflect on the key strengths and challenges of the pastoral role of the teacher, and action plan for developing your knowledge and skills in relation to your role.  Identify and take opportunities to observe excellent practice in pastoral care and related support including finding out about the agencies and key workers supporting the wellbeing and health of learners and staff.Engage with the suggested reading below, as appropriate for your stage of training. | TS8 – Fulfil wider professional responsibilities Part two: Build relationships rooted in mutual respect. |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus** **Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards**  |
| How is the pastoral system organised in your setting?  What is the role of the teacher in supporting pupils with additional needs / SEND.  Revisit safeguarding - how should the teacher respond when concerns are raised?  Consider how a teacher can engage with parents and act as a conduit for home/ school relations to develop. Discuss how a trainee can develop effective relationships between teachers, pupils and parents.  Role play parents evening and telephone conversations and if possible, allow the trainee to sit in on these as appropriate.   | Read your institution’s relevant policy and practice documentation on pastoral care thoroughly. Make notes on your role within this structure.  Find out about the information held by a teacher about pupils. Consider how this may be important to prioritising the needs of the pupils and making teachers aware of these issues.   Reflect on how effective pastoral care and teacher-pupil relationships can influence pupil outcomes and school experience.  Observe and participate in a parents’ evening/conversation (if possible) with a particular focus on the role of the teacher and the knowledge and relationships developed in this meeting.  Engage with the suggested reading below, as appropriate for your stage of training. | TS8 – Fulfil wider professional responsibilities Part two: Build relationships rooted in mutual respect. |

**Reading:**

Read your institution’s policy and practice documentation on pastoral care thoroughly.

Capel, Leask and Younie (2016) Sections 4.2 Adolescence, health and well-being, and 4.5 Values education, discussion and deliberation.

Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114.

Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents’ Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. https://doi.org/10.1080/15427609.2016.1164552.

Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832>.

PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: <https://doi.org/10.1787/22260919>

Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/>

## **SUPPORTING AND EXTENDING THE NEEDS OF ALL LEARNERS**

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| **Phase 1: Engaging** |
| **Professional Development Focus Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| How does your school cater for the needs of all pupils?Introduce the trainee to the SENDCo, and the schools SEND register, policy and procedures.Explain how the Pupil Premium is used to support learners. What are the interventions to close the gap for underachieving groups? How is data used to plan, teach and monitor pupil progress? | Read the school’s policy and documentation on SENDIdentify the roles of other adults (including LSAs) in the classroom. Undertake some planning of LSA support for your teaching.Engage with the suggested reading below, as appropriate for your stage of training. | TS5 – Adapt teaching to respond to the strengths and needs of all pupils.TS2 – promote good progress and outcomes by pupils. |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus Suggested Content:****“Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| How does your school cater for the needs of all pupils?Discuss a specific pupil’s SEN plan and how this is implemented in the classroom.Introduce the trainee to the SENDCo, and the schools SEND register, policy and procedures.How do you know that a SEND student has made progress?Arrange for the trainee to meet any specialists in the school, including LSAs working with specific needs or disabilities, including interventions. | Read the school’s policy and documentation on SENDReflect on your prior knowledge and developmental needs, and your current levels of differentiation.Take responsibility for increasing the level of personalisation for specific learning needs.Engage with any specialists and staff relating to SEND needs of pupils.Engage with the suggested reading below, as appropriate for your stage of training. | TS5 – Adapt teaching to respond to the strengths and needs of all pupils.TS2 – promote good progress and outcomes by pupils. |

**Reading:**

Capel, Leask and Younie (2016) Sections 4.1 Pupil groups, progression and differentiation and 4.6 an introduction to inclusion, SEND and disability. Access the government website on the Pupil Premium ([Pupil Premium](http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement))

Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf>

Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/349053/Schools\_Guide\_to\_the\_ 0\_to\_25\_SEND\_Code\_of\_Practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_%200_to_25_SEND_Code_of_Practice.pdf)

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

How are we enabling learning opportunities? Chapter 15 in: Pollard, A. (2014) Reflective Practice in Schools. 4th ed. London: Bloomsbury and accompanying website:

<http://reflectiveteaching.co.uk/booksand-resources/reflective-teaching-inschools/becoming-a-reflectiveprofessional/1-identity/>

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest, 9 (3).

Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35

## **ASSESSMENT OF AND FOR LEARNING**

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| **Phase 1: Engaging** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| Introduce the assessment policy and practice in your institution. How does your institution use data to raise achievement and to close the gap between groups of students? How is each key stage/year group/phase assessed? How is assessment for learning used across the school? Inform the trainees of the feedback and reporting systems in the institution, including parents’ evenings. How do you know that a student has made progress? | Read your institution’s policy and practice documentation on assessment. Reflect on the key strengths and challenges of implementing an Assessment Policy. Develop and implement monitoring strategies in your planning and teaching. Take responsibility for assessing, marking, and feeding back to pupils on a regular basis. Look at a class set of reports for your subject and consider how this support further learning. If appropriate, contribute towards report writing. Shadow a teacher at a parents’ and carers’ meeting. Engage with the suggested reading below, as appropriate to your stage of training. | TS6 – Make accurate and productive use of assessment |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| How is assessment for learning used across the school? How can trainees develop effective AFL strategies to ensure progress is happening in their classroom? Discuss ways of judging the effectiveness of teaching and impact on learners. What are the features of outstanding teaching and learning? How do you measure teacher impact on progress? How does the school judge the quality of teaching and learning? What is done in your setting to coach and mentor ECTs, mid-career and more experienced teachers? Review trainee evidence of personal progress, quality of target setting and lesson evaluation.  | Review successful AFL strategies and implement them consistently into lesson plansReview your own target setting, evaluations and records of evidence in relation to the Teachers’ Standards. How well are you managing your time, your paperwork and the evidence of your pupils’ progress and your own progress? Talk to experienced practitioners about the habits of effective teachers and what constitutes evidence of impact. As a trainee group, arrange for a briefing from **(1)** one or two recently qualified colleagues about what tips they would want to share with trainees, **(2)** a group of LSAs who specialise in support for specific SEND and **(3)** LSAs who specialise in literacy and numeracy support.  Engage with the suggested reading below, as appropriate to your stage of training.  | TS6 – Make accurate and productive use of assessment |

**Reading:**

Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>

Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017) Benefits from retrieval practice are greater for students with lower working memory capacity. Memory, 25(6), 764–771. <https://doi.org/10.1080/09658211.2016.1220579>.

Allen, B. and Sims, S. (2018) The Teacher Gap. Abingdon: Routledge. Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962>

Black, P., & William, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.

Capel, Leask and Younie (2016) Sections 5.1-5.3, Ways pupils learn; Active learning; Teaching strategies

Chi, M. T. (2009) Three types of conceptual change: Belief revision, mental model transformation, and categorical shift. In International handbook of research on conceptual change (pp. 89-110). Routledge.

Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP

Clark, R., Nguyen, F. & Sweller, J. (2006) Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load. John Wiley & Sons.

Coe, R. (2013) Improving Education: A triumph of hope over experience. Centre for Evaluation and Monitoring. Accessible from: <http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf>

Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338.

Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: <https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf>

Pollard, A. (2014) How can assessment enhance learning? Chapter 13 in Reflective Practice in Schools. 4th ed. London: Bloomsbury

## **END OF PLACEMENT REPORT**

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| **Phase 1: Engaging** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| Use this session for discussions around drafting and then finalising the Summative Report for placement. Draw on evidence logged by the trainees, and Mentors In bi-weekly meetings. Complete a Summative Final Report for each trainee with summative comments evaluating the trainee’s progress. Use this to also look forward to their targets for future placements.  | Ensure that your collection of evidence in your professional teaching file are in good order prior to these sessions. Reflect on your progress.Reflect on what the Senior and/or Class Mentor is likely to write in your End of placement report before the session and think about what evidence of achievement you could show your mentor to demonstrate your level of progress and achievement against your SMART targets. Reflect on the implications of the professional dialogue and the Placement Report to help you prepare for transition to your next placement.Engage with the suggested reading below, as appropriate for your stage of training.  | TS1-8 & Part Two  |

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| **Phase 2: Embedding & enhancing** |
| **Professional Development Focus****Suggested Content: “Learn that” (mentor led)** | **Directed study & trainee activities: “Learn how to” (trainee led)** | **Teachers’ Standards** |
| Use this session for discussions around drafting and then finalising the Summative Report for placement. Draw on evidence logged by the trainees, and Subject Mentors In bi-weekly meetings. Complete a Summative Final Report for each trainee with summative comments evaluating the trainee’s progress against the Teachers’ Standards (level 3 and PGPB only). Use this to also look forward to their targets for future placements or their needs as an ECT.  | Ensure that your collection of evidence in your professional teaching file are in good order prior to these sessions. Reflect on your progress.Reflect on what the Senior and/or Class Mentor is likely to write in your End of placement summative report before the session and think about what evidence of achievement you could show your mentor to demonstrate your level of progress and achievement against your SMART targets. Reflect on the implications of the professional dialogue and the Final Placement Report to help you prepare for transition to your next placement or first teaching post and your early career professional development targets Engage with the suggested reading below, as appropriate to your stage of training.  | TS1-8 & Part Two  |

**Reading**:

Capel, Leask and Younie (2016) Section 8.2 Developing further as a teacher

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>

Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: <https://tdtrust.org/about/dgt>.

