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# SCITT TRAINEE HANDBOOK

2020 - 2021



Excellence for All



Working in Partnership



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# WELCOME

Dear trainees

We are delighted that you have chosen to train with us and look forward to welcoming you as you start your teaching career. We are sure that you are looking forward to the excitement and challenges of the year ahead.

Training with us will give you a unique and high-quality learning experience - at the heart of Harrison Primary School, (Ofsted 2010 – Outstanding School), where you will join our rich, stimulating professional learning community.

We aim to empower and inspire you as future teachers to enrich the learning opportunities and life chances of pupils in your care, whilst becoming successful, expert professionals yourselves.

The SCITT programme forms the first steps of a teacher's professional learning journey to which you bring a range of experience and expertise. The programme provides you with the opportunity to learn from both academic research and learning in the classroom, working alongside expert class teacher mentors in partner schools, each of which is committed to supporting early career teachers.

You will be joining a dynamic, innovative group of expert practitioners with an enviable track record of proven excellence in training. We have created a distinctive programme of initial teacher training that is school centred. Graded an Outstanding provider (Ofsted 2017), Fareham and Gosport Primary SCITT and our Partner Schools have extensive experience of involvement in, and leading initial teacher training. As a partnership of schools, we are committed to a continuum of professional development; our pathway 'Talent – Train – Teach – Thrive' aims to build capacity to meet the increasing demand for excellent practitioners across the region.

We hope that you will be happy training with us and that you will thrive and succeed during your training. Our SCITT team is here to support, encourage and guide you towards attaining QTS and we look forward to working with you.

Best wishes, and good luck for the year to come.



**Sara Gmitrowicz**

**Executive Head Teacher & Accounting Officer**

## OUR VISION

# Excellence for All Working in Partnership

Fareham and Gosport Primary SCITT's vision of 'excellence for all and working in partnership' is integral to all that we do. Our aim is to secure **excellence for all** by working in **genuine partnership with all** involved in the SCITT programme, whether that be the pupils in our partner school classrooms, our trainees, our mentors or our facilitators of training.

As an outstanding provider of school centered initial teacher training (SCITT), the Fareham and Gosport Primary SCITT, and its partner schools, have extensive experience of involvement in, and leading initial teacher training. Our training package is tailor-made to meet the learning needs of trainee teachers working with us and is underpinned by the ITT core content (DFE 2019).

From the first day, you will be in the classroom, part of an established teaching team in a school. The training programme will provide you with experience of teaching across the Primary phase, ages 5-11. Expert class teacher mentors and professional mentors (often senior leaders/Head teachers) will support you to develop and refine your teaching skills.

Working with supportive and professional practitioners, you will learn your craft in a host school, working alongside class teacher mentors who have been recognised for their high standards of classroom practice.

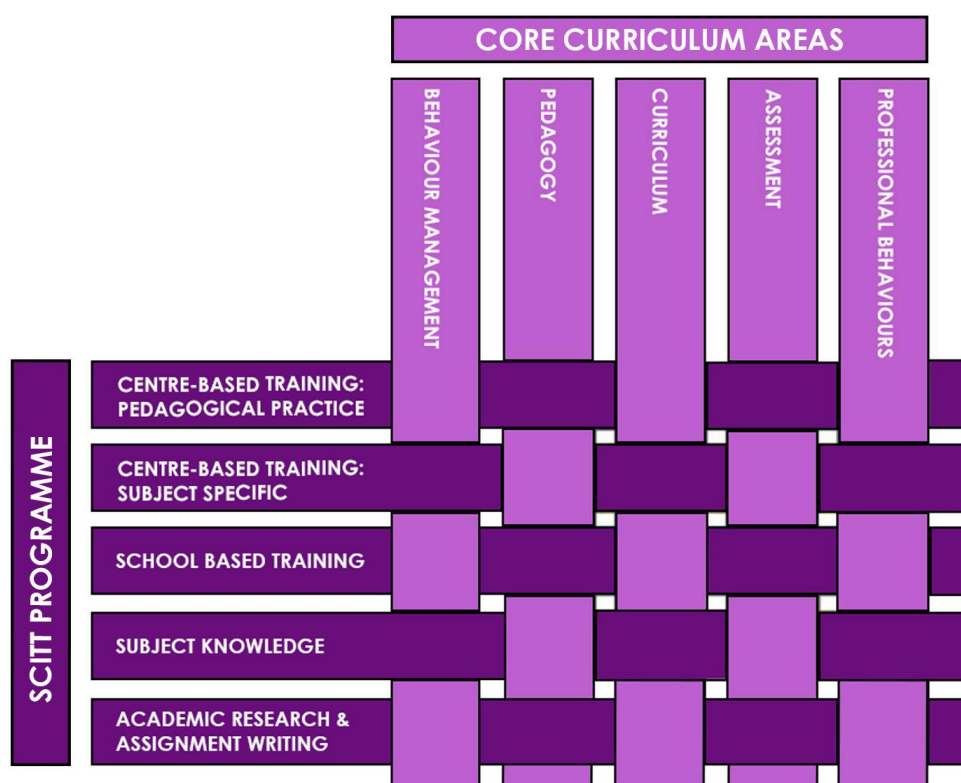
You will spend the majority of the year in one of our partner schools in the Fareham and Gosport area and beyond, working within the primary phase. You will also undertake a second school placement, which will give you the opportunity to extend your practice in a different setting, age range and context.

We work with the University of Winchester who provide expertise and support for the three academic assignments, you will have access to the study facilities, including the library, at the University. For the majority of weeks, the group joins together at Harrison Primary School, or one of the partner schools, for the taught elements of the training programme which is delivered by SCITT lead facilitators and expert school practitioners.

The training programme is designed to support you to achieve Qualified Teacher Status (QTS). On successful completion of the programme you will be recommended for QTS by the Fareham and Gosport Primary SCITT. The University of Winchester will award the Postgraduate Certificate of Education (PGCE).

# THE FAREHAM AND GOSPORT PRIMARY SCITT CURRICULUM

The Fareham and Gosport Primary SCITT Curriculum relates to the DFE ITT Core Content Framework (Nov 2019) in that it is designed to support trainee development in 5 core areas. The five core areas are Behaviour Management (high expectations and managing behaviour), Pedagogy (how pupils learn, classroom practice and adaptive teaching), Curriculum, Assessment and Professional Behaviours. The five core areas form the foundations of the Fareham and Gosport Primary SCITT curriculum and inform the centre based training and blended school practice expectations.

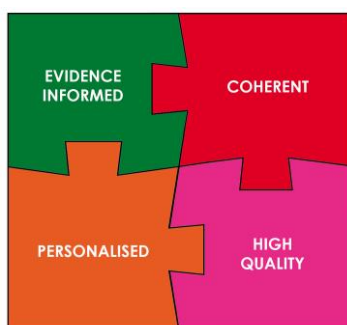


Our curriculum is also designed to prepare trainees to respond to local relevant priorities. These are:

- Culture and climate
- Language and communication
- Meeting the needs of individuals
- SEND.

The Fareham and Gosport Primary SCITT Curriculum content is underpinned by four key principles. Our curriculum is:

- High Quality
- Evidence Informed
- Coherent
- Personalised.





## EVIDENCE INFORMED

A forward-thinking and outward-looking approach through the use of up-to-date research to inform all content and facilitation of the programme

Forensic analysis of internal and external evidence is used to inform all programme actions and developments

## COHERENT

A consistent and blended approach implemented between the SCITT team, Partner Schools and University

A cumulative, connected sequence of training (incorporating SCITT training, school based practice and academic reading and writing) to support progress and learning over time

A rich curriculum created through extensive opportunities to learn, practice, reflect and refine



## PERSONALISED

An informed, proactive and responsive approach to support and challenge the learning needs of cohorts, groups and individual trainee teachers, based on initial starting points and rates of progress

Through the blended approach, a genuine community of support and commitment ensures an accessible curriculum for all

## HIGH QUALITY

Working together with experts from within the well-established partnership and beyond

The curriculum ensures every trainee teacher will be a confident and competent practitioner who is well prepared for their NQT role and early career development

Effective mentoring and coaching focuses on learning, practising, reflecting and refining

Robust Quality Assurance systems and processes support and maintain a high quality curriculum

# THE SCITT TEAM



**SARA GMITROWICZ**

Executive Head & Accounting Officer  
[s.gmitrowicz@harrison.hants.sch.uk](mailto:s.gmitrowicz@harrison.hants.sch.uk)



**CLARE JEFFERY**

SCITT Director  
[c.jeffery@harrison.hants.sch.uk](mailto:c.jeffery@harrison.hants.sch.uk)



**KIRSTEN VARNEY**

SCITT Programme Director  
[k.varney@harrison.hants.sch.uk](mailto:k.varney@harrison.hants.sch.uk)



**JAMES COLEMAN**

Assistant SCITT Programme Director  
[j.coleman@harrison.hants.sch.uk](mailto:j.coleman@harrison.hants.sch.uk)



**VICKY GRIMWOOD**

SCITT Administrator  
[v.grimwood@harrison.hants.sch.uk](mailto:v.grimwood@harrison.hants.sch.uk)

## Contact Information

Fareham & Gosport Primary SCITT  
Harrison Primary School,  
Harrison Road,  
Fareham,  
PO16 7EQ,  
01329 239584

[farehamandgosportprimaryscitt@harrison.hants.sch.uk](mailto:farehamandgosportprimaryscitt@harrison.hants.sch.uk)

[www.farehamandgosportprimaryscitt.co.uk](http://www.farehamandgosportprimaryscitt.co.uk)

# ROLES AND RESPONSIBILITIES

Below is a brief summary of the key roles and responsibilities of the SCITT team, partner schools and trainees. Please also refer to the Partnership Agreement.

