Fareham&Gosport PrimarySCITT

SCITT LEARNING OUTCOMES

2020 - 2021

Excellence for All — Working in Partnership

Core curriculum areas	Local priorities

• **Behaviour management**
   o **High expectations**
   o **Managing behavioiur**
• **Pedagogy**
   o **How pupils learn**
   o **Classroom practice**
   o **Adaptive teaching**
• **Subject and curriculum**
• **Assessment**
• **Professional behaviours**
	• **Culture and climate**
	• **Language and communication**
	• **Meeting the needs of individuals**
	• **SEND**

AUTUMN 1	
SCITT Training session	**Learning outcomes**

PROFESSIONAL BEHAVIOURS
Role of the Teacher
	Trainees will develop their understanding of:
	  o what makes an effective teacher, including personal and professional characteristics
	  o the essential elements of effective teaching and the impact on pupil learning; that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of pupils
	  o how strong subject knowledge and effective pedagogy help to motivate pupils and teach effectively
	  o how every teacher has a responsibility for improving literacy through the teaching of explicit skills
	  o the importance of effective relationships with pupils, parents and colleagues and the school
	  o the ability to systematically reflect and engage in educational debate and research to support improvement along with seeking challenge, feedback and critique
	  o engaging in wider networks to extend subject and pedagogic knowledge can help teachers improve pupil outcomes
	  o how the SCITT curriculum supports development towards Qualified Teacher Status and development into the Early Career Framework
	  o the Teachers' Standards
	
	Subsequent training which will re-visit elements from Role of the Teacher
	PSHCE & RSE (Teachers' Standards)
	SMSC & FBV (Teachers' Standards)
	Preparation for the NQT year (links to ECF)

PROFESSIONAL BEHAVIOURS
Safeguarding and PREVENT
	Trainees will develop their understanding of:
	  o what is meant by safeguarding and promoting the welfare of children and young people
	  o the legislative and procedure framework that guides us, including GDPR legislation
	  o various ways children and young people may be harmed; what sorts of behaviour, disclosures and incidents to report
	  o the roles and responsibilities of staff, including knowing who to contact with any safeguarding concerns
	  o the PREVENT duty and legislation on tackling extremism
	  o the importance of the 'keeping children safe in education' document 2018 and the 'working together to safeguard children document' 2018
	
	Subsequent training which will re-visit elements from Safeguarding & PREVENT
	Attachment & ACE

PROFESSINAL BEHAVIOURS
PEDAGOGY – ADAPTIVE TEACHING
	Trainees will develop their understanding of:
	  o how the SEN Code of Practice relates to special educational needs and disabilities
	  o the teacher's role in relation to SEND

The SEND Code of Practice (this training may support PGCE assignment 3)	o the role of the SENDCO o the graduated approach and response within the SEND Code of Practice o the four areas of need – communication and interaction; cognition and learning; behaviour, emotional and social development; sensory and/or physical needs o the specific terminology relating to SEND o how SEND can affect behaviour **Subsequent training which will re-visit elements from The SEND Code of Practice** SEND How Pupils Learn 4 Working with Parents
PEDAGOGY – HOW PUPILS LEARN & CLASSROOM PRACTICE **Child Development and EYFS**	**Trainees will develop their understanding of:** o the terms 'development' and 'learning' and 'maturational theory' o the areas, stages and sequences of development from 0-5 years o the holistic development and the interdependency between areas of development o different factors that influence development o the seven areas of Early Years; both prime and specific o the importance of the Observation, Assessment and Planning cycle o how an EYFS (Early Years Foundation Stage) profile is compiled o how the transition between nursery/pre-school settings and EYFS work o where Key Stage 1 and Key Stage 2 pupils have come from in reading and writing; that every teacher can improve literacy by explicitly teaching reading, writing and oral language skills o how early literacy provides fundamental knowledge: word reading and language comprehension and systematic phonics being the most effective method for teaching pupils to decode **Subsequent training which will re-visit elements from Child Development & EYFS** Phonics 1 Communication & Language Development Attachment & ACE
PEDAGOGY – CLASSROOM PRACTICE & ADAPTIVE TEACHING **Communication and Language Development** (this training may support PGCE assignment 3)	**Trainees will develop their understanding of:** o how children develop their communication and language skills o how the aspects of listening and attention, understanding, and speaking contribute to communication and language development o how every teacher can improve literacy by explicitly teaching reading, writing and oral language skills o the importance of observing what a child is learning, what adults can do to support and how enabling environments can support development o how Key Stage 1 and Key Stage 2 pupils experiencing communication and language difficulties can be supported. **Previous training to be re-visited in Communication & Language Development** Child Development & EYFS
PROFESSIONAL BEHAVIOURS PEDAGOGY – HOW PUPILS LEARN **Learning Theory, research-informed practice, evidence based research and critical thinking**	**Trainees will develop their understanding of:** o how educators need to be both knowledgeable and critical of child development theories o being able to critique the work of theorists, practitioners, and others in terms of respect for culture and context o the theories of Piaget, Vygotsky, Bruner and Malaguzzi

	o engaging critically with relevant recent research and theories and using evidence to critique practice
	Subsequent training which will re-visit elements from Learning Theory
	How Pupils Learn 1
	Science 2

BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS & MANAGING BEHAVIOUR **Managing Behaviour 1 – Teaching Learning Behaviours**	**Trainees will develop their understanding of:** o how a culture of trust, respect and shared values creates an effective climate for learning o reactive and proactive approaches to learning behaviours and managing behaviour; teaching learning behaviours will reduce the need to manage misbehaviour o the importance of using school policies and the expertise of others within school o how a clear, intentional and consistent common language can impact on behaviour o the need for expectations, norms and routines to be established and rigorously reinforced o how planned and intentional strategies and approaches can benefit all pupils, but particularly those with special needs and those from disadvantaged backgrounds o how to approach a significant behaviour incident o how to develop a toolkit for managing behaviour **Subsequent training which will re-visit elements from Managing Behaviour 1** Planning 1 (planned and intentional strategies) Managing Behaviour 2, 3, 4 Attachment & ACE
PEDAGOGY – HOW PUPILS LEARN **How Pupils Learn 1 – Memory**	**Trainees will develop their understanding of:** o cognitive science and how pupils learn o how working memory and long term memory support learning o novice and expert learners o the importance of considering prior learning and misconceptions, and how to link new learning to existing knowledge when planning learning journeys o how to reduce distractions and break complex learning, new content and core concepts into smaller steps to benefit effective learning o how to organise knowledge into increasingly complex, carefully sequenced mental models (schemata) o relevant recent research and theories in this area

Previous training to be re-visited in How Pupils Learn 1	**Subsequent training which will re-visit elements from How Pupils Learn 1**
Learning Theory	History
	Planning 1
	How Pupils Learn 2-7

PEDAGOGY - CLASSROOM PRACTICE & ADAPTIVE TEACHING **Planning 1 and an Introduction to the Primary Curriculum** (This training may support PGCE assignment 1)	**Trainees will develop their understanding of:** o the primary National Curriculum o how the school's curriculum sets out its vision for the knowledge, skills and values the pupils will learn in its own context o the purpose of planning, how to plan for the specific conceptual demands of a subject over time and how to identify the best resources to use o how to use school planning (including long, medium and short term) and be part of team planning o how to plan independently for individual lessons o how to use prior knowledge and assessments to inform planning o how to plan for progression through subject knowledge and skills

	o how to utilise knowledge of how pupils learn (cognitive science) when introducing new content and core concepts o how to utilise knowledge of managing behaviour o how to plan for the differing needs of pupils, including pupils with SEND

Previous training to be re-visited in Planning 1	Subsequent training which will re-visit elements from Planning 1
Managing Behaviour 1 (planned and intentional strategies)	Planning 2-3
How Pupils Learn 1	

BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS & MANAGING BEHAVIOUR PROFESSIONAL BEHAVIOURS **Managing Behaviour 2 – Teaching Learning Behaviours**	**Trainees will develop their understanding of:** o pupils and their needs, and establishing positive, trusting relationships o how pupils are motivated by extrinsic and intrinsic factors and that their investment in learning is driven by prior experiences and perceptions of success and failure o consistently modelling and demonstrating the attitudes, values and behaviours expected of pupils; knowing that teachers and other adults are key role models who can influence behaviours o supporting pupils with approaches and strategies to self-regulate their emotions so that learning can take place ensuring all pupils have the opportunities to succeed; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions o using early and less intrusive interventions as an initial response to low level disruption o liaising with parents and carers to better understand a child's circumstances and how they can be supported to meet high academic and behavioural expectations

Previous training to be re-visited in Managing Behaviour 2	Subsequent training which will re-visit elements from Managing Behaviour 2
Managing Behaviour 1	Managing Behaviour 3, 4
	Attachment & ACE
	Working with Parents
	SEND

PEDAGOGY – ADAPTIVE TEACHING & HOW PUPILS LEARN **Attachment and ACE**	**Trainees will develop their understanding of:** o Attachment Theory o the impact of emotional trauma on the brain o how attachment and emotional trauma can impact on behaviour and engagement in the classroom o ACE (Adverse Childhood Experiences) o how ACE can impact on behaviour and engagement in the classroom o how to support pupils with effective approaches and strategies

Previous training to be re-visited in Attachment & ACE	Subsequent training which will re-visit elements from Attachment & ACE
Child Development & EYFS	Working with Parents
Managing Behaviour 1, 2	

SUBJECT & CURRICULUM **Phonics 1 - 'The Journey of Phonics'**	**Trainees will develop their understanding of:** o the reasons for teaching phonics o the importance of phonics and how it underpins reading and spelling within the National Curriculum o the importance of systematic phonics in teaching pupils to decode o why phonic sounds are taught in a particular order (letters and sounds DFE)

	Previous training to be re-visited in Phonics 1	Subsequent training which will re-visit elements from Phonics 1
	Child Development & EYFS	Phonics 2-3
	Communication and Language Development	English 2

PROFESSIONAL BEHAVIOURS
Wellbeing 1
Managing workload and wellbeing
	Trainees will develop their understanding of:
	  o what is meant by managing workload, resilience/resourcefulness and wellbeing in the teaching profession, and what can impact upon them
	  o the DfE Reducing Teacher Workload documents
	  o the importance and significance of protecting time for rest and recovery
	  o the sources of support available to support good mental wellbeing
	  o approaches that can be taken to promote good levels of wellbeing and personal resilience/resources levels

Subsequent training which will re-visit elements from Wellbeing 1
Wellbeing 2
Preparation for the NQT Year

AUTUMN 2

SCITT Training session	Learning outcomes

PEDAGOGY - ADAPTIVE TEACHING
SEND
(this training may support PGCE assignment 3)
	Trainees will develop their understanding of:
	  o the four areas of need - communication and interaction; cognition and learning; behaviour, emotional and social development; sensory and/or physical needs
	  o key indicators for each need and effective strategies to draw upon when planning for pupils with special educational needs or disabilities
	  o strategies used (including sensory) in the SEND classroom that can be applied within the primary mainstream classroom, and how to evaluate effectiveness
	  o the graduated approach and response within the SEND Code of Practice
	  o how to manage pupils with specific needs through appropriate behaviour management strategies
	  o the importance of energising and calming pupils
	  o how to assess and identify progress