Darling-Hammond, L. (2009) Professional Learning in the Learning Profession.

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf>

Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers. Accessible from: <https://files.eric.ed.gov/fulltext/ED489535.pdf>

## **PHASE SPECIFIC TASKS**

Please read these alongside the year on a page overview relevant to the year of study your trainee is in. This will allow you to understand where they are in their learning and which aspects of curriculum, subject and pedagogy they have covered in centre-based training, and which will be developed when they return.

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| **Year 3 Block A**  |
| **Phase 1: Engaging****Phase 2: Embedding & enhancing** |
| **Directed study & trainee activities: trainee led, mentor to facilitate** | **Any additional activities /comments**  |
| * Prior to placement commencing, conduct an audit of your previous experiences/placement reports and identify any gaps in your knowledge and understanding of foundation subjects. Create an action plan to share with your class mentor to ensure that you have the opportunity to observe (and hopefully) teach any subjects that you have not developed appropriate knowledge and experience in
* Familiarise yourself with your school setting (as detailed above) and ensure that you have a deep understanding of the planning, assessment and protocols of your school in readiness for block B.
* Spend no more than 40% of your time teaching whole class but ensure that you are planning, teaching and assessing sequences of sessions and not just one-off lessons.
* Gather information for your dissertation and conduct your data gathering as appropriate – ensure that you have informed all relevant stakeholders of your research.
* Revisit your BRP training – ask your teacher if you can conduct 1:1 reading with one child in the class and monitor their progress during the time you are with them.
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| **Year 3 Block B** |
| **Phase 2: Embedding & enhancing** |
| **Directed study & trainee activities: trainee led, mentor to facilitate** | **Any additional activities / comments**  |
| * Conduct a Do the Maths and a Do the Science activity as appropriate to the context of your class/school and your own development needs.
* Plan, teach and assess sequences of lessons in maths, English, science and all foundation subjects being taught in your class. If appropriate go to another class to teach particular subjects to ensure that you feel confident and competent in all subjects at all phases.
* Speak to subject leaders and colleagues to develop a deeper understanding of their role and gain support with any subject knowledge needs.
* Ensure that you gather any evidence needed for assessments when you return to the centre.
* Aim to build up your whole class teaching slowly and remember the value of planning, teaching and assessing small groups and conducting focused observations to refine and enhance your practice. You should aim to be teaching at least 2 weeks at 40%, 2 weeks at 60%, building up to 80% from after Easter.
* Make sure that you ask for the opportunity to be involved in all aspects of school life and gain a wide range of experiences to ensure you are ‘job ready’
* Audit your needs towards the end of your placement, in readiness for your final meeting. Create an action plan of targets to feed into your final report, career entry profile and your ECT targets.
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| **PGCE Block A** |
| **Phase 1: Engaging** |
| **Directed study & trainee activities: trainee led, mentor to facilitate** | **Any additional activities /comments**  |
| * Familiarise yourself with your school setting and ensure that you have a deep understanding of the planning, assessment and protocols of your school in readiness for block B.
* Plan, teach and assess sequences of lessons in maths, English, science and all foundation subjects being taught in your class. If appropriate go to another class to teach particular subjects to ensure that you feel confident and competent in all subjects at all phases.
* Speak to subject leaders and colleagues to develop a deeper understanding of their role and gain support with any subject knowledge needs.
* Ensure that you gather any evidence needed for assessments when you return to the centre.
* Aim to build up your whole class teaching slowly and remember the value of planning, teaching and assessing small groups and conducting focused observations to refine and enhance your practice. You should aim to be teaching 60% for at least 2 weeks.
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| **PGCE Block B** |
| **Phase 2: Embedding & enhancing** |
| **Directed study & trainee activities: trainee led, mentor to facilitate** | **Any additional activities/comments** |
| * Conduct a Do the Maths and a Do the Science activity as appropriate to the context of your class/school and your own development needs.
* Plan, teach and assess sequences of lessons in maths, English, science and all foundation subjects being taught in your class. If appropriate go to another class to teach particular subjects to ensure that you feel confident and competent in all subjects at all phases.
* Speak to subject leaders and colleagues to develop a deeper understanding of their role and gain support with any subject knowledge needs.
* Ensure that you gather any evidence needed for assessments when you return to the centre.
* Aim to build up your whole class teaching slowly and remember the value of planning, teaching and assessing small groups and conducting focused observations to refine and enhance your practice. You should aim to be teaching 80% for at least 4 weeks.
* Make sure that you ask for the opportunity to be involved in all aspects of school life and gain a wide range of experiences to ensure you are ‘job ready’
* Audit your needs towards the end of your placement, in readiness for your final meeting. Create an action plan of targets to feed into your final report, career entry profile and your ECT targets.
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| **Appendix1: Supporting Resources from the ITT Core Content Framework (CCF)**  |