**The Fareham and Gosport Primary SCITT and the partner schools will:**

- exercise a duty of care for all their trainees, personalise provision and support their mental health and well-being
- support trainees with respect, being mindful of the stage of their training and how this is impacting on the challenges they may be facing
- ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession and recognise the need to nurture the next generation of committed, resilient, high quality teachers.

## Head Teachers

Head teachers, and senior leaders, are integral to the success of the partnership and are responsible for assuring the quality of trainee teachers' experience within their schools. They must demonstrate commitment to, and provision of, high quality initial teacher training.

They have responsibility for ensuring that:

- the SCITT's vision is embedded within the culture of their schools
- the terms of the Partnership Agreement are met
- trainee teachers are provided with induction, including rules and regulations pertinent to the school, policies and procedures related to safeguarding (including the prevent duty), statutory legislation covering health and safety, data protection, equality and diversity
- they use the SCITT selection guidance to identify an excellent practitioner, with recognised high quality teaching skills, to take the role of class teacher mentor
- they take on the role of **professional mentor**, or identify a senior leader to do so
- class teacher mentors are skillful at drawing on the SCITT programme's taught curriculum in order to develop professional practice linked to educational and pedagogical theory
- trainees have the opportunity to use up-to-date evidence of effective classroom practice
- trainees are prepared for a fulfilling and successful career as a teacher
- that trainees receive clear, consistent and effective mentoring across schools

- assessment of trainees is accurate and rigorous
- they contribute to the success of the SCITT partnership's work through membership of a SCITT committee - Programme Development, Quality Assurance or Assessment, and that they attend all meetings.

## Class Teacher Mentors

The relationship between class teacher mentors and trainee teachers is key to a trainee's success.

Class teacher mentors are responsible for overseeing the day-to-day training, mentoring and coaching of trainee teachers. They must also play a pastoral role during a trainee's school experience.

Class teacher mentors will be specifically trained by the SCITT team to actively promote and support the development and progress of the trainee. They will demonstrate at least good practice and be a suitable role-model. They will be models of best practice for trainee teachers.

The following outlines the typical activities that a mentor will:

- organise the school-based training programme which provides a variety of opportunities for the trainee to undertake tasks to support their ongoing professional development
- negotiate class contact, timetable and teaching commitment in relation to the school experience requirements
- provide necessary information about the organisation of the class - e.g. rules & routines
- provide the trainee with information about the pupils they will be teaching, including prior assessments and their specific needs, including SEND
- guide the trainee on planning and resources, especially before and in the early stages
- be skillful at drawing on the SCITT programme's taught curriculum in order to develop trainee's targets and professional practice linked to educational and pedagogical theory
- provide opportunities for the trainee to demonstrate the appropriate skills, abilities and knowledge as outlined in the Teachers' Standards
- attend partnership mentor induction, training and meetings
- make accessible to the trainees information about school's organisational structure, policies and guidelines and procedures
- arrange for trainees to work with children and teachers in a range of ways, including whole class, team, group and individual teaching

- review the trainee's Professional Development Portfolio (PDP) and verify the trainee's evidence towards the Teachers' Standards
- commit to formal weekly lesson observations, feedback and coaching/learning conversations with trainee teachers (a minimum of 1 per week and a minimum 30 formal lesson observations over the training period)
- commit to a fortnightly mentor and target setting meeting with the trainee
- provide timely, high-quality oral and written feedback, both formal and informal, which supports the trainees in their progression towards the Teachers' Standards
- provide SMART targets and associated actions to support the trainee with development needs
- take part in joint class teacher/mentor observations
- host four Quality Assurance visits over the year
- ensure that trainee teachers attend Planning, Preparation and Assessment (PPA) time at the same time as their own
- complete a Teachers' Standards tracking profile for the trainee at three assessment points over the year
- liaise with the SCITT Team in the case of any trainee who requires enhanced coaching, progress alert or cause for concern.

## Academic Liaison Tutor (ALT), The University of Winchester

The ALT has responsibility for liaison with the SCITT team regarding the assignment elements of the programme. He/she will:

- ensure a high quality experience for trainee teachers
- have an in-depth knowledge of the assignment elements of the programme and co-ordinate delivery of the University led sessions
- co-ordinate tutorials and support for assignment writing at Masters level
- provide high quality oral and written feedback following marking.

## External Moderator

The SCITT team is responsible for the selection of the External Moderator. He/she will contribute to the SCITT Exam Board and will be responsible for:

- quality assurance of the SCITT provision and the training programme
- monitoring the quality of the school-based training and the accuracy of judgements being made about trainees' progress, including observations of trainees' teaching, class teacher mentors' feedback
- monitoring judgements made against the Teachers' Standards
- evaluation of trainee teachers' personal development portfolios.

His/her focus is to quality assure the SCITT provision and verify that the standards seen in schools are comparable to other training providers.

## Trainee teachers will:

- understand and take responsibility for the impact of their teaching on pupil progress and learning over time
- utilise all aspects of their training, in school, in the centre and in independent study, to support their progress as reflective practitioners alongside their professional development towards becoming excellent practitioners
- be expected to utilise opportunities and time to further develop their subject knowledge and practice across the curriculum
- uphold high standards of professionalism, including the appropriate use of social media.

In addition to these, trainees will take a full and active part in the whole life of the school, as this assists them in committing to taking on the role of the teacher. This will include:

- punctuality and demonstration of commitment through appropriate arrival and departure times (through discussion with mentors)
- attendance at after school meetings and appropriate training opportunities
- adherence to school rules and codes of practice
- having high aspirations for pupils within their care
- dressing professionally (in line with school policy)
- ensuring that all weekly & individual lesson planning are completed advance of teaching

- ensuring that all support staff have been briefed prior to the start of a lesson
- providing high quality oral and written feedback to pupils
- completion and maintenance of accurate assessment records to show the impact of their teaching on pupil progress
- commitment to formal weekly lesson observations
- commitment to a fortnightly mentor and target setting meeting with their mentor
- evaluating formal lesson observations using the SCITT document
- reviewing their own progress on a weekly basis and identifying SMART targets on a two-weekly basis as part of the 'learning conversation' with their CTM
- maintaining the PDP evidencing progress towards the Teachers' Standards
- ensuring that lesson observation documents, timetables, mentor documents are received by SCITT team within designated timelines
- completion of all relevant school-based tasks and be proactive in seeking further professional development opportunities
- following procedures for reporting absence
- ensuring that non-contact time is used appropriately to support personal and professional development needs
- contributing towards the evaluation of the strengths & areas for development of the partnership
- being proactive and taking responsibility for their own learning, shaping their own progress and development
- participating in three professional learning conversations regarding their progress over the year
- reflection of each experience in order to inform their thinking, future planning and practice
- being fully committed to the programme - full participation in all areas will greatly benefit trainees' ongoing training, development and success.



## Professional Mentors

Professional mentors will ensure that:

- trainee teachers' progress is monitored and evaluated to develop practice towards meeting the Teachers' Standards
- appropriate coaching and mentoring support is given to trainee teachers in line with the SCITT model
- trainee teachers' individual training plan and teaching timetable are developed as outlined in the SCITT handbook
- all assessment processes are undertaken and paperwork completed, within the SCITT timescales
- trainee teachers participate in whole staff training (e.g. staff meetings, INSET, staff CPD)
- the SCITT team is informed should the need for enhanced coaching/progress alert/cause for concern arise
- all necessary safeguarding training, DBS and Health checks are carried out as required
- they undertake regular observations alongside the class teacher mentor as per SCITT timeline.

