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| ITE Secondary Programme: Professional Development Session Guidance   **2021-22**  |

August 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. Trainees are expected to attend ALL sessions and this should be recorded in their weekly reports and mentors should also record attendance 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 12 weeks of placement as best suits the needs of the trainee/s. **Engaging** (broadly appropriate for Placement A) and **Embedding & enhancing** (broadly appropriate for Placement B) indicates that these sessions should be progressive and should develop alongside the trainee/s.

The programme is developed to integrate with the UWE subject and PD (Learners and Teacher module) delivered pre-placement and during recall weeks. 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 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.

## **WELCOME AND INDUCTION**

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| **Phase 1: Engaging** |
| **PD Session suggested content** | **Directed study & trainee activities** | **Teaching standards**  |
| Discuss the induction programme that you have set up for the trainee(s): e.g. time in the department, attachment to a tutor group, a pupil pursuit, teacher shadowing, lesson observations, online teaching & early teaching. Discuss professional expectations and behaviours. What key messages do the trainees need to have about expectations of them and demonstrating progress? Discuss support systems and suggestions for managing wellbeing and workloadArrange 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 host setting 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 Subject MentorDiscuss Subject Knowledge and other developmental targets with those mentoring you and reflect on next steps.Engage with the suggested reading below | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |

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| **Phase 2: Embedding & enhancing** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| Discuss the induction programme that you have set up for the trainee(s): Discuss and Identify common areas for development from trainee’s placement A reports to inform PD provision. Discuss professional expectations and behaviours including professional management of workload, setting cover when out of school at University and working professionally as part of a team. Discuss support systems and suggestions for managing wellbeing and workloadArrange 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 host 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 Subject MentorDiscuss Subject Knowledge and other developmental targets with those mentoring you and reflect on next steps.Engage with the suggested reading below | TS8 Fulfil wider professional responsibilities Section 2 Professional Conduct |

**Reading:** Keeping Children Safe in Education & Colleges (DfE 2020) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.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** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| Review how well the trainee(s) have been settling in: What have the trainees learnt about the host school/college so far? What do they need to do, see, experience, contribute to maximise their learning here? What is the curriculum offer at your school/college? How are transitions between key stages and ‘option choices’ managed? How is your institution responding to national agendas, e.g. EBacc, league tables, Progress 8 and curriculum change at secondary level? Organise for the trainees to undertake observation of teaching outside of department.Discuss how the setting has responded to *Prevent*. | Read the institution’s prospectus and look at the range of qualifications on offer. Find out about the Key Stage structure in the school and the options available for students post 14 and post 16. 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. Undertake observations outside of specialism. Record and reflect on your observations.<https://www.gov.uk/government/publications/prevent-duty-guidance> | TS3 Demonstrate good curriculum knowledge.TS7 Ensure a good and safe learning environmentTS8 Develop effective professional relationships |

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| **Phase 2: Embedding & enhancing** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| Review how well the trainee(s) have been settling in: What have the trainees learnt about the host school/college so far? What do they need to do, see, experience, contribute to maximise their learning here? How is the curriculum developed and adapted for pupils in your school / college? Consider the institution’s achievement profile and development plan related to core work to develop and extend achievement, including basic skills in literacy and numeracy.Who should the trainees meet/be briefed by about work underway or recently achieved that has high impact and high aspirations? Which cross curricular opportunities exist and consider the contribution this makes to the whole school curriculum.Ensure each trainee is attached to a pastoral group, and discuss how they might become involved in the wider life of the school/college. Present the opportunity for aTeacher and/or TA pursuit with the brief: look for what you 'don't see'. Trainees should be looking for how effective teaching can happen without it being explicit. For example, how is behaviour managed with effective lesson planning and positive relationships. | 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 with your Head of Department the rationale for choosing the examination specifications and consider how the curriculum is structured (eg order of units or content) to best suit the needs of the school and pupils. Find out about cross curricular links and whole school priorities such as Literacy & Numeracy across the curriculum. Identify and take part in cross curricular lessons / collapsed timetable days. How can literacy and numeracy be built into successful lessons? Follow up your UWE Bristol Learners & Teachers lectures on literacy and numeracy by asking to be talked through practical examples of how these are developed in your host setting. Arrange to observe excellent practice in a teacher pursuit, and gather example for strategies that have high impact. Look at different approaches to managing learners and specific challenges/impediments to learning.Engage with the suggested reading below. | TS3 Demonstrate good curriculum knowledge.TS7 Ensure a good and safe learning environmentTS8 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/>

Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf>

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

**Blackboard Learners & Teachers Sessions for Trainees to access:**

Week 18:Numeracy

<https://blackboard.uwe.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=_7643322_1&course_id=_337197_1>

Week 14: Literacy

<https://blackboard.uwe.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=_7643319_1&course_id=_337197_1>

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

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| **Phase 1: Engaging** |
| **PD Session suggested content** | **Directed study**  | **Teaching 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. How is the policy implemented in your institution? How are rewards and sanctions used to support appropriate behaviour? What will your institution require the trainees to do/demonstrate with regard to required classroom routines/behaviour management and TS5 and TS7? Arrange for the trainee(s) to have a briefing from a colleague who coaches staff on behaviour management techniques | 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 | TS7 Manage behaviour effectively to ensure a good and safe learning environment. Part 2: Professional conduct |
| **Phase 2: Embedding & enhancing** |
| **PD Session suggested content** | **Directed study**  | **Teaching 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 extra curricular activities and working on building a rapport with pupils.Develop the idea of preventative planning for behaviour. Discuss how trainees could incorporate behaviour management into lesson planning – consider the question ‘is my lesson worth behaving for? ’ Address how this may be tackled by working collaboratively. Reflect on Teacher Pursuits and share feedback. | 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 strategiesTrial 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 | TS7 Manage behaviour effectively to ensure a good and safe learning environment. Part 2: Professional conductTS4 – 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 Behavior: A Systematic Review, 25(1), 95–114.

Institute of Education Sciences (2008) Reducing Behavior 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.

## **MANAGING LEARNING: DEMONSTRATING COMPETENCIES**

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| **Phase 1: Engaging** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| What are the key components of a successful lesson from the point of view of Senior Management/a Senior 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 & Senior mentor expectations for lessons. Maintain a complete evidence file incorporating Weekly logs, observations records, class data, lesson plans etc. Keep a mark book, and assessment records. Engage with the suggested reading below | TS1 – Set high expectations which inspire, motivate and challenge pupilsTS2 – promote good progress and outcomes by pupilsTS4 – plan and teach well structured lessons |

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| **Phase 2: Embedding & enhancing** |
| **PD Session suggested content** | **Directed study**  | **Teaching 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 / differentiation. Reflect on the success of this approach. Undertake a peer review of Teaching files with a critical friend – either another trainee, NQT or colleague. Act upon feedback received. Engage with the suggested reading below | TS1 – Set high expectations which inspire, motivate and challenge pupilsTS2 – promote good progress and outcomes by pupilsTS4 – 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** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| Introduce the trainee(s) to a pastoral leader/excellent pastoral tutor. How is the pastoral system organised in your setting? What are the roles and responsibilities of teachers in relation to pastoral care? What impact does a good tutor have on pupil wellbeing and learning? Arrange for the trainee(s) to have a briefing from a pastoral leader on key skills for tutors. | Read your institution’s policy and practice documentation on pastoral care thoroughlyReflect on the key strengths and challenges of working in a pastoral role, and action plan for developing your knowledge and skills in relation to your current pastoral group/role and PSHE framework. 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 | TS8 – Fulfil wider professional responsibilitiesPart two: Build relationships rooted in mutual respect. |