SEND	
Previous training to be re-visited in SEND	Subsequent training which will re-visit elements from SEND
The SEND Code of Practice	Maths 1 (links to CPA approach and sensory strategies)
Managing behaviour 2	PE 1, 2
	How Pupils Learn 4

BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS & MANAGING BEHAVIOUR PROFESSINAL BEHAVIOURS
Managing Behaviour 3 – Planning for Behaviour
	Trainees will develop their understanding of:
	  o how effective classroom management can reduce challenging behaviour and pupil disengagement
	  o why manageable, specific and sequential instructions (and checking understanding) are key to successful classroom management
	  o how establishing a supportive and inclusive environment with predictable systems of rewards and sanctions can support pupil success
	  o the need to support pupils' journey from needing extrinsic motivation to being motivated to working intrinsically
	  o how to work within a wider system of managing behaviour and must work with and call upon colleagues' support where/when appropriate
	  o the importance of acting decisively when necessary

	o how to use knowledge of pupils to proactively plan to meet their behaviour needs in lessons

Previous training to be re-visited in Managing Behaviour 3	Subsequent training which will re-visit elements from Managing Behaviour 3
Managing Behaviour 1, 2	Managing Behaviour 4

SUBJECT & CURRICULUM **History – An Introduction to the Foundation Subjects** (this training may support PGCE assignment 2)	**Trainees will develop their understanding of:** ○ the importance and relevance of the foundation subjects within the curriculum and that secure subject knowledge and pedagogy will help them to teach effectively and to motivate pupils ○ the need to increase their knowledge of conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on ○ the content and core concepts of the National Curriculum (including History) and how to plan for progression through subject knowledge and subject pedagogy ○ the key historical skills and processes that children need to understand and develop, including chronological understanding, change and continuity, cause and consequence, interpretations, historical enquiry ○ subject pedagogical approaches are necessary to plan and teach key aspects well ○ the importance of considering prior learning and misconceptions and how to link new learning to existing knowledge when planning learning journeys to support novice learners with their working and long term memory and building schemata. ○ teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning ○ modelling high quality oral language, spoken language underpins development of reading and writing across all subjects ○ how History links with the broader curriculum and literacy ○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning ○ what resources and information to draw from in the future planning and delivery of history ○ how to assess in history

Previous training to be re-visited in History	Subsequent training which will re-visit elements from History
How Pupils Learn 1	All foundation subjects

PEDAGOGY – HOW PUPILS LEARN **How Pupils Learn 2 – Instructional Strategies**	**Trainees will develop their understanding of:** ○ how instructional strategies support effective teaching and learning and make effective use of lesson time ○ approaches such as examples and non-examples, fading, dual coding, worked examples and scaffolding are effective strategies ○ how modelling helps pupils understand new processes and ideas and good models make abstract ideas concrete and accessible ○ how narrating through modelling helps to demonstrate to pupils how experts think ○ how modelling high quality oral language and spoken language underpins the development of reading and writing ○ the importance of considering prior learning and misconceptions and how to link new learning to existing knowledge when planning learning journeys to support novice learners with their working and long term memory and building schemata.

Previous training to be re-visited in How Pupils Learn 2	Subsequent training which will re-visit elements from How Pupils 2
How Pupils Learn 1	How Pupils Learn 3-7

SUBJECT & CURRICULUM
Maths 1 – Early Maths,
Number and Place Value
	Trainees will develop their understanding of:
	   o the National Curriculum expectations of primary maths, including EYFS, underpin all teaching and learning
	   o how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing
	   o how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths
	   o accessing and effectively utilising high-quality resources to support the planning process
	   o how to plan for, identify and address common misconceptions in maths
	   o how a CPA (concrete-pictorial-abstract) approach to maths can strengthen understanding
	   o how pupils learn to count within our number system
	   o how to assess maths using the National Curriculum objectives
	   o how to extend a maths problem to create a mathematically-rich problem

Previous training to be re-visited in Maths 1	**Subsequent training which will re-visit elements from Maths 1**
How Pupils Learn 1, 2	Maths 2-5
SEND (links to CPA approach and sensory strategies)	

SUBJECT & CURRICULUM
English 1 – SPAG
	Trainees will develop their understanding of:
	   o the expectations of the SPAG curriculum and its relevance across the teaching of all English.
	   o The importance of having a secure subject knowledge such that it enables effective English teaching
	   o teaching unfamiliar SPaG vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary
	   o instructional strategies that can help teach SPaG in interesting and various ways.
	   o where to look for further information regarding the teaching of SPAG.

Previous training to be re-visited in English 1	**Subsequent training which will re-visit elements from English 1**
How Pupils Learn 2	English 2-4

SUBJECT & CURRICULUM
Computing
(this training may be useful for PGCE assignment 2)
	Trainees will develop their understanding of:
	   o the importance and relevance of the foundation subjects within the curriculum and that secure subject knowledge and pedagogy will help them to teach effectively and to motivate pupils
	   o the need to increase their knowledge of conceptual understanding and how to plan for the sequencing and progression of concepts so that pupils can master foundational concepts before moving on
	   o the content and core concepts of the National Curriculum including the three strands
	   o a range of subject pedagogical approaches are necessary to plan and teach key aspects well
	   o teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning
	   o modelling high quality oral language, spoken language underpins development of reading and writing across all subjects

| | o how an instructional strategy such as examples and non-examples, fading, dual coding, worked examples and scaffolding can be used in computing |

- o how an instructional strategy such as examples and non-examples, fading, dual coding, worked examples and scaffolding can be used in computing
- o to be aware of software that can be used to support teaching computing in the classroom
- o how computing links with the broader curriculum and literacy
- o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning
- o what resources and information to draw from in the future planning and delivery of computing
- o how to assess in computing