## The SCITT Team

The SCITT Team will:

- provide effective school based-training
- support trainees so that they have a positive impact on pupil progress and learning from the outset
- identify and address trainees' needs to support them in becoming successful NQTs
- oversee record keeping and paperwork including mentor and target setting documents, timetables and teacher standards tracking profile
- work with all members of the partnership to ensure trainees are successful in meeting the Teachers' Standards
- utilise partnership data to inform training that impacts positively on trainee outcomes and the progress of the pupils they teach.

# GUIDANCE FOR TRAINEES

## Attendance and absence reporting procedures

There is a requirement that all trainees spend a minimum of 120 days in school during the course of their programme. Therefore, it is very important that attendance is carefully monitored. Trainees are expected to attend all school placement days and training days and remain on the school premises throughout the day. Normally, the children start school at about 9.00 am, however, the trainees should arrive no later than 8.15 am, or according to the school policy. The school day for trainees will normally end between 4.30 and 5.00 pm. If trainees are unable to attend school for some reason they must:

- telephone their placement school before 8.00 am
- email [farehamandgosportprimaryscitt@harrison.hants.sch.uk](mailto:farehamandgosportprimaryscitt@harrison.hants.sch.uk).

It is imperative that trainees inform both their placement school and SCITT and keep them updated on a daily basis if absence is more than one day.

Where a trainee is absent for more than five consecutive days, they should provide a medical certificate confirming the reason for their absence. Trainees are responsible for getting a member of school staff to certify their absence. The SCITT team must be kept informed.

Issues of absence concerning illness are dealt with on an individual basis between the class teacher mentor and the SCITT Team. Clearly, it is recognised that a trainee may have had an illness where they have missed a few days and this has not impacted on your ability to meet the requirements of the programme and make progress. In the example given there would not be a requirement to make up these days.

There may be circumstances where there would be an opportunity for a placement to be extended. Normally this would be for absences due to illnesses which have been prolonged and / or absences which have had a detrimental impact on a trainee's ability to meet the requirements of the programme or make sufficient progress. These would be dealt with on a case-by-case basis by the class teacher mentor in liaison with the SCITT team.

## Attending interviews

During the year, trainees may need to visit schools where they are intending to submit a job application or attend interviews. The expectation is that they use their non-contact time allocation so that their contact time in the

classroom is not affected. Whenever possible, interviews must not be attended on a training day. This should be agreed in advance between the school and the trainee.

## **Inclement weather conditions**

In the event of poor weather or snow trainees should use their professional judgment. Trainees are advised to put their safety first and not attempt any journey if they feel it is dangerous. The following guidance is provided to all trainees:

- listen to the local radio stations to see if the school is closed because of the weather. Local authority websites and radio stations usually list school closures on their websites too
- if your school is open, try to get in as usual, subject to the proviso above. Main roads are usually clear and public transport usually runs as normal. If you are driving, make sure you leave plenty of time to get there safely. Make sure you have warm clothes and waterproof boots in the car, just in case!
- if the school is open, some children will turn up to be taught and the staff will be relying on you as member of the team. Be prepared to be flexible with your teaching! Remember some teachers may experience difficulties in travelling into school and some areas may have worse snow than other areas
- if you are delayed, ring the school and your class teacher mentor to make sure they know that you will be in later than normal. Keep them informed of your progress. If you are expecting any other visitors to come in, make sure you contact them as well.

## **Guidance on industrial action**

Trainees who are not employed as part of their training are not eligible to take part in ballots or strikes called by teaching unions even if they are members. They should expect to be present in school on a strike day unless advised otherwise by the Head teacher. However, they should not be expected to cover classes or teach classes where the teacher is on strike. They should carry out the planned activities in their timetables but as always cannot have legal responsibility for a class and therefore need normal levels of support.

Those who are employed in the school in which they are training (for example, School Direct salaried) are eligible to take part in strikes called by the union of which they are a member. If they choose not to strike, the same guidance applies as for non-employed trainees.

## Staff meetings

Trainees must attend all staff meetings, INSET etc. Trainees should have experience of the whole range of school meetings, including parents' consultations where possible.

## School trips

Trainees are very welcome to attend any school trips that their classes are taking part in and it is good experience to be part of the planning and to observe the risk assessments that take place in advance of any trips. Trainees must not agree to school trips that coincide with SCITT training days, University days or professional experience days. If trainees are invited to attend a residential trip the expectation is that trainees must return for SCITT training or University training.

# TIMELINE OVERVIEW

(PLEASE SEE THE 2020 - 21 TIMELINE DOCUMENT FOR FURTHER DETAILS OF THE PROGRAMME)

## Following recruitment

- opportunities to visit and/or speak to partner schools
- induction programme overview and expectations
- pre-programme reading
- pre-programme tasks including subject knowledge audits in mathematics, English and science
- registration.

## Autumn Term

Mentors will:

- arrange a full induction into the school with a senior leader for the trainees and organise a welcome from staff
- carry out an introduction to school policies, staffing, procedures, school email address passwords, logins, planning for the year group – please see the induction guidance document
- work in partnership with the professional mentor preparing the trainee for the second school experience
- arrange to meet 2nd placement class teacher mentor at the main placement school to observe trainee teacher and discuss 2nd placement and support the transition process
- organise the trainee's timetable and individual programme based on the professional needs of the trainees. This should be approximately 50% of the school-based placement week by the end of term and can include group, team and whole class teaching. Trainees must be timetabled to teach at times when a QA or external moderator visit is organised. Trainees must have PPA (with the mentor) and non-contact time
- follow the SCITT curriculum, key themes and targets to support trainee progress
- follow the SCITT 'learn, practise, reflect, refine' model with trainees

### Example Timetable

*Approximately 50% teaching commitment. Please see the School Practice details for further information on timetables.*

<b>Mon</b>	Teaching	Teaching		Teaching	Teaching
<b>Tues</b>	Teaching	Teaching		Non-contact/development time	Non-contact/development time
<b>Wed</b>	Teaching	Teaching		Non-contact/development time	Non-contact/development time
<b>Thur</b>	PPA	PPA		Non-contact/development time	Non-contact/development time
<b>Fri</b>	Training	Training		Training	Training

### Expectations:

- formally observe the trainee at least once per week and provide detailed feedback relating to targets
- review and set fortnightly SMART targets with trainees
- take part in joint mentor observations in preparation for the second placement
- discuss the subject knowledge audits and targets with the trainees
- accommodate 2 QA visits
- complete the Teachers' Standards Tracking Profile at the end of Autumn 2

## Spring Term

In addition to the mentor responsibilities outlined in term 1, mentors will:

- arrange a full induction into the second placement school with a senior leader for the trainees and organise a welcome from staff
- carry out an introduction to second placement school policies, staffing, procedures, logs, planning for the year group – please see the induction guidance document
- organise the trainee's timetable, which should be moving towards an increased responsibility. This should be approximately 60% of the school-based placement week by the end of term
- review the subject knowledge audits with trainees
- take part in joint mentor observations in Spring 1 in preparation for return to main placement
- accommodate 1 QA visit in Spring 1
- complete the Teachers' Standards Tracking Profile at the end of Spring 2 (progress milestones only at the end of Spring 1).

### Example Timetable

*Approximately 60% teaching commitment*

<b>Mon</b>	Teaching	Teaching		Teaching	Teaching
<b>Tues</b>	Teaching	Teaching		Teaching	Non-contact/development time
<b>Wed</b>	Teaching	Teaching		Non-contact/development time	Non-contact/development time
<b>Thur</b>	PPA	PPA		Non-contact/development time	Non-contact/development time
<b>Fri</b>	Training	Training		Training	Training

## Summer Term

In addition to the mentor responsibilities outlined in Term 2, mentors will:

- organise the trainee's timetable, which should be moving towards an increased responsibility (70%) by the end of term
- review the subject knowledge audits with trainees
- accommodate 1 QA visit in Summer
- complete Teachers' Standards Tracking Profile at the end of Summer 2.