This document has been produced ‘by the sector’ and ‘for the sector.’ It provides a selection of exemplification resources related to the CCF. It is designed as an introductory document for **providers** to use with their trainees and the colleagues who provide them with expert mentoring and support. It provides links to readily available resources which support each of the ‘learn how to’ emboldened statements in the ITT Core Content Framework (CCF). Each emboldened statement is set out under the relevant section of the Teachers’ Standards, following the CCF layout. Some of the resources are applicable to more than one of the Teachers’ Standards.

A few short articles, blogs, webpages  and/or video links, referring to practical teaching approaches, have been selected for each section. **All** the suggested resources could be used with trainees and colleagues who provide expert mentoring and support to:

* learn more about the trainee entitlement, the content and experiences covered, and the terminology used in the CCF
* identify opportunities for trainees to observe expert teachers using the approaches in the CCF
* apply approaches in the CCF to the development of trainees’ teaching skills as they rehearse and refine their practice
* focus discussions and analysis between trainees and expert colleagues who mentor and support them during placements
* use as part of training or online training materials
* use as part of virtual placement activities
* enable trainees to utilise more detailed research  related to the Early Career Framework (ECF) available on the Chartered College of Teaching’s Early Career Hub to reflect, review and further improve their practice.

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| **S1 Set high expectations**  |
| **CCF Communicate a belief in the academic potential of all pupils** |
| Seo article icon  | This short article shows how teachers set high expectations for pupils by using a ‘stretch and challenge’ model. It suggests 10 practical approaches trainees can observe happening and then use in the classroom related to: learning intentions, independence and resilience, questioning and discussion, choice of task, resources, groupings, feedback, academic vocabulary, homework and teaching assistants: <https://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/> |
|  Seo article icon | This 10-page Education Hub New Zealand Research Guide considers why high expectations are important, key differences between high and low expectations, how to adopt the teaching practices of high expectation teachers and how a teacher can transform their own pedagogical thinking. It provides a short self-assessment checklist for teachers to review their own practice: <https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf> |
| Seo article icon | This Australian evidence paper introduces the state of Victoria’s early years practice principle ‘high expectations for every child.’ It emphasises how early childhood professionals should consider multiple ways of knowing and learning, value children’s strengths and differences and use these in their planning and assessment: <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/highexpect.pdf> |
| **CCF Demonstrate consistently high behavioural expectations[[1]](#footnote-2)** |
| Seo article icon | Behaviour guidance was published along with the ITT Core Content Framework in November 2019. This 2-page summary explains the features of effective behaviour management for trainees: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844181/_Tom_Bennett_summary.pdf>[[2]](#footnote-3) |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on setting high expectations can be found at: <https://earlycareer.chartered.college/1-high-expectations/> |