Previous training to be re-visited in Computing
How Pupils Learn 2
History – an introduction to foundation subjects

PEDAGOGY – HOW PUPILS LEARN **ASSESSMENT** **How Pupils Learn 3 – Questioning and Classroom Talk**	**Trainees will develop their understanding of:**

Trainees will develop their understanding of:
- o how questioning is used as an essential tool for many purposes, including assessment
- o how dialogic talk and exploratory talk approaches benefit learning
- o how to engage pupils in thinking and deal with answers effectively, including wait time
- o common pitfalls of questioning
- o a range of approaches to questioning and high quality talk including the Blooms taxonomy model

Previous training to be re-visited in How Pupils Learn 3	**Subsequent training which will re-visit elements from How Pupils Learn 3**
How Pupils Learn 1-2	How Pupils Learn 4-7
	Science 1
	Maths 2
	Phonics 2
	Planning 2
	Assessment 1

SUBJECT & CURRICULUM **Science 1** (This session may support PGCE assignment 2)	**Trainees will develop their understanding of:**

Trainees will develop their understanding of:
- o the requirements of the science National Curriculum
- o identifying opportunities for 'working scientifically' and an awareness of the progression of skills when 'working scientifically'
- o how subject knowledge and pedagogy will help to teach effectively and to motivate pupils
- o the need to increase their knowledge of conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on
- o a range of subject pedagogical approaches are necessary to plan and teach key aspects well
- o teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning
- o modelling high quality oral language, spoken language underpins development of reading and writing across all subjects
- o the types of questions that could be used, and consider how different ways of asking questions could promote conceptual understanding in science
- o how to identify opportunities to incorporate dialogic activities in science teaching
- o how science links with the broader curriculum and literacy
- o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning
- o what resources and information to draw from in the future planning and delivery of science

	o how to assess in science

Previous training to be re-visited in Science 1	Subsequent training which will re-visit elements from Science 1
How Pupils Learn 3	Science 2

SUBJECT & CURRICULUM **PE1** (this training may be useful for PGCE assignment 2)	**Trainees will develop their understanding of:** o the importance of physical activity within the curriculum o why warming up and cooling down are important o risk assessment and health and safety in PE o the key elements of the PE National Curriculum o approaches to effectively teach PE; subject knowledge, skills and pedagogy o how to effectively adapt for the needs of individual and groups of children, including pupils with SEND o ideas for using cross curricular links within PE o how to assess PE

Previous training to be re-visited in PE 1	Subsequent training which will re-visit elements from PE 1
SEND	PE 2
	How Pupils Learn 4

PROFESSIONAL BEHAVIOURS, PEDAGOGY – CLASSROOM PRACTICE ASSESSMENT **Wellbeing 2**	**Trainees will develop their understanding of:** o how to draw upon expert colleagues' advice and practice to personalise systems and routines to support efficient time and task management, and to identify approaches to assess the risk of onerous workload o collaborating with colleagues to share the load of planning and preparation and making use of shared resources o recognising that marking is only one form of feedback and that alternative approaches should be considered o reducing the opportunity cost of marking by using abbreviations and codes, and prioritising misunderstandings o how to record data only when it is useful for improving pupil outcomes o how the DfE 'Reducing Workload document' can support trainee teachers

Previous training to be re-visited in Wellbeing 2	Subsequent training which will re-visit elements from Wellbeing 2
Wellbeing 1	Planning 2
	How Pupils Learn 5
	Assessment 1, 2
	Preparation for the NQT Year

SPRING 1	
SCITT Training session	**Learning outcomes**

PEDAGOGY – CLASSROOM PRACTICE Planning 2	**Trainees will develop their understanding of:** ○ how to use school planning to support the planning of sequences of lessons and a learning journey ○ how to plan for and use assessment and monitor progress to plan subsequent lessons ○ how to plan for high quality talk and questioning in a sequence of lessons ○ the need to collaborate with colleagues to share the load of planning and preparation and making use of shared resources ○ the key components to ensure lesson time is used effectively e.g. modelling and formative assessment

Previous training to be re-visited in Planning 2	**Subsequent training which will re-visit elements from Planning 2**
Planning 1	Planning 3
Wellbeing 2	
How Pupils Learn 3	

SUBJECT & CURRICULUM Maths 2 – The Four Mathematical Operations	**Trainees will develop their understanding of:** ○ how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing ○ how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths ○ how to access and effectively utilise high-quality resources to support the planning process ○ how an effective calculation progression is designed and implemented ○ common misconceptions in maths, and how to plan for them and address them ○ how a CPA (concrete-pictorial-abstract) approach to maths can strengthen understanding in the 4 operations ○ how to plan for teaching the 4 operations and to use formative assessment to meet the needs of the pupils

Previous training to be re-visited in Maths 2	**Subsequent training which will re-visit elements from Maths 2**
Maths 1	Maths 3-5
How Pupils Learn 3	How Pupils Learn 4, 5

SUBJECT & CURRICULUM Phonics 2 - 'The teaching of phonics' & 'When phonics doesn't work'	**Trainees will develop their understanding of:** ○ phonic knowledge and have increased confidence levels when using subject-specific terminology ○ practical activities to engage pupils ○ high quality teaching and learning in EY and KS1 phonics ○ how every teacher has a responsibility for improving literacy through the teaching of explicit skills

Previous training to be re-visited in Phonics 2	**Subsequent training which will re-visit elements from Phonics 2**
Phonics 1	Phonics 3
How Pupils Learn 3	English 2
	EAL

BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR Managing Behaviour 4 – Reactive Practice and Bullying	**Trainees will develop their understanding of:** ○ how individual pupils may require targeted approaches to help meet their needs ○ the difference between whole class challenges and individual challenging behaviour ○ how reactive approaches and strategies may be required to support pupils, including reacting quickly to any behaviour that threatens emotional or physical safety

- o possible signs that can lead to challenging behaviour and the role scripted interventions can play
- o how restorative conversations can support positive behaviour
- o how pupils will require support to help them self-regulate

- o what bullying is and is not
- o what bullying behaviour may look like
- o how to respond to bullying

Previous training to be re-visited in Managing Behaviour 4	Subsequent training which will re-visit elements from Managing Behaviour 4
Managing Behaviour 1-3	Working with Parents

PEDAGOGY – ADAPTIVE TEACHING
PROFESSIONAL BEHAVIOURS
How Pupils Learn 4 – Adaptive Teaching

Trainees will develop their understanding of:
- o why pupils learn at different rates and that all should be exposed to a rich curriculum with high expectations
- o how to overcome a range of factors that can inhibit learning
- o the importance of pupils' prior knowledge and any possible barriers to learning
- o the varying needs of pupils who have SEND, EAL, disabilities and those who are exceeding year group expectations
- o the importance of adapting for the needs of individual children, including how to make explicit links between interventions delivered outside of lessons with the classroom
- o what is likely and not likely to increase pupil success
- o the links between assessment and planning being integral to pupils' success
- o how SENCOs, pastoral leaders, carers, advisors and other specialist colleagues have valuable expertise to ensure appropriate support is in place for pupils
- o how to deploy and make use of TAs effectively

Previous training to be re-visited in How Pupils Learn 4	Subsequent training which will re-visit elements from How Pupils Learn 4
How Pupils Learn 1-3	How Pupils Learn 5-7
PE 1	Working with Support Staff
Maths 2	English 2, 3
The SEND Code of Practice	Maths 3
SEND	Art
	PE 2
	EAL

SUBJECT & CURRICULUM
English 2 – Reading

Trainees will develop their understanding of:
- o recognising the different strategies of teaching reading and how models have changed over time
- o how to support pupils to become fluent readers and the different approaches to this
- o the impact of children's backgrounds on their development as readers and how teachers can be instrumental in motivating and encouraging good reading practice
- o to understand what the shared reading process looks like and experience what it might look like in KS1 and KS2
- o the requirements of reading in the National Curriculum for KS1 and KS2 English
- o how to promote reading for pleasure
- o how every teacher has a responsibility for improving literacy through the teaching of explicit skills

Previous training to be re-visited in English 2	Subsequent training which will re-visit elements from English 2
English 1	English 3-4
Phonics 1-2	
How Pupils Learn 4	

PROFESSIONAL BEHAVIOURS **Working with Parents**	**Trainees will develop their understanding of:** o how effective relationships with parents can improve pupils' motivation, behaviour, wellbeing and academic success o how parents' experiences of education can impact on the success of their child o the range and complexity of reasons for ongoing communication with parents o the principles of structured conversations o how to communicate well with parents in formal and informal situations **Previous training to be re-visited in Working with Parents** Managing Behaviour 2, 4 Attachment & ACE The SEND Code of Practice
PROFESSIONAL BEHAVIOURS **Job Applications and the Interview Process**	**Trainees will develop their understanding of:** o The process of applying for a job (within Hampshire) o good practice for applications and interviews o the safeguarding & child protection element of an application

SPRING 2	
SCITT Training session	**Learning outcomes**
ASSESSMENT **How Pupils Learn 5 – Assessment and Feedback**	**Trainees will develop their understanding of:** o how effective assessment is critical; teachers are responsible for the progress, attainment and outcomes of the pupils they have taught o the different types and purposes of high quality assessment o the difference between summative and formative assessment, o the different types and purposes of high quality feedback o how effective teachers plan for and use assessment to inform planning and next steps o how effective feedback should support pupils to monitor and regulate their own learning <table><tr><td>**Previous training to be re-visited in How Pupils Learn 5**</td><td>**Subsequent training which will re-visit elements from How Pupils Learn 5**</td></tr><tr><td>How Pupils Learn 1-4</td><td>How Pupils Learn 6-7</td></tr><tr><td>Wellbeing 2</td><td>Assessment 1-2</td></tr><tr><td>Maths 2</td><td>All foundation subjects</td></tr><tr><td></td><td>Working with Support Staff</td></tr><tr><td></td><td>English 4</td></tr><tr><td></td><td>Maths 5</td></tr></table>
SUBJECT & CURRICULUM **Maths 3 – Teaching for Mastery and Creating Mathematical Opportunities**	**Trainees will develop their understanding of:** o how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing o how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths o how to access and effectively utilise high-quality resources to support the planning process o the rationale for Teaching for Mastery supports progress for all in maths o how pupils need to master foundational concepts before moving on o how to create mathematical opportunities through supporting and extending tasks to meet the needs of all pupils o how high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

	Previous training to be re-visited in Maths 3	Subsequent training which will re-visit elements from Maths 3
	Maths 1-2	Maths 4-5
	How Pupils Learn 4	How Pupils Learn 6

ASSESSMENT PEDAGOGY – CLASSROOM PRACTICE & HOW PUPILS LEARN **Assessment 1**	**Trainees will develop their understanding of:** o how teachers are accountable for the progress, attainment and outcomes of the pupils they have taught o how to plan formative assess tasks linked to lesson objectives and what would indicate understanding o how to structure tasks and questions to enable the identification of prior knowledge, knowledge gaps and misconceptions o how to monitor learning and work during lessons o how to scaffold assessment o the importance of feedback and allowing time for pupils to respond o how to guide pupils to reflect on the progress they have made and their emerging needs o why marking is only one form of feedback and that alternative approaches should be considered o how to reduce the opportunity cost of marking by using abbreviations and codes, and prioritising misunderstandings