### Example Timetable

*Approximately 70% teaching commitment*

<b>Mon</b>	Teaching	Teaching		Teaching	Teaching
<b>Tues</b>	Teaching	Teaching		Teaching	Non-contact/development time
<b>Wed</b>	Teaching	Teaching		Teaching	Non-contact/development time
<b>Thur</b>	PPA	PPA		Non-contact/development time	Non-contact/development time
<b>Fri</b>	Training	Training		Training	Training



# Termly expectations

## School practice expectations – Learn, practise, reflect, refine

Autumn 1	Autumn 2
<b>Key learning and development themes:</b> <ul style="list-style-type: none"> <li>Climate and culture</li> <li>Effective teaching and learning</li> <li>Child Development</li> <li>How pupils learn - Cognitive science/memory</li> <li>Subject knowledge and pedagogy</li> <li>Theory and practice</li> <li>Planning</li> <li>Wellbeing</li> </ul>	<b>Key learning and development themes:</b> <ul style="list-style-type: none"> <li>Planning</li> <li>Adaptive teaching</li> <li>Subject knowledge and pedagogy</li> <li>Assessment and feedback</li> <li>How pupils learn – instructional strategies</li> <li>Effective use of lesson time</li> <li>Wider professional responsibilities</li> <li>Wellbeing</li> </ul>
<b>Trainee targets:</b> <b>Induction targets (starting Thursday 4<sup>th</sup> September)</b> <ol style="list-style-type: none"> <li>Climate and culture</li> <li>Building relationships</li> <li>Interview target</li> </ol> <b>Wednesday 16<sup>th</sup> September</b> <ol style="list-style-type: none"> <li>Climate and culture</li> <li>Essential elements of effective teaching (linked to Role of the Teacher SCITT Training)</li> <li>Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT Training)</li> </ol> <b>Thursday 1<sup>st</sup> October</b> <ol style="list-style-type: none"> <li>Climate and culture (linked to Managing Behaviour 1 SCITT training)</li> <li>Essential elements of effective teaching (linked to Role of the Teacher SCITT Training)</li> <li>Applying learning theory to practice (linked to Learning Theory SCITT training)</li> </ol> <b>Thursday 15<sup>th</sup> October</b> <ol style="list-style-type: none"> <li>Climate and culture (linked to Managing Behaviour 1&amp;2 SCITT training)</li> <li>Essential elements of effective teaching (linked to Role of the Teacher SCITT Training)</li> <li>Lesson planning informed by 'how pupils learn' (linked to how pupils learn 1 SCITT training)</li> </ol>	<b>Trainee targets:</b> <b>Thursday 5<sup>th</sup> November</b> <ol style="list-style-type: none"> <li>Lesson planning informed by 'how pupils learn'</li> <li>Secure subject knowledge to support effective teaching and learning</li> <li>Individual target choice</li> </ol> <b>Thursday 19<sup>th</sup> November</b> <ol style="list-style-type: none"> <li>Planning and strategies to support pupils with SEND (linked to SEND SCITT training)</li> <li>Assessment and feedback</li> <li>Individual target choice</li> </ol> <b>Thursday 3<sup>rd</sup> December</b> <ol style="list-style-type: none"> <li>Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2 SCITT training)</li> <li>Wider professional responsibilities</li> <li>Individual target choice</li> </ol> <b>Wednesday 16<sup>th</sup> December</b> Targets will be set at the start of second placement week beginning 4 <sup>th</sup> January
<b>Teaching:</b> <ul style="list-style-type: none"> <li>Working towards 50% teaching load including up to two whole class lessons per week</li> <li>Mainly core - English, maths and phonics</li> <li>Regular team teaching with Class Teacher Mentor</li> <li>Group teaching</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>Mainly core - English, maths and phonics</li> <li>Planning collaboratively with the Class Teacher Mentor – individual lessons</li> <li>Independently planning individual lessons</li> <li>Regular use of school planning</li> <li>Some planning with the year group</li> </ul> <b>Assessment and feedback:</b> <ul style="list-style-type: none"> <li>Mainly core - English, maths and phonics</li> <li>With the Class Teacher Mentor</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>50% by Christmas including working towards one whole class lesson per day</li> <li>Mainly core - English, maths and phonics</li> <li>Regular team teaching with Class Teacher Mentor</li> <li>Some group teaching</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>Mainly core - English, maths and phonics</li> <li>Planning collaboratively with the Class Teacher Mentor – individual lessons and sequences</li> <li>Independently planning individual lessons</li> <li>Regular use of school planning</li> <li>Some planning with the year group</li> </ul> <b>Assessment and feedback:</b> <ul style="list-style-type: none"> <li>Mainly core - English, maths and phonics</li> <li>With the Class Teacher Mentor and independently</li> <li>Involvement with progress data, data drops, pupil progress meetings</li> </ul>
<ul style="list-style-type: none"> <li>1 day in Year R (an option for a 1 day nursery visit later in the year)</li> <li>1 assignment writing day for assignment 1</li> </ul>	<ul style="list-style-type: none"> <li>2 days in Year 6</li> <li>1 assignment writing day for assignment 2</li> <li>2 transition days to second placement</li> <li>Joint CTM observation at main placement</li> </ul>
<b>University assignment writing days</b> For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.	<b>University assignment writing days</b> For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.

Spring 1	Spring 2
<b>Key learning and development themes:</b> <ul style="list-style-type: none"> <li>○ Climate and culture</li> <li>○ Planning</li> <li>○ Effective teaching and learning</li> <li>○ Subject knowledge and pedagogy</li> <li>○ How pupils learn – questioning and classroom talk</li> <li>○ Adaptive teaching</li> <li>○ Assessment and feedback</li> <li>○ Wider professional responsibilities - parents</li> </ul>	<b>Key learning and development themes:</b> <ul style="list-style-type: none"> <li>○ Assessment and feedback</li> <li>○ Assessment and planning</li> <li>○ Subject knowledge and pedagogy</li> <li>○ Adaptive teaching</li> <li>○ How pupils learn – questioning and classroom talk</li> <li>○ Assessment- data and progress</li> <li>○ Wellbeing</li> </ul>
<b>Trainee targets:</b> <u><b>Monday 4<sup>th</sup> January</b></u> <ol style="list-style-type: none"> <li>1. Climate and culture</li> <li>2. Essential elements of effective teaching (linked to Role of the Teacher SCITT Training)</li> <li>3. Secure subject knowledge to support effective teaching and learning</li> </ol> <u><b>Thursday 21<sup>st</sup> January</b></u> <ol style="list-style-type: none"> <li>1. Questioning and classroom talk (linked to how pupils learn 3 SCITT Training)</li> <li>2. Planning sequences (linked to planning 2 SCITT Training)</li> <li>3. Individual target choice or long-term target development</li> </ol> <u><b>Thurs 4<sup>th</sup> Feb</b></u> <ol style="list-style-type: none"> <li>1. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training)</li> <li>2. Assessment and feedback</li> <li>3. Individual target choice or long-term target development</li> </ol>	<b>Trainee targets:</b> <u><b>Monday 22<sup>nd</sup> February</b></u> <ol style="list-style-type: none"> <li>1. Questioning and classroom talk (linked to how pupils learn 3 SCITT Training)</li> <li>2. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training)</li> <li>3. Individual target choice or long-term target development</li> </ol> <u><b>Thursday 4<sup>th</sup> March</b></u> <ol style="list-style-type: none"> <li>1. Using assessment to inform the planning of sequences (linked to planning 2 SCITT training)</li> <li>2. Assessment and feedback</li> <li>3. Individual target choice or long-term target development</li> </ol> <u><b>Thursday 18<sup>th</sup> March (targets must be achievable in 1 week)</b></u> <ol style="list-style-type: none"> <li>1. Individual target choice or long-term target development</li> <li>2. Individual target choice or long-term target development</li> </ol>
<b>Teaching:</b> <ul style="list-style-type: none"> <li>✓ Working towards 60% including a minimum of one whole class lesson per day</li> <li>✓ Mainly core – English, maths and phonics</li> <li>✓ Regular team teaching with Class Teacher Mentor</li> <li>✓ Some group teaching</li> <li>✓ Teaching of sequences</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>✓ Mainly core - English, maths and phonics</li> <li>✓ Planning collaboratively with the Class Teacher Mentor – individual lessons and sequences</li> <li>✓ Independently planning individual lessons and sequences</li> <li>✓ Regular use of school planning</li> <li>✓ Some planning with the year group</li> </ul> <b>Assessment and feedback:</b> <ul style="list-style-type: none"> <li>✓ Mainly core - English, maths and phonics</li> <li>✓ With the Class Teacher Mentor and independently</li> <li>✓ Involvement with progress data, data drops, pupil progress meetings</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>✓ 60% by Easter including two whole class lessons per day</li> <li>✓ Core and foundation subjects</li> <li>✓ Regular team teaching with Class Teacher Mentor</li> <li>✓ Teaching of sequences</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>✓ Core and foundation</li> <li>✓ Planning collaboratively with the Class Teacher Mentor – sequences of lessons</li> <li>✓ Independently planning individual lessons and sequences</li> <li>✓ Regular use of school planning</li> <li>✓ Planning collaboratively with the year group</li> </ul> <b>Assessment and feedback:</b> <ul style="list-style-type: none"> <li>✓ Core and foundation subjects</li> <li>✓ Independently and at times with the Class Teacher Mentor</li> <li>✓ Contribute to progress data, data drops, pupil progress meetings, parents' evenings with the Class Teacher Mentor</li> </ul>
<ul style="list-style-type: none"> <li>• PE experience</li> <li>• Phonics experience</li> <li>• Year group experience other than second and main placement class (1-2 days per year group)</li> <li>• 1 day assignment writing for assignment 2</li> <li>• 1 day in Year R (an option for a 1 day nursery visit later in the year)</li> <li>• 2 days in Year 6 if no opportunity in main placement</li> <li>• Joint CTM observation in second placement</li> </ul>	<ul style="list-style-type: none"> <li>• EAL experience</li> <li>• Special school experience</li> <li>• Year group experience other than second and main placement class (1-2 days per year group)</li> <li>• 1 day assignment writing for assignment 3</li> <li>• 1 day in Year Key Stage 3 Secondary School</li> </ul>
<b>University assignment writing days</b> For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.	<b>University assignment writing days</b> For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.