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| **S2 Promote good progress** |
| **CCF Avoid overloading working memory** |
| 117860630 | This 9-minute TED talk provides an introduction to the importance and limitations of ‘working memory’: <https://www.youtube.com/watch?v=UWKvpFZJwcE>  |
| 117860630 | This 6-minute introductory video looks at ‘overloading working memory’. It considers the use and relevance or working memory to learning, teaching and performance: <https://www.youtube.com/watch?v=zPNwWK7T39k> |
| Seo article icon117860630 | This weblink uses text and short videos to comprehensively explain how trainees can get started with metacognition[[3]](#footnote-4)2. It clarifies the difference between metacognition knowledge and metacognition regulation and explains how both can be encouraged in the classroom. It includes a checklist and glossary: <https://cambridge-community.org.uk/professional-development/gswmeta/index.html> |
| Seo article icon | The Ambition Institute’s paper on ‘The Learning Curriculum’ provides a guide for teacher educators when teaching teachers about the science of learning. It covers: the environment and attention; working memory, load and thought; long-term memory; linking new learning to prior knowledge and helping pupils to remember what they learn: <https://www.ambition.org.uk/research-and-insight/learning-curriculum> |
| Seo article icon | The Science of Learning summarizes existing research from cognitive science about how pupils learn and research on its practical implications for teaching and learning for new teachers and teacher educators: <https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf> |
| **CCF Build on pupils’ prior knowledge** |
| Seo article icon | This article from the Chartered College of Teaching’s Impact journal introduces a design framework for a teaching session, focused on prior knowledge and designed to engage all children in a task involving understanding. It involves the sharing of knowledge, follow up tasks that challenge pupils’ understanding and includes a provocation to expose a misconception: <https://impact.chartered.college/article/tay-pedagogical-challenge-engaging-prior-knowledge/> |
| Seo article icon | This webpage is part of the DfE’s guidance for schools published in June 2020. It is designed to help schools identify and address gaps in pupils’ understanding after a long period of remote education due to the coronavirus (COVID-19) outbreak: <https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding> |
| Seo article icon | This Sec Ed 12-page supplement is designed to show how schools can approach teaching and learning in order to support pupil progress and begin to close the gaps as a result of COVID-19 disruptions to education: <https://assets.markallengroup.com//article-images/228908/B2S3-July2020-Teaching.pdf> |
| **CCF Increase the likelihood of material being retained** |
| Seo article icon | This short TES article looks at ‘retrieval practice’ a technique used to change long-term memory and encourage pupils to retain what they have been taught. The article suggests activities that can be used by pupils to recall what they have learnt in previous lessons and apply this learning to solve future problems: <https://www.tes.com/news/retrieval-practice-five-new-tips-make-learning-stick> |
| Seo article icon | This article in the Chartered College of Teaching’s Impact journal focuses on the role of retrieval in primary and secondary classrooms. The article explains that people remember things better when tested on them because the process of retrieving information from memory helps learning to be consolidated. Practical examples of the ways in which retrieval practice can be integrated in primary and secondary classrooms are provided: <https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/> |
| Seo article icon117860630 | This weblink uses text and short videos to explain the importance of key concepts and their link to learning within subjects. This detailed weblink encourages teachers to use key concepts in their medium and long-term planning and ensure their lessons are sequenced to allow learners to develop their understanding of these concepts. It also provides a key concept glossary at the end of the weblink: <https://cambridge-community.org.uk/professional-development/gswkey/index.html> |
| Seo article icon | Tom Sherrington’s article provides diagrams to visualise a shared model of the learning process which help to explain how learning works in general and identify reasons why it does not always happen: <https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/> |
| Seo article icon | The Learning Scientists’ ‘Six Strategies for effective learning’ provide downloadable materials for teachers and pupils. These include posters, PowerPoints, bookmarks and stickers: <https://www.learningscientists.org/downloadable-materials>. |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on promoting good progress and how pupils’ learn can be found at: <https://earlycareer.chartered.college/1-high-expectations/> |