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| **Phase 2: Embedding & enhancing** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| Introduce the trainee(s) to a pastoral leader/excellent pastoral tutor. How is the pastoral system organised in your setting? What is the role of the tutor in supporting pupils with additional needs / SEND. Revisit safeguarding - how should the tutor respond when concerns are raised? Consider how a tutor can engage with parents and act as a conduit for home/ school relations to develop. Discuss mediation between subject teacher issues, pupils and parents. Role play parents evening and telephone conversations.Review the purpose and objectives of the school tutoring programme. Consider the role of the tutor in this delivery.  | Read your institution’s policy and practice documentation on pastoral care thoroughlyFind out about the information held by a tutor about pupils. Consider how this may be important to prioritising the needs of the pupils and making teachers aware of these issues. Observe the relationships developed in tutor time and how this differs from those fostered in a lesson by a subject teacher. Reflect on how this role can influence pupil outcomes and school experience. Observe and participate in a parent / tutor meeting with a particular focus on the role of the tutor and the knowledge and relationships developed in this meeting. Contribute resources to support the schools tutoring programme. Consider how these resources may differ from your subject specialismsEngage with the suggested reading below | TS8 – Fulfil wider professional responsibilitiesPart 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** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| How does your institution cater for the needs of all pupils? Introduce the trainee(s) to the SENDCo, and via them, the schools or college’s SEND register, policy and procedures. Explain how the Pupil Premium is used here to support learners. What are the interventions to close the gap for underachieving groups? How is data used to support teachers to plan, teach and monitor pupil progress?  | Read your institution’s policy and practice documentation thoroughly begin to explore some implementation strategies. Identify the roles of other adults (including TAs) in the classroom. Undertake some early planning of TA support for your teaching. Engage with the suggested reading below | 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** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| How does your institution cater for the needs of all pupils? Run a session on the Special Needs Support system in the school/college which focuses on dealing with specific additional needs and disabilities and response strategies to differentiate the curriculum and meet these needs (not literacy and numeracy).Introduce the trainee(s) to the SENDCo, and via them, the schools or college’s SEND register, policy and procedures. How do you know that a SEND student has made progress? Arrange for a briefing for the trainee group from TAs specialising in behaviour management and mental health, (b) TAs who work with learners with low literacy levels and (c) TAs who deal with dyscalculia and mathematical problems**.**  | Read your institution’s policy and practice documentation on SEND. Reflect on your prior knowledge and developmental needs, and your current levels of differentiation. Take responsibility for increasing the level of personalisation for particular learning needs and students. Engage with the suggested reading belowEngage with teaching assistants and discuss how best to prepare them for lessons. Where possible implement this in planning. Engage with the suggested reading below | 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** |
| **PD Session suggested content** | **Directed study**  | **Teaching 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 Key Stage 3 being 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 | TS6 – Make accurate and productive use of assessment |

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| **Phase 2: Embedding & enhancing** |
| **PD Session suggested content** | **Directed study**  | **Teaching 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/college judge the quality of teaching and learning? What is done in your setting to coach and mentor NQTs, 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 TAs who specialise in support for specific SEND and **(3)** TAs who specialise in literacy and numeracy support.  Engage with the suggested reading below | 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 SUMMATIVE REPORT**

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| **Phase: End of placement** |
| **PD Session suggested content** | **Directed study**  | **Teaching standards**  |
| Use this session for discussions around drafting and then finalising the Summative Report for placement A/B. Draw on evidence logged by the trainees, and Subject Mentors In bi-weekly meetings and the Training and Assessment Toolkit (<https://www.uwe.ac.uk/-/media/uwe/documents/about/educational-partnerships/training-and-assessment-toolkit-2020-21.pdf>). Complete a Summative Final Report for each trainee with summative comments evaluating the trainee’s progress against the Teachers’ Standards. Use this to also look forward to their needs as an ECT.  | Ensure that your collection of evidence in your professional teaching file and mark book are in good order prior to these sessions. Reflect on your progress against the Teachers’ Standards using the Training and Assessment Toolkit. Reflect on what the Senior 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 them and your mentor to demonstrate your level of progress and achievement against the Teachers’ Standards and 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 | 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>

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