Summer 1	Summer 2
<b>Key learning and development themes:</b> <ul style="list-style-type: none"> <li>How pupils learn – retrieval practice</li> <li>Adaptive teaching</li> <li>Subject knowledge and pedagogy</li> <li>Assessment</li> <li>Planning</li> <li>Metacognition</li> <li>Wider professional responsibilities – support staff</li> <li>Assessment</li> </ul>	<b>Key learning and development themes:</b> <ul style="list-style-type: none"> <li>Subject knowledge and pedagogy</li> <li>Assessment</li> <li>Planning</li> <li>How pupils learn</li> <li>Effective teaching and learning</li> <li>Metacognition</li> <li>Wider professional responsibilities</li> </ul>
<b>Trainee targets:</b> <b>Monday 19<sup>th</sup> April</b> <ol style="list-style-type: none"> <li>Formative assessment</li> <li>Adapting to meet the needs of all pupils</li> <li>Individual target choice or long-term target development</li> </ol> <b>Thursday 6<sup>th</sup> May</b> <ol style="list-style-type: none"> <li>Retrieval practice (linked to how pupils learn 6 SCITT training)</li> <li>Planning sequences ‘from scratch’ (linked to planning 3 SCITT Training)</li> <li>Individual target choice or long-term target development</li> </ol> <b>Thursday 20<sup>th</sup> May (targets must be achievable in 1 week)</b> <ol style="list-style-type: none"> <li>Metacognition (linked to metacognition SCITT training)</li> <li>Individual target choice or long-term target development</li> </ol>	<b>Trainee targets:</b> <b>Monday 7<sup>th</sup> June</b> <ol style="list-style-type: none"> <li>Summative assessment</li> <li>Individual target</li> <li>Individual target choice or long-term development</li> </ol> <b>Thursday 17<sup>th</sup> June</b> <ol style="list-style-type: none"> <li>Individual target choice or long-term development</li> <li>Individual target choice or long-term development</li> <li>Individual target choice or long-term development</li> </ol>
<b>Teaching:</b> <ul style="list-style-type: none"> <li>✓ Working towards 70% including a minimum of 2 whole class lessons per day</li> <li>✓ A range of core and foundation subjects</li> <li>✓ Experience of teaching whole days</li> <li>✓ Teaching of sequences</li> <li>✓ Some team teaching with class teacher mentor</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>✓ A range of core and foundation</li> <li>✓ Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum</li> <li>✓ Independently planning individual lessons and sequences ‘from scratch’ using the school curriculum and National Curriculum as starting points</li> <li>✓ Regular use of school planning</li> </ul> <b>Assessment and feedback:</b> <ul style="list-style-type: none"> <li>✓ A range of core and foundation subjects</li> <li>✓ Independently</li> <li>✓ Contribute to progress data, data drops, pupil progress meetings, parents’ evenings with the Class Teacher Mentor</li> </ul>	<b>Teaching:</b> <ul style="list-style-type: none"> <li>✓ 70% by the end of the programme including a minimum of 2-3 whole class lessons per day</li> <li>✓ A range of core and foundation subjects</li> <li>✓ A minimum of 1 whole day per week</li> <li>✓ Teaching of sequences</li> <li>✓ Some team teaching with class teacher mentor</li> </ul> <b>Planning:</b> <ul style="list-style-type: none"> <li>✓ A range of core and foundation</li> <li>✓ Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum</li> <li>✓ Independently planning individual lessons and sequences ‘from scratch’ using the school curriculum and National Curriculum as starting points</li> <li>✓ Regular use of school planning</li> </ul> <b>Assessment and feedback:</b> <ul style="list-style-type: none"> <li>✓ A range of core and foundation subjects</li> <li>✓ Independently</li> <li>✓ Contribute to progress data, data drops, pupil progress meetings, parents’ evenings with the Class Teacher Mentor</li> </ul>
<ul style="list-style-type: none"> <li>EAL experience</li> <li>PE experience</li> <li>Year group experience other than second and main placement class (1-2 days per year group)</li> <li>1 day assignment writing for assignment 3</li> </ul>	<ul style="list-style-type: none"> <li>Year group experience other than second and main placement class (1-2 days per year group)</li> </ul>
<b>University assignment writing days</b> For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.	<b>University assignment writing days</b> For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.

# The Initial Teacher Training Core Content Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/843676/Initial\\_teacher\\_training\\_core\\_content\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf)

The Initial Teacher Training Core Content Framework (DfE, 2019) outlines that ‘The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.’

Central to entitlement outlined in The ITT Core Content Framework are how trainees are supported by expert colleagues, the opportunities trainees receive to practise (learn how to .....), how expert colleagues discuss and analyse with trainees, observations of expert colleagues with opportunities to deconstruct approaches, and receiving clear consistent and effective mentoring. These components are very much integral to the Fareham and Gosport Primary SCITT curriculum, to our ‘learn, practise, reflect, refine’ approach and to our school practice expectations.

‘The ITT Core Content Framework sets out two types of content – mirroring the ECF. Within each area, key evidence statements (‘Learn that...’) have been drawn from current high-quality evidence from the UK and overseas. These ‘Learn that...’ statements are deliberately the same as the ‘Learn that...’ statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching’. (ITT Core Content, DfE 2019).

‘.....these ‘Learn how to...’ statements have been sorted into two categories. These categories define an entitlement to practise key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom. ‘Learn how to...’ statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners’. (ITT Core Content, DfE 2019).

## Target Setting Mentor Meetings

Mentors will meet with the trainees after a formal lesson observation has taken place to provide an opportunity for the trainee to share their self-reflections and evaluation. This is also an opportunity to provide feedback. Both mentoring and coaching approaches are encouraged. (Please see our Mentoring Handbook for further details).

In addition to weekly detailed lesson observation feedback, mentors will meet with the trainees fortnightly for 1 hour for a Target Setting Mentor Meeting. This meeting should include a review and agreement of appropriately challenging developmental targets, and a record of actions to be undertaken by trainees and others to enable them to achieve the targets. Targets must be fit for purpose, and where appropriate, subject specific. There should be a discussion centred around current key themes and development areas from the curriculum: how secure the trainee's knowledge is and what their next steps are. The fortnightly meeting will also identify evidence of the trainee's progress against the SCITT curriculum and the impact of the curriculum content on the trainee's teaching and their impact on improving pupil outcomes.

- mentors will complete the fortnightly target setting mentor documents where all details will be recorded
- subject-specific training needs of trainees will be identified during the mentor meeting. How these are going to be addressed will be highlighted in the mentoring record
- mentors will ensure trainees are keeping well-organised records of their teaching and training activities. The trainee's file will be checked periodically and should be made available at all times
- mentors will discuss the updated subject knowledge audits with trainees at the relevant time
- mentors will ensure that regular meetings with the school-based professional mentor take place in line with the 2020-2021 timeline
- mentors will complete three Teachers' Standards Tracking Profiles
- mentors will personalise the themed curriculum targets to respond and adapt to development needs
- mentors will ensure targets are linked to specific subject areas where appropriate.

## Mentors will also: -

- attend mentor training and meetings led by the SCITT Team
- have a clear understanding of the procedures for OFSTED inspections and visits to ITT
- meet with a member of the QA SCITT Team early in the Autumn term to ensure the placement is running smoothly for both the mentor and the trainee, and further QA visits throughout the year
- observe with and meet with the External Moderator on planned partnership school visits
- communicate with the SCITT team
- follow the SCITT aim and processes of mentoring and coaching throughout the SCITT programme year.



## SUGGESTED READING

The below suggested reading is taken from the Initial Teacher Training Core Content Framework (DfE, November 2019). Please note that there is no requirement to engage with all of the reading in this section. We have included the reading as a reference for you so that you can choose which reading to engage with at appropriate times in the year to support your development needs. You will also find that wider reading will be referenced and used for your SCITT training sessions, University reading and research and in school placements.