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| **S3 Demonstrate good subject and curriculum knowledge** |
| **CCF Deliver a carefully sequenced and coherent curriculum** |
| Seo article icon | This A4 summary explains what a ‘knowledge rich curriculum’ is and its implications for trainees and teachers: <https://my.chartered.college/wp-content/uploads/2019/06/Knowledge-centred_Simon.pdf> |
| Seo article icon | This short article in the Chartered College of Teaching’s Impact journal explains why it is important for trainees and teachers to maintain and improve their subject knowledge: <https://impact.chartered.college/article/enser-maintaining-subject-knowledge/> |
| Seo article icon | Subject associations are useful sources of information on subject and curriculum knowledge, sequencing a coherent curriculum, practical ideas for teaching and provide essential networking and benchmarking opportunities to improve trainees’ and teachers’ practice. This recently published comprehensive directory explains more about each of these associations and what they offer for trainees and teachers working with 4 –18 year olds: <https://www2.le.ac.uk/offices/english-association/about-us/CfSASubjectAssocationDirectory2020.pdf>. |
| Seo article icon | Teach First have published a series of blogs about what every teacher educator should know and incorporate into their ITT curriculum. These include: substantive and disciplinary knowledge, the science of learning, evidence about good pedagogy, the differences between educating novices and experts, misconceptions and how to challenge them, prioritising and sequencing a curriculum for trainees, supporting trainees’ development, identifying actionable improvement steps, deliberate practice and supporting trainees’ wellbeing: <https://www.teachfirst.org.uk/blog/10-things-every-teacher-educator-should-know-and-be-able-do>. |
| Seo article icon | This article from the Chartered College of Teaching’s Impact journal describes how one primary school made the decision to study the content and pedagogical knowledge primary teachers need to implement a knowledge-rich curriculum: <https://impact.chartered.college/article/designing-primary-knowledge-rich-curriculum-where-been-are-going/> |
| **CCF Support pupils to build increasingly complex mental models** |
| 117860630 | This 2-minute video introduces schemas as a way of linking new and existing knowledge: <https://www.youtube.com/watch?v=Xj0CUeyucJw> |
| Seo article icon | This article in the Chartered College of Teaching’s Impact journal looks at cognitive load theory and how long-term memory can store a limitless number of schemata (multiple elements of information combined into a single representation with a specific function). The article explores the nature of teacher expertise and the challenge this presents for primary teachers: <https://impact.chartered.college/article/cognitive-load-theory-teacher-expertise-primary-teachers/> |
| Seo article icon | This article from the Chartered College of Teaching’s Early Career Hub explains how helping children to develop their metacognitive and executive function skills should be central to an Early Years curriculum: <https://earlycareer.chartered.college/curriculum-in-the-early-years-2/> |
| **CCF Develop fluency** |
| 117860630 | This 4-minute video explains how retrieval, repetition and spaced practice can build automatic recall of key knowledge:<https://www.youtube.com/watch?v=cVf38y07cfk> |
| **CCF Help pupils apply knowledge and skills to other contexts** |
| Seo article icon | This blog introduces the idea of Concrete Pictorial Abstract (CPA), a key part of the maths mastery approach. This technique is used to help pupils move on from using concrete resources to developing a secure understanding of abstract concepts: <https://mathsnoproblem.com/blog/teaching-maths-mastery/concrete-resources-to-abstract-learning/> |
| **CCF Develop pupils’ literacy**  |
| Seo article icon | This article explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils’ speaking and listening skills: <https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/> |
| Seo article icon | The EEF’s ‘Preparing for Literacy’ guidance report and summary poster focus on the teaching of communication, language and literacy to children between the ages of 3 and 5 and can be used to support older pupils who have fallen behind their peers. The report provides 7 recommendations and practical suggestions for how these can be applied: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/> |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on subjects and the curriculum can be found at: <https://earlycareer.chartered.college/standard-3/> |

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| **S4 Plan and teach well-structured lessons** |
| **CCF Plan effective lessons** |
| Seo article icon | This article in the Chartered College of Teaching’s Impact journal provides trainees with some initial staring points for lesson planning. It suggests 7 steps to effective planning: <https://impact.chartered.college/article/mcgill-lesson-planning/> |
| Seo article icon | This TES article explains 3 practical approaches that use scaffolding to support pupils and build on their learning**:** <https://www.tes.com/news/how-scaffold-learning-three-steps> |
| **CCF Make good use of expositions** |
| Seo article icon | This Sec Ed article explains Rosenshine’s 10 Principles of Instruction and offers four practical suggestions about how they can be used to improve the quality of trainees’ and teachers’ teaching: <https://www.sec-ed.co.uk/best-practice/four-ideas-for-applying-rosenshines-principles/> |
| Seo article icon | This article on the Chartered College of Teaching’s Early Career Hub is written by the headteacher of a nursery school and children’s centre. It reflects on three of Rosenshine’s principles of instruction and how children learn language and literacy skills: <https://earlycareer.chartered.college/rosenshine-seminal-principles-of-instruction-early-years/> |
| **CCF Model effectively** |
| Seo article icon | The Education and Endowment Foundation’s guidance report on metacognition and self-regulation includes information on how teachers can use *7* metacognition strategies to support pupils to become effective and self-motivated learners*.* The toolkit includes the full report, a summary poster and additional tools and resources:<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/> |
| Seo article icon | This short article in the Chartered College of Teaching’s Impact journal focuses on metacognition as part of self-regulation and explains how it can be used to direct learning: <https://impact.chartered.college/article/quigley-stringer-making-sense-metacognition/> |
| **CCF Stimulate pupil thinking and check for understanding** |
| Seo article icon | Tom Sherrington’s blog provides practical strategies to help teachers build the checking of pupils’ recall and understanding into their basic classroom routines: <https://teacherhead.com/2017/09/09/teaching-fundamentals-checking-for-recall-and-understanding/> |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on planning and teaching well-structured lessons can be found at: <https://earlycareer.chartered.college/standard-4/> |