Previous training to be re-visited in Assessment 1	Subsequent training which will re-visit elements from Assessment 1
Wellbeing 2	Assessment 2
How Pupils Learn 3, 5	English 4
	All foundation subjects

PEDAGOGY – ADAPTIVE TEACHING **EAL**	**Trainees will develop their understanding of:** o the needs of bilingual and EAL children and how they can be effectively supported, including how to support early beginners and advanced learners o how bilingual and EAL children learn additional languages o how the Bell Foundation assessment framework and associated documents can support planning, assessment and effective practice to meet learners needs o how to utilise phonics to support pupils who are new to the English language o the types of resources and materials available to support teaching and learning o what EAL practice looks like in classrooms where EAL is the majority

Previous training to be re-visited in EAL
Phonics 2
How Pupils Learn 4

SUBJECT & CURRICULUM **Art**	**Trainees will develop their understanding of:** o how secure subject knowledge and pedagogy will help them to teach art effectively and to motivate pupils o the need to increase their knowledge of conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on o the content and core concepts of the National Curriculum including the three strands o how to plan for progression through subject knowledge and subject and that pupils should master the foundational concepts before moving on o a range of subject pedagogical approaches are necessary to plan and teach key aspects well o teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning

	o that modelling high quality oral language, spoken language underpins development of reading and writing across all subjects
	o how every teacher has a responsibility for improving literacy through the teaching of explicit skills
	o how to explore art works and learn about artists with pupils
	o effective pedagogical approaches to teaching art
	o how to work with a range of media
	o practical solutions to the challenges of organising an art session and risk assessment involved
	o how to adapt art for individual needs
	o how art links with the broader curriculum and literacy
	o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning
	o what resources and information to draw from in the future planning and delivery of art
	o how to assess in art

Previous training to be re-visited in Art
How Pupils Learn 4, 5
History – an introduction to foundation subjects
Assessment 1

SUBJECT & CURRICULUM ASSESSMENT
Phonics 3 - 'The assessment of phonics'
	Trainees will develop their understanding of:
	  o how reflecting on 'live' phonic lessons will provide further insight and understanding into high quality phonics teaching.
	  o WHY and HOW phonics is assessed from EYFS onwards
	  o the Y1 phonic screening check
	  o their further professional development needs in for the teaching of phonic
	  o how every teacher has a responsibility for improving literacy through the teaching of explicit skills

Previous training to be re-visited in Phonics 3
Phonics 1-2
Metacognition

SUMMER 1	
SCITT Training session	Learning outcomes

PEDAGOGY – HOW PUPILS LEARN
How Pupils Learn 6 – Retrieval Practice
	Trainees will develop their understanding of:
	  • how retrieval practice can consolidate and develop knowledge, both within lessons and over time.
	  • how retrieval practice can support development of memory and schemata in learning
	  • the direct and indirect benefits of retrieval practice
	  • how a range of approaches to retrieval practice can be used, including spaced learning and interleaving

Previous training to be re-visited in How Pupils Learn 6	Subsequent training which will re-visit elements from How Pupils Learn 6
How Pupils Learn 1-5	How Pupils Learn 7
Maths 3	Science 2
	D & T

SUBJECT & CURRICULUM
Science 2
	Trainees will develop their understanding of:
	  o the theories of learning which underpin effective learning in science and recognise how these are reflected in effective teaching
	  o the ways in which research can contribute to our understanding of how children learn about science

- o **how to use effective classroom talk and questioning strategies in science**
- o **how to use retrieval practice, spaced learning and interleaving in science**
- o **the relationship between conceptual and procedural development in science**
- o **teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning**
- o **how to assess in science**
- o how every teacher has a responsibility for improving literacy through the teaching of explicit skillS

Previous training to be re-visited in Science 2
Learning Theory
Science 1
How Pupils Learn 5, 6

SUBJECT & CURRICULUM PEDAGOGY – CLASSROOM PRACTICE
Maths 4 – Planning

Trainees will develop their understanding of:
- o how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing
- o how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths
- o how to access and effectively utilise high-quality resources to support the planning process
- o how long, medium and short term plans are designed and implemented
- o how to plan a learning journey in maths using the National Curriculum objectives, taking into account children's starting points
- o how the NCETM mastery tasks can be used effectively to create learning opportunities within a sequence of maths sessions

Previous training to be re-visited in Maths 4	Subsequent training which will re-visit elements from Maths 4
Maths 1-3	Maths 5
Planning 2, 3	
How Pupils Learn 3	

PEDAGOGY – CLASSROOM PRACTICE ASSESSMENT
Planning 3

Trainees will develop their understanding of:
- o the importance of contributing to the design and provision of an engaging curriculum
- o how to prepare planning and resources for team members
- o how to use the National Curriculum as the starting point to support the planning of a sequence of lessons 'from scratch'
- o how to use data, monitor progress and set targets as part of the planning process (will be re-visited in English 3 Guided reading)
- o how to plan for assessment and plan for progress

Previous training to be re-visited in Planning 3	Subsequent training which will re-visit elements from Planning 3
Planning 1-2	English 3
	Maths 4

SUBJECT & CURRICULUM
English 3 – Guided Reading

Trainees will develop their understanding of:
- o the purpose of guided reading
- o how to support pupils to become fluent readers
- o the structure of guided reading sessions; how to model how to adapt reading planning for the individual needs of pupils

	o reading comprehension by asking questions, making predictions, and summarising when reading o what guided reading good practice looks like in the classroom o how to assess reading o the importance of planning that links questions and activities to the pupils' targets o how every teacher has a responsibility for improving literacy through the teaching of explicit skills o how high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

Previous training to be re-visited in English 3	Subsequent training which will re-visit elements from English 3
English 1-2	English 4
Planning 3	
How Pupils Learn 4	

PEDAGOGY – HOW PUPILS LEARN **How Pupils Learn 7 - Metacognition**	**Trainees will develop their understanding of:** o how learners' understanding of themselves as learners improve learning outcomes o the importance of explicitly teaching metacognitive strategies linked to subject knowledge o how to plan for, monitor and evaluate metacognitive practices to support pupils independence and academic success o how research can be considered and utilised to make informed decisions for implementation.