### High Expectations (Standard 1 – ‘Set high expectations’)

- Aronson, J. (Ed.) (2002) *Improving academic achievement: Impact of psychological factors on education*. New York: Academic Press.
- 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>
- 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.
- Chetty, R., Friedman, J. N., Rockoff, J. E. (2014) Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. *American Economic Review*, 104(9), 2633–2679. <https://doi.org/10.1257/aer.104.9.2633>
- Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> [retrieved 10 October 2018].
- Hanushek, E. (1992) The Trade-off between Child Quantity and Quality. *Journal of Political Economy*, 100(4), 859–887. \*Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom. Accessible from <https://ies.ed.gov/ncee/wwc/PracticeGuide/4>
- 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>
- Jussim, L. & Harber, K., (2005) *Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies*, *Personality and Social Psychology Review* 2005, Vol. 9, No. 2, 131–1557.
- 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>
- Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. *Social Psychology of Education*, 21(3), 691–707. <https://doi.org/10.1007/s11218-018-9439-9>
- PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: <https://doi.org/10.1787/22260919>



- Rathmann K., Herke M., Hurrelmann K., Richter M. (2018) Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. PLoS ONE 13(2): e0189335.  
<https://doi.org/10.1371/journal.pone.0189335>
- Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., & Cowan, C. P. (2014) Successive teacher expectation effects across the early school years. Journal of Applied Developmental Psychology, 35(3), 181–191. <https://doi.org/10.1016/j.appdev.2014.03.006>
- Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. *Oxford Bulletin of Economics and Statistics*, <https://doi.org/10.1111/j.1468-0084.2011.00666.x>
- Tsiplakides, I. & Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching*, 3(2), P22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081569.pdf>
- Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed., pp. 363–386). New York, NY: Routledge.
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<https://doi.org/10.1080/10474410701413145>

### How Pupils Learn (Standard 2 – ‘Promote good progress’)

- 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.
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- Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5–31.
- 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.
- Clark, R., Nguyen, F. & Sweller, J. (2006) *Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load*. John Wiley & Sons.
- 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/> [retrieved 10 October 2018].
- 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) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> [retrieved 10 October 2018]
- Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. *Working memory and education*, 219–240. Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge.
- Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213–233.
- Pachler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. US Department of Education.
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# ASSESSMENT OF TRAINEE TEACHERS

## Assessment Overview

When considering the award of QTS, trainees must be assessed against, and must meet, the Teachers' Standards in full by the end of the programme. The Fareham and Gosport Primary SCITT's accurate and robust assessment process is designed to support trainee progress through its coherent, high quality, evidence-informed and personalised curriculum. Formative assessment processes will support the trainee's progress and mastery of the components of the SCITT curriculum throughout the programme, and carefully placed summative assessment points will be used to assess whether a trainee is on track to meet the Teachers' Standards, and what appropriate support they may require to achieve this. Target setting and the blended curriculum approach of SCITT training, school practice and academic reading and writing will support the important 'learn, practise, reflect, refine' model which in turn will be integral to the formative and summative assessment processes noted above and outlined in further detail in this section of our handbook. As such, high quality mentoring and effective target setting is central to successful assessment.

SCITT partnerships work with trainees from the point of interview in order to realise their potential in becoming effective and successful teachers. All trainees are expected to make a positive contribution to pupils' learning from the beginning of their programme. Through this, the pupil, and expectations for learning and development, are central to the training programme. The training programme should be seen as the first part of the teacher's professional development and partnerships should be committed to ensuring a smooth and successful transition to NQT induction and the Early Career Framework.

## Progress to becoming a successful teacher and effective teacher

This guidance provides a framework for assessment of trainee teachers. Trainees' progression will be assessed through reviewing the impact of their teaching on pupil progress and learning over time which, in turn, informs trainees' ongoing achievement and final attainment. This guidance also outlines a range of resources needed to support both trainees and their class teacher mentor and professional mentor in recording progress and supporting achievement. This guidance is intended to:

- promote a shared understanding of the expectations of trainees and of the impact of their teaching on pupil progress and learning
- secure the accuracy and consistency of judgements
- support the effective tracking of trainees' progress against the Teachers' Standards

- promote a shared language for discussing the progress and professional development of trainees
- promote the need for challenging and appropriate short and longer-term target setting linked to the identification of trainees' developmental needs and to the SCITT curriculum.

This guidance will be adapted should further changes be made to the 'Initial teacher education inspection handbook' or to the DfE requirements for ITT.

## Annual assessment process at a glance

It is important to note that no one assessment component should be considered in isolation and that the SCITT assessment process is designed to be both rigorous and accurate by incorporating all component areas to ensure this.

### 'Learn, practise, reflect, refine'





Interim review and assessment

**Professional Learning Conversations – formative and summative assessment**

At three points during the year a Professional Learning Conversation between the trainee teacher and assessment committee will take place. The conversations will assess whether a trainee is on track to meet the Teachers' Standards by the end of the programme. Trainees will have the opportunity to articulate and demonstrate the progress they have made in relation to the effectiveness of their teaching, particularly around pupil learning and progress, and how they have developed their professional behaviours. The conversation will also provide evidence of how the SCITT's curriculum has impacted on trainees' learning and progress. It will be an opportunity to consider all available evidence, including the ability to triangulate the regular formative assessment opportunities, lesson observations, feedback learning conversations, subject and pedagogical knowledge, fortnightly reviews and target progress. Professional learning conversations will also promote the implementation of the recommendations in relation to workload made in 'Addressing teacher workload in initial teacher education (ITE) (DfE, 2018).

**Assessment committee and trainee**



Final summative report and assessment

**Final summative report and assessment  
Professional Learning Conversation**

The final Professional Learning Conversation and the completed Teachers' Standards Tracking Profile will inform and support the writing of a final report which will also act as the NQT career entry profile and entry to the start of the early career framework.

**Assessment committee and trainee**

## Guidance for the weekly meetings: reviewing progress and assessment

Trainees must be formally observed teaching (weekly) and have a formal Target Setting Mentor Meeting (fortnightly) - professional mentors should be involved at appropriate points. The mentor meeting will include discussion about both the trainee's teaching and its impact on the pupils' learning and progress, and also the impact of the SCITT curriculum on the trainee's learning and progress. An effective target setting process is vital as it forms the basis of the formative assessment process which monitors a trainee's progress and identifies if there is a concern and a need for additional support.

The following need to be considered when evaluating the quality of the trainee's teaching over time and its impact:

- the context and content of the sessions/lessons; where they fit within a sequence of lessons
- the contribution of a trainee's teaching to the learning of the pupils and the progress they make over time
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of the trainee's marking, assessment records and annotated planning; trainee's strengths and how they can improve. Initial discussions should focus on the effectiveness of the trainee's teaching and its impact on pupils' progress and learning over time, and the aspects of the trainee's teaching which support this or need to be developed further.

Each fortnightly Target Setting Mentor Meeting should consider:

- discussion about trainee, and pupil wellbeing
- celebration of success and highlights
- trainee evidence of impact on pupil outcomes and how their contributions have supported this
- how the SCITT curriculum has impacted on a trainee's progress, the quality of their teaching and on their own professional development
- the context and content of any observed teaching where they fit within a sequence of lessons
- where trainees are within the sequence of learning integrated through the SCITT curriculum and where they are going next
- observations of pupil's responses in lessons and workbooks
- the quality and impact of the trainee's marking and feedback, assessment records and planning
- trainee strengths and areas for development
- reviewing and agreeing appropriately challenging short- and longer-term developmental SMART targets, along with agreeing and recording necessary actions for trainee and others to enable him/her to achieve his/her targets. Targets need to be fit for purpose, and as appropriate, be subject-specific

- agreeing and recording related training and actions
- identifying evidence of a trainee progress against the SCITT curriculum
- agreeing and recording the impact of any training on the trainee's teaching and, consequently, on pupil progress and learning over time.

### *From observing to reporting*

The diagram below sets out the process of assessing and supporting the trainees' progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, the impact of a trainee's teaching on pupil progress fortnightly meetings leading to interim and summative reports. trainees, class teacher mentors, professional mentors, SCITT committees and the SCITT team all have significant roles.





## Target setting and achieving targets

Central to all trainees' progress is the accurate identification and achievement of developmental targets. The targets are focused on improving the quality of the trainee's teaching and its contribution to pupil progress. Targets should:

- specifically address improving the trainee's mastery of the SCITT curriculum, subject knowledge and impact on pupil outcomes
- include clear statements of what the trainee needs to do to improve and make sustained progress
- support trainees in making progress, the actions to be taken by the trainee and others must be identified and agreed. This could include co-planning and/or team-teaching, observing, reading
- identify and agree how and when progress against the set targets will be identified and reviewed
- be linked to success criteria explicitly stating the impact of achieving the target on trainees and/or pupils
- be carried over (and refined where appropriate) when not met
- be limited to achievable short-term targets (which may feed into more complex longer-term targets).