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| **S5 Adapt teaching** |
| **CCF Develop an understanding of different pupils needs** |
| Seo article icon | This webpage looks at the importance of adapting teaching in a responsive way. It considers using cognitive science and formative assessment techniques to improve teaching and meet pupils’ learning needs: <https://improvingteaching.co.uk/2018/06/03/what-is-responsiveteaching/#:~:text=%20So%20my%20working%20definition%20%E2%80%93%20responsive%20teaching,to%20support%20students%20to%20do%20better.%20More%20> |
| **CCF Provide opportunities for all pupils to experience success** |
| Seo article icon | This blog explains the term ‘quality first teaching ‘and how associated teaching strategies can be implemented in primary schools when teaching mathematics: <https://thirdspacelearning.com/blog/quality-first-teaching/> |
| **CCF Meet individual needs without creating unnecessary workload** |
| Seo article icon | This article looks at the use of interventions including pre-learning and over-learning to support a range of pupils including those who speak English as an additional language or have special educational needs or disabilities:<https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/> |
| Seo article icon | The Education and Endowment Foundation’s report, poster and additional tools and resources provides 5 recommendations on special education needs in mainstream schools: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/> |
| **CCF Group pupils effectively** |
| 117860630 | This 1-minute video explains why it is important to group pupils flexibly so they can learn from each other and move among groups based on their learning needs: <https://www.youtube.com/watch?v=p0LftbjzOBU> |
| Seo article icon | The Education and Endowment Foundation’s toolkit discusses the effectiveness of grouping pupils by attainment and the benefits of setting and streaming: <https://educationendowmentfoundation.org.uk/news/eef-blog-within-class-attainment-grouping-setting-and-streaming/> |
| Seo article icon | The Education and Endowment Foundation’s toolkit discusses the effectiveness of in-class attainment grouping in primary schools: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=subject%20specific%20groups%20based%20on%20attainment> |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on adapting and adaptive teaching can be found at: <https://earlycareer.chartered.college/standard-5/> |

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| **S6 Make accurate and productive use of assessment** |
| **CCF Avoid common assessment pitfalls** |
| Seo article icon117860630 | This weblink uses text and short videos to introduce trainees to the idea of assessment for learning (AfL). This detailed weblink explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the weblink: <https://cambridge-community.org.uk/professional-development/gswafl/index.html> |
| 117860630 | In this 2-minute video Dylan Wiliam reviews the nature of formative assessment and explains how teachers can use it to gain better insights into pupils’ learning and achievement: <https://www.youtube.com/watch?v=sYdVe5O7KBE> |
| 117860630 | In this 3-minute video Dylan Wiliam explains the use of hinge questions to assess pupils’ understanding and pinpoint knowledge gaps: <https://www.youtube.com/watch?v=Mh5SZZt207k> |
| **CCF Check prior knowledge and understanding during lessons** |
| Seo article icon | In this web post Tom Sherrington summarises Dylan Wiliam’s 5 approaches to formative assessment including the importance of effective classroom discussions, tasks and activities:<https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/> |
| Seo article icon | This short article explains the rationale for using effective questioning and considers how it can be used to identify pupils’ knowledge gaps and misconceptions:[https://www.highspeedtraining.co.uk/hub/what-is-effective questioning/#:~:text=Effective%20questioning%20involves%20using%20questions%20in%20the%20classroom,as%20opposed%20to%20answers%20which%20just%20detail%20%E2%80%98what.%E2%80%99](https://www.highspeedtraining.co.uk/hub/what-is-effective%20questioning/#:~:text=Effective%20questioning%20involves%20using%20questions%20in%20the%20classroom,as%20opposed%20to%20answers%20which%20just%20detail%20%E2%80%98what.%E2%80%99) |
| **CCF Provide high-quality feedback** |
| Seo article icon | This short article in the Chartered College of Teaching’s Impact journal explains how peer assessment (a formative assessment strategy that encourages students to comment on the work of their peers) can be used as an effective learning strategy**:**<https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/> |
| Seo article icon | This short article offers 12 pieces of practical guidance to teachers about timely and effective high-quality feedback practices:<https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/> |
| Seo article icon | The Education Endowment Foundation’s summary of feedback research explains how teachers use assessment to understand pupils’ strengths, weaknesses and progress and how these can be addressed through feedback:<https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/> |
| **CCF Make marking manageable and effective** |
| 117860630 | In this 2-minute video Dylan Wiliam provides advice on teachers’ use of time and marking: <https://www.youtube.com/watch?v=tPmCGwM3gtw> |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on productive and accurate assessment can be found at: <https://earlycareer.chartered.college/standard-6/> |