Previous training to be re-visited in Metacognition	Subsequent training which will re-visit elements from Metacognition
How Pupils Learn 1-6	Phonics 3
	SMSC & FBV
	English 4

SUBJECT & CURRICULUM **PSHE & RSE**	o the key areas of the National Curriculum for PSHCE and RSE, including statutory requirements o how PSHCE and RSE link with other curriculum areas o pedagogical approaches to teaching PSHCE and RSE o key members of staff to be aware of to support the teaching of PSHCE and RSE o key school policies relating to the teaching of PSHCE and RSE o how to deal with sensitive issues o PSHCE beyond the taught curriculum o where to locate resources and materials to support effective teaching of PSHCE and RSE o how high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

Previous training to be re-visited in PSHCE & RSE	Subsequent training which will re-visit elements from PSHCE & RSE
Role of the Teacher (Teachers' Standards)	SMSC & FBV

PROFESSIONAL BEHAVIOURS **HOW PUILS LEARN – ADAPTIVE TEACHING** **Working with support staff**	**Trainees will develop their understanding of:** o the importance of working in partnership with, and effectively managing and deploying support staff o how to make best use of support staff to develop pupil learning; how research can be considered and utilised to make informed decisions o how TAs can support pupils more effectively when they are well prepared by the teacher, and when they supplement rather than replace the teacher

	o how support staff can be used effectively to support the assessment of learning by liaising and feeding back to the teacher o how to enable support staff to adapt appropriately for individual pupils, and plan and deliver interventions effectively

Previous training to be re-visited in Working with Support Staff

How Pupils Learn 4, 5

ASSESSMENT **Assessment 2**	**Trainees will develop their understanding of:** o how teachers are accountable for the progress, attainment and outcomes of the pupils they have taught o how to assess curriculum areas including statutory assessment and understand models for assessment o how to use externally validated materials in controlled conditions when required to make summative assessments o how to record data only when it is useful for improving pupil outcomes o how to use, analyse and make conclusions about data (including data dashboard, Raiseonline, target tracker, internal data gathering systems) to monitor progress, set targets (including transition), and plan subsequent lessons o the differences between performance and learning o how a range of factors can inhibit pupils' progress and ability to learn, and how best to overcome these o effective assessment approaches to engage and support all pupils, recognising that high quality practice will impact on all pupils but particularly those from disadvantaged backgrounds or those that may be underperforming o the effects on learning of grouping pupils in particular ways

Previous training to be re-visited in Assessment 2	**Subsequent training which will re-visit elements from Assessment 2**
Assessment 1	Maths 5
Wellbeing 2	English 4
How Pupils Learn 5	All foundation subjects

SUBJECT & CURRICULUM **PROFESSIONAL BEHAVIOURS** **SMSC & Fundamental British Values**	**Trainees will develop their understanding of:** o SMSC and its key areas o how to recognise, plan for and promote SMSC in classrooms o how SMSC and FBVs link to Part Two of the Teachers' Standards o how to uphold, promote and teach Fundamental British Values o the importance of explicitly teaching metacognitive strategies linked to subject knowledge o effective homework and out of class activities o how high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

Previous training to be re-visited in SMSC & FBV

PSHCE & RSE

Role of the Teacher (Teachers' Standards)

Metacognition

SUBJECT & CURRICULUM **English 4 – Teaching Spelling**	Session 4 o To have a clear understanding of the expectations for each year group in spelling for the NC. o To understand the importance of teaching spelling explicitly o To understand why spelling in English is so complicated and how it relies on a combined understanding of phonemic, morphemic and etymology.

	o How to support and adapt teaching for the individual needs of pupils, especially those with SEND o Consider use of interventions with LA pupils and how and when this might be addressed. o how every teacher has a responsibility for improving literacy through the teaching of explicit skills
SUBJECT & CURRICULUM ASSESSMENT **English 5 – Shared, modelled and Guided Writing and Assessment**	Session 5 o To be aware of the different practises in the teaching of handwriting. o how to support pupils to write fluently and legibly o To know where to look for further information about the teaching of handwriting o To have a clear understanding of the expectations for each year group in writing for the NC. o To develop understanding of the objectives within each strand for writing and what this looks like in practice. o The importance of and how to use different teaching strategies (shared, modelled and guided) to support the different stages of writing– planning, drafting and editing o the importance of explicitly teaching metacognitive strategies linked to subject knowledge o How to adapt planning and teaching for the individual needs of pupils o How to moderate and assess writing and use of AFL to inform guided writing planning and classroom practice. o To understand how to best mark a child's writing to enable them to make good progress by setting next steps and marking effectively o To consider marking in line with school requirements as well as Ofsted expectations and the 'workload review'. o To increase knowledge of what to look for when assessing and moderating writing. o To take part in a writing moderation and assessment task. o how every teacher has a responsibility for improving literacy through the teaching of explicit skills <table><tr><td>**Previous training to be re-visited in English 4**</td></tr><tr><td>English 1-3</td></tr><tr><td>Assessment 1, 2</td></tr><tr><td>How Pupils Learn 5</td></tr><tr><td>Metacognition</td></tr></table>