Targets for trainees can arise from:

- the SCITT curriculum
- lesson observations and review meetings: short term, long- term and more immediate targets or interim mid-point assessment points
- end of programme assessment: NQT targets to be forwarded to and shared with the employing school/setting.

Things to consider when setting targets

Specific (precise)	Be clear about what you want the trainee to achieve and why; for example, impact on outcomes for pupils, subject knowledge development, mastery of a specific aspect of the SCITT curriculum
Measurable/Achievable	Pitched at an achievable (realistic) level and modelled so that the trainee can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the trainee may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit steps for successful achievement. Larger more substantial targets should be broken down over a number of weeks to enable the trainee to make clear steps of progress.

# Targeted support to ensure individual trainee's progress related to a 'cause for concern'

## 1. Enhanced coaching

This enhanced support process involves the initiation of personalised, context-based coaching and support for the trainees. This coaching is normally undertaken by an impartial appropriate member of the partnership (e.g. a Head teacher / class teacher mentor) who is not involved in the assessment of the trainee. The role of the support is to provide tailored, one-to-one coaching for the trainees based on their prioritised needs. Written feedback is provided to both the trainee and the school.

The identification of the trainees who could potentially benefit from this enhanced support can be identified by the class teacher mentor, professional mentor or SCITT team. The organisation of this additional coaching is the responsibility of the professional mentor, in discussion with the trainee, class teacher mentor and impartial member of the partnership. In all circumstances, the SCITT team will be informed that the coaching has been initiated. In all circumstances, the SCITT team will support the process.

## 2. Progress alert procedure

**A progress alert may be initiated at any time and by any professional mentor or class teacher mentor.** There is no formal paperwork to complete for a progress alert and it may be made by email, through conversation (later documented by a follow-up email) or through writing. The alert will consist of a clear message as to what is causing progress to be hampered, and also a clear message as to how the trainees should look to ensuring that the issue is addressed effectively. All communications concerning the progress alert will be filed and reported to the SCITT team, and these communications will form the written evidence of the progress alert. These will be shared with the trainees at all times. The reasons for issuing a progress alert are many and varied, and the informal nature of this process allows and enables the intervention to be highly personalised for the needs of individual trainees. It is anticipated that the majority of progress alerts will lead to improved progress, and the trainees will continue on the course with no further intervention needed. In all circumstances, the SCITT team will support the process.

In some cases, trainees may not make the required progress necessary. In these circumstances, a formal cause for concern procedure will be undertaken, as detailed next.

### 3. Cause for concern procedure

**A cause for concern is intended to be a developmental and supportive process.** A cause for concern will be issued when a trainee:

- does not make the expected progress
- struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching)
- fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and professional conduct)
- is identified as cause for concern' on the Teachers' Standards Tracking Profile or from a Professional Learning Conversation.

A cause for concern will outline the concern and targets set, identify training and actions and agreed review points. It will result in increased agreed school and centre-based support and monitoring.

Specifically, a cause for concern:

- can be raised at any stage of the programme
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils
- a cause for concern may also be raised if:
  - the trainee's teaching, for any reason, is not developing as expected; and there is no evidence of further progress or development in the quality of their teaching
  - the trainee has not received the necessary support from the placement school at which point the SCITT team will intervene.

#### *Targets*

- targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the trainee and pupils from making the expected progress
- targets will require agreed actions for both the trainee and all those working with him/her in the training programme
- the setting and revision of targets must be based on the review of the full range of evidence; there must be clear alignment between the identified issues and the targets set.

The process is shown below. The cause for concern procedure should include a statement of concern, targets for improvement and related training and actions.

Step 1	<ul style="list-style-type: none"> <li>at the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that he/she listens respectfully to the trainee to gain a full understanding of his/her perceptions</li> <li>SCITT team and professional mentor informed which potentially triggers an additional visit</li> <li>at the weekly mentor meeting: review and agree targets which are focused explicitly on areas for improvement, with a timescale of two weeks to the review point, and agree actions and success criteria</li> <li>there should be a maximum of three targets</li> <li>the trainee is informed of the cause for concern and the issues that must be addressed</li> <li>the concerns, targets and actions for the trainee, mentor and professional mentor are recorded on the SCITT Cause For Concern Document and a copy is sent to the SCITT team.</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>review targets using the full range of evidence</li> <li>if sufficient progress has been made by the trainee, normal training routines continue</li> <li>if insufficient progress has been made, proceed to Step 3.</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>review meeting with the mentor, professional mentor and SCITT team</li> <li>SCITT team moderates the evidence with the mentor to confirm whether there is a need for an ongoing cause for concern. If so, a formal meeting with the SCITT team, professional mentor, mentor and trainee takes place to agree the cause for concern and set revised targets</li> <li>a period of <b>two to four weeks</b> is set for the trainee to focus on the cause for concern targets</li> <li>explicit actions for the trainee, mentor, professional mentor and SCITT team are agreed as part of the cause for concern action plan</li> <li>all observations and meetings should focus on the cause for concern targets</li> <li>the SCITT team provides a copy of the targets agreed and related action plan which is centrally logged with the SCITT.</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>formal review of targets, using the full range of evidence, by the trainee, mentor, professional mentor and SCITT team</li> <li>there are three possible outcomes from the formal review: <ol style="list-style-type: none"> <li>if sufficient progress has been made, the cause for concern ends and the normal training routines continue (there will be a weekly discussion between the PM and the SCITT team for a period of two to four weeks to monitor trainee progress)</li> <li>if limited progress has been made, the SCITT team, professional mentor, mentor and trainee review the issues, revise the targets and issue a notice of Risk of Failure</li> <li>if all of the targets have not been met and progress has not been made, the trainee fails the placement. Proceed to Step 6.</li> </ol> </li> </ul>
Step 5	<ul style="list-style-type: none"> <li>the risk of failure notice is discussed by the SCITT team, trainee, CTM and PM</li> <li>a period of <b>two to four weeks</b> is set for the trainee to focus on the Risk of Failure targets</li> <li>explicit actions for the trainee, mentor, professional mentor and SCITT team are agreed as part of the Risk of Failure action plan</li> <li>all observations and meetings should focus on the cause for concern targets</li> <li>the SCITT team provides a copy of the targets agreed and related action plan which is centrally logged with the SCITT</li> <li>there are two possible outcomes from the formal review: <ol style="list-style-type: none"> <li>if sufficient progress has been made, the cause for concern ends, and the normal training routines continue (there will be a weekly discussion between the PM and SCITT team for a period of <b>two to four weeks</b> to monitor trainee progress)</li> <li>if limited or no progress has been made, the trainee fails the placement. Proceed to Step 6.</li> </ol> </li> </ul>
Step 6	<ul style="list-style-type: none"> <li>the placement is terminated immediately subject to partnership protocols. The trainee meets with the SCITT team and the appropriate record i.e. a failed cause for concern is completed</li> <li>the trainee is informed of his/her right of appeal</li> <li>an exit interview record is completed if the trainee declines the right of appeal</li> <li>a formal letter is sent to the trainee with a copy to the partnership school</li> <li>a de-brief meeting takes place with the relevant school personnel, leading to a report of arising issues and actions.</li> </ul>
Step 7	<ul style="list-style-type: none"> <li>the final decision is confirmed by the SCITT Team.</li> </ul>

# THE TEACHERS' STANDARDS

Accredited providers retain the distinctive responsibility for making the professional judgement as to whether each trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for QTS at the end of the programme of ITE.

## Part One: Teaching

The quality of trainees' teaching over time will be judged by the impact on the progress and learning of pupils. Trainees' teaching needs to be assessed through consideration of all aspects of their teaching with full reference to the Teachers' Standards overall and individually.

PART ONE: TEACHING	
<b>TS1 - Set high expectations which inspire, motivate and challenge pupils</b>	
<ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	
<b>TS2 – Promote good progress and outcomes by pupils</b>	
<ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	
<b>TS3 – Demonstrate good subject and curriculum knowledge</b>	
<ul style="list-style-type: none"> <li>have a secure knowledge of the subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	
<b>TS4 – Plan and teach well structured lessons</b>	
<ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	

**TS5 – Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**TS6 – Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**TS7 – Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**TS8 – Fulfil wider and professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective and professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regards to pupils' achievements and well-being.