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| **S7 Manage behaviour effectively** |
| **CCF Develop a positive, predictable and safe environment for pupils** |
| Seo article icon | The Education and Endowment Foundation’s guidance report and poster summarises 6 key areas of focus for securing effective pupil behaviour in primary and secondary schools: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/> |
| Seo article icon | The National Education Union’s webpage provides useful guidance on managing behaviour including a detailed publication on positive behaviour: <https://neu.org.uk/media/32/view> |
| **CCF Establish effective routines and expectations** |
| Seo article icon | This short article provides practical advice on and a rationale for establishing effective learning routines work with young children:<https://www.onestopenglish.com/professional-development/advancing-learning-the-secrets-of-using-learning-routines-with-young-children/557372.article> |
| Seo article icon | This STEM transcript of anaudio seminar looks at rules, routines and expectations. It considers how teachers establish classroom routines and explains that once pupils know and understand them the management of behaviour becomes hidden in the learning rituals of the classroom: <https://www.stem.org.uk/system/files/community-resources/2016/09/Step%202.6_Rules%20and%20routines.pdf> |
| **CCF Build trusting relationships** |
| Seo article icon | Tom Bennett’s full report on behaviour management recommends ITT should cover the creation of routines, developing relationships and in-class responsive strategies: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf> |
| 117860630 | This 14-minute video from TES Resources, Teachers TV focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils. The video shows how the setting of clear and consistent expectations and the mutual trust between the teacher and pupils has developed in a literacy lesson 2 weeks later: <https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446> |
| **CCF Motivate pupils** |
| Seo article icon | This webpage is part of the DfE’s guidance for schools published in May 2020. It is designed to help schools keep pupils motivated and engaged when learning remotely: <https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged> |
| **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on managing behaviour can be found at: <https://earlycareer.chartered.college/standard-7/> |

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| **S8 Fulfil wider professional responsibilities** |
| **CCF Develop as a professional** |
| 117860630 | In this 4-minute video Dylan Wiliam provides a simple introduction to the concept of teachers’ reflective practice and how this sets the context for teaching and learning: <https://www.youtube.com/watch?v=0glFJMYv1JY> |
| Seo article icon | This short blog by Katie Waring, a SCITT Director, explains the rationale for trainees engagement with educational research and how this can help them develop as a professional: <https://researchschool.org.uk/bradford/news/why-should-itt-trainees-engage-with-educational-research/> |
| **CCF Build effective working relationships** |
| Seo article icon | The report ‘Making best use of teaching assistants’ by the Education Endowment Foundation provides guidance to help primary and secondary schools make the best use of teaching assistants. This weblink takes you to the full report, a summary poster, the evidence behind the report’s findings: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/> and a series of short video case studies including: |
| 117860630 | This 4-minute videointroduces teachers to the Education Endowment Foundation’s evidence about the best deployment of teaching assistants: <https://www.youtube.com/watch?v=MAkWKf3m-Dg>. |
| 117860630 | This 4-minute video focuses on the Education Endowment Foundation’s evidence around teaching assistant deployment at a classroom level: <https://www.youtube.com/watch?v=SkUdcfhYjzw> |
| **CCF Manage workload and wellbeing** |
| Seo article icon | This A4 poster summarises the dos and don’ts of the 3 Teacher Workload reports published by the DfE in 2016 on data management, marking and planning and resources: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/593913/6.2799_DFE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf> |
| Seo article icon | The DfE’s ‘Addressing workload in initial teacher education’ (ITE) (2018) provides practical examples to help ITT providers reduce the workload of trainee teachers and their partnership schools:<https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite> |
| 117860630 | This 9-minute TED talk explains the importance of self-care for teachers and how they need toprioritise their own well-being in the same way as they do for the pupils they teach: <https://www.youtube.com/watch?v=5O5QIqlDxjg> |
| 117860630 | This 10-minute video provides some time saving workload tips for new teachers: <https://www.youtube.com/watch?v=OKW_Y2E7KK8> |
| 117860630 | This 3-minute DfE video explains how teachers can reduce the burden of lesson planning and provides a case study from Whitley Bay High School on their approach to shared planning: <https://www.youtube.com/watch?v=Jag_XZPx_QQ> |
|   **ECF Chartered College of Teaching’s Early Career Hub**  |
|  | Further videos and articles on wider professional responsibilities and behaviours can be found at: <https://earlycareer.chartered.college/standard-8/> |

1. Further resources on behaviour can be found in **S7 Manage behaviour effectively** [↑](#footnote-ref-2)
2. [↑](#footnote-ref-3)
3. 2 Further resources on metacognition can be found in **S4 Plan and teach well-structured lessons: model effectively** [↑](#footnote-ref-4)