SUMMER 2	
SCITT Training session	**Learning outcomes**
SUBJECT & CURRICULUM **Design and Technology**	**Trainees will develop their understanding of:** o how secure subject knowledge and pedagogy will help them to teach D&T effectively and to motivate pupils o the need to increase their knowledge and plan for conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on o the content and core concepts of the National Curriculum o teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning o modelling high quality oral language, spoken language underpins development of reading and writing across all subjects o how every teacher has a responsibility for improving literacy through the teaching of explicit skills o the process of design, make, evaluate

	o the principles of nutrition, and how cooking is a life skill o how to strengthen recall by using retrieval practice in design and technology o health & safety requirements relating to design and technology o how D&T links with the broader curriculum and literacy o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning o what resources and information to draw from in the future planning and delivery of D&T o how to assess in D&T **Previous training to be re-visited in D & T** How Pupils Learn 5, 6 History – an introduction to foundation subjects Assessment 1, 2
SUBJECT & CURRICULUM **Geography**	**Trainees will develop their understanding of:** o how secure subject knowledge and pedagogy will help them to teach geography effectively and to motivate pupils o the need to increase their knowledge and plan for conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on o the content and core concepts of the National Curriculum o how teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning o how modelling high quality oral language, spoken language underpins development of reading and writing across all subjects o how every teacher has a responsibility for improving literacy through the teaching of explicit skills o map and fieldwork opportunities o how to strengthen recall by using retrieval practice in geography o effective homework and out of class activities o how geography links with the broader curriculum and literacy o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning o what resources and information to draw from in the future planning and delivery of o how to assess geography **Previous training to be re-visited in Geography** Assessment 1, 2 History – an introduction to foundation subjects How Pupils Learn 5
SUBJECT & CURRICULUM **ASSESSMENT** **Maths 5 – Fractions and Assessment**	**Trainees will develop their understanding of:** o how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing o how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths o how to access and effectively utilise high-quality resources to support the planning process o the inter-relationship between fractions, decimals and percentages and the progression through the domain o why pupils experience conceptual difficulties and misconceptions when developing their understanding of fractions, decimals and percentages o the expectations for each year group and how to assess maths learning against the National Curriculum objectives and using ARE/GD

	Previous training to be re-visited in Maths 5
	Maths 1-4
	Assessment 2
	How Pupils Learn 5

SUBJECT & CURRICULUM **Languages**	**Trainees will develop their understanding of:**
	o how secure subject knowledge and pedagogy will help them to teach languages effectively and to motivate pupils
	o the need to increase their knowledge and plan for conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on
	o the content and core concepts of the National Curriculum
	o how teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning
	o how modelling high quality oral language, spoken language underpins development of reading and writing across all subjectS
	o how every teacher has a responsibility for improving literacy through the teaching of explicit skills
	o how to communicate orally, through songs and rhymes
	o how to make links with the language studied and English
	o how languages links with the broader curriculum and literacy
	o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning
	o what resources and information to draw from in the future planning and delivery of
	o how to assess languages

	Previous training to be re-visited in Languages
	Assessment 1, 2
	History – an introduction to foundation subjects
	How Pupils Learn 5

SUBJECT & CURRICULUM **RE**	**Trainees will develop their understanding of:**
	o how secure subject knowledge and pedagogy will help them to teach RE effectively and to motivate pupils
	o the need to increase their knowledge and plan for conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on
	o the content and core concepts of the National Curriculum
	o ways of helping children explore some of the deeper questions raised in the subject
	o how teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high–utility and high-frequency vocabulary in what is taught is key in supporting good progress and learning
	o how modelling high quality oral language, spoken language underpins development of reading and writing across all subjects
	o how every teacher has a responsibility for improving literacy through the teaching of explicit skills
	o how RE links with the broader curriculum and literacy
	o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning
	o what resources and information to draw from in the future planning and delivery of Re

	o how high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary o how to assess RE **Previous training to be re-visited in RE** Assessment 1, 2 History – an introduction to foundation subjects How Pupils Learn 5
SUBJECT & CURRICULUM **PE 2**	**Trainees will develop their understanding of:** o how varying approaches to teaching PE can impact pupil learning and progress o Dance and Gymnastics in the PE curriculum o a wider range of strategies and pedagogical approaches to effectively teach PE o planning for progression through subject knowledge and skills o how to plan for conceptual understanding and the sequencing and progression of concepts o how to adapt PE for individual needs, including disabilities o how to assess PE **Previous training to be re-visited in PE 2** PE 1 SEND How Pupils Learn 4
SUBJECT & CURRICULUM **Music**	**Trainees will develop their understanding of:** o how secure subject knowledge and pedagogy will help them to teach music effectively and to motivate pupils o the need to increase their knowledge and plan for conceptual understanding and the sequencing and progression of concepts so that pupils can master foundational concepts before moving on o the content and core concepts of the National Curriculum o music specific vocabulary (pitch, duration, dynamics, tempo, timbre, texture, structure , musical notation) o how every teacher has a responsibility for improving literacy through the teaching of explicit skills o how to experiment with using voice, instruments and recording equipment o how music links with the broader curriculum and literacy o how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning o what resources and information to draw from in the future planning and delivery of music o how to assess music **Previous training to be re-visited in Music** Assessment 1, 2 History – an introduction to foundation subjects How Pupils Learn 5
Preparation for the NQT Year	**Previous training to be re-visited in Preparation for the NQT Year** Role of the Teacher (links to ECF) Wellbeing 1, 2

Excellence for All   Working in Partnership