## Part Two: Personal and professional conduct

Part Two of the Standards is about personal and professional conduct. All trainee teachers are required to maintain consistently high standards of personal and professional conduct at all times. Trainees must demonstrate this in addition to meeting the 8 Teachers' Standards in order to be successful during school experience. The table below sets out each descriptor. If any concern should arise in relation to the three descriptors, then the SCITT Team must be notified immediately.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

- Teachers uphold public trust in the profession and maintain high stands of ethics and behaviour, within and outside the school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

Trainees are required to maintain a file for their professional development. The purpose of the PDP is to provide a comprehensive record of the process of learning and development in which trainees have engaged in order to become effective teachers. The PDP is a working document that builds up over the course of the year and is seen as an essential tool for the trainees' professional development evidence collection. Maintaining the file encourages trainees to think clearly and precisely and develops organisational skills. All of the trainee's records of school placements, range of professional experience and evidence that they are meeting the Teachers' Standards should be kept in the PDP, along with records of lesson observations, plans and reflections.

Trainees must have their complete files with them **at all times** when they are in school. Comments on the school, class and children should remain professional in tone and content. Alongside this emerging professionalism, the programme supports trainees in meeting requirements against the Teachers' Standards (2012) in order to achieve Qualified Teacher Status (QTS). While the standards cannot encapsulate all that is special about a very good practitioner, they serve as a valuable benchmark against which trainees will review progress and set themselves new targets as their training progresses. Trainees will be required to review their progress in relation to these standards at specific assessment points throughout the programme by identifying strengths and development needs which are in turn carried forward as targets.

## Data Protection

*Some of the documents in the PDP can contain confidential and personal information. For example, a class list with details of particular needs or assessment. At all times, Trainee Teachers must follow the SCITT and their placement schools' Data Protection policies and privacy notices. If in any doubt Trainees must speak to their Headteachers or the SCITT Team. Trainee Teachers should use pseudonyms and anonymised personal data wherever possible.*

*Trainee Teachers should never use photographs of children unless they have specific permission from their school to do so.*

# How your PDP should be organised

<u>Front cover/page</u>	<p>This page should include:</p> <ul style="list-style-type: none"> <li>• <b>name</b></li> <li>• <b>name of programme</b></li> <li>• <b>main placement school name</b></li> <li>• <b>second placement school name</b></li> <li>• <b>a contents table/list.</b></li> </ul>
<u>Section A</u>	<ol style="list-style-type: none"> <li><b>1. record of attendance</b></li> <li><b>2. record of experience</b></li> <li><b>3. record of lesson observations and teaching</b></li> <li><b>4. range of professional experience</b></li> </ol> <p>Use the guidance to help you record your experiences and reflections for:</p> <ul style="list-style-type: none"> <li>• Y6</li> <li>• YR/EYFS/Nursery</li> <li>• Y7</li> <li>• SEND</li> <li>• EAL</li> <li>• PE</li> <li>• Phonics</li> <li>• Year groups other than your main and second placement classes.</li> </ul>
<u>Section B</u>	<p><b>Teachers' Standards Tracking Profile</b></p> <ul style="list-style-type: none"> <li>• in line with the set times of the year, include updated versions as the year progresses (Autumn 2, Spring 1 progress milestones only, Spring 2 and Summer 2).</li> </ul>
<u>Section C</u>	<p><b>University assignments</b></p> <ul style="list-style-type: none"> <li>• all of your assignments with feedback.</li> </ul>
<u>Section D</u>	<p><b>Induction to main placement</b></p> <ul style="list-style-type: none"> <li>• follow the Induction guidance</li> </ul> <p><b>Induction to second placement</b></p> <ul style="list-style-type: none"> <li>• follow the Induction guidance.</li> </ul>
<u>Section E</u>	<p><b>Subject Knowledge development</b></p> <ul style="list-style-type: none"> <li>• include the audit scores and targets in September</li> <li>• include a review in February</li> <li>• include the audit scores in June and development areas for the NQT year in June.</li> </ul>
<u>Section F</u>	<p><b>Autumn term 1</b></p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Target Setting Mentor documents</li> <li>• Teachers' Standards Evidence bundle.</li> </ul>
<u>Section G</u>	<p><b>Autumn term 2</b></p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Target Setting Mentor documents</li> <li>• Teachers' Standards Evidence bundle.</li> </ul>
<u>Section H</u>	<p><b>Spring term 1 (second placement)</b></p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Target Setting Mentor documents</li> <li>• Teachers' Standards Evidence bundle.</li> </ul>

<u>Section I</u>	<b>Spring term 2</b> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Target Setting Mentor documents</li> <li>• Teachers' Standards Evidence bundle.</li> </ul>
<u>Section J</u>	<b>Summer Term 1</b> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Target Setting Mentor documents</li> <li>• Teachers' Standards Evidence bundle.</li> </ul>
<u>Section K</u>	<b>Summer term 2</b> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Target Setting Mentor documents</li> <li>• Teachers' Standards Evidence bundle.</li> </ul>

## Record of Attendance - Section A

RECORD OF DATES ATTENDED			
SCHOOL	KEY STAGE	DATES ATTENDED	NUMBER OF DAYS ATTENDED

RECORD OF TYPE OF SCHOOL			
TYPE OF SCHOOL (PRIMARY, SINGLE KEY STAGE, DENOMINATIONAL, SPECIAL)	LOCATION (I.E. FAREHAM, GOSPORT, PORSTMOUTH)	SIZE	OTHER SIGNIFICANT FEATURES

## Record of Experience - Section A

Please complete the below checklist of the range of subject experience you are receiving.

PHASE	YEAR GROUP	DATES OF OBSERVATIONS	DATES OF TEACHING
<b>FOUNDATION STAGE/EYFS</b>	RECEPTION/NURSERY		
<b>KEY STAGE 1</b>	YEAR 1		
	YEAR 2		
<b>KEY STAGE 2</b>	YEAR 3		
	YEAR 4		
	YEAR 5		
	YEAR 6		
<b>KEY STAGE 3</b>			
<b>OTHER SETTINGS</b>			

- record any taught lessons with a tick
- record formal lesson observations with a date and which key stage.

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## Your teaching of reading record

*To be placed in section A of the PDP*

Please use this document to record your experience of teaching of reading during the programme. For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching guided reading, shared reading, paired reading or individual reading etc.....

### KEY STAGE 1

### KEY STAGE 1

## Your teaching of Systematic Synthetic Phonics record

*To be placed in section A of the PDP*

Please use this document to record your experience of teaching of phonics during the programme. For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching intervention or catch up groups etc.....

### KEY STAGE 1

### KEY STAGE 1

## Range of Professional Experience

Throughout the programme you will be required to write evaluative notes about particular areas of your professional experience. Please keep the notes in section A of your PDP.

AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> <li>• YR experience</li> <li>• Year 6 experience</li> <li>• Phonics experience</li> </ul>	<ul style="list-style-type: none"> <li>• Year R experience</li> <li>• Year 6 experience</li> <li>• Key Stage 3 experience – secondary school visit</li> <li>• PE experience</li> <li>• EAL experience</li> <li>• Visit to special schools (SEND)</li> <li>• Phonics experience</li> </ul>	<ul style="list-style-type: none"> <li>• PE experience</li> <li>• EAL experience</li> </ul>

### *EYFS (Year R) experience*

The expectation is that you will immerse yourself in EYFS. To help you with your observations you are required to use the EYFS observation table provided. You will also find it useful to refer to and reflect upon your recent training on EYFS and Communication and Language Development (September 2020). It is hoped that you will be able to demonstrate a developing understanding of EYFS and how it prepares children for future learning through your visits to EYFS. You could carry out this visit at your main or second placement. Other schools may be available too. You will be responsible for selecting your own Nursery setting to attend.

- observe how children are prepared for Year 1 by reflecting upon your EYFS visits
- observe adults and how they stimulate and provide opportunities for learning
- observe children and how they are learning and developing in the 7 areas
- engage in discussion with teaching staff to gain a greater understanding of a child-initiated curriculum
- be responsible for a specific group of children in one or more areas of learning and development (prime or specific).

### EYFS Observation Table

PRIME AREAS	HOW ARE THE CHILDREN LEARNING?	WHAT ARE ADULTS DOING TO SUPPORT LEARNING?	HOW DOES THE ENVIRONMENT ENABLE LEARNING?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			
PHYSICAL DEVELOPMENT			
COMMUNICATION AND LANGUAGE			

SPECIFIC AREAS	HOW ARE THE CHILDREN LEARNING?	WHAT ARE ADULTS DOING TO SUPPORT LEARNING?	HOW DOES THE ENVIRONMENT ENABLE LEARNING?
LITERACY			
MATHEMATICS			
UNDERSTANDING THE WORLD			
EXPRESSIVE ARTS AND DESIGN			

### *Year 6 experience*

You will spend 2 days in Year 6 in either your main or second placement school.

#### **The expectation is that you will immerse yourself in Year 6 by:**

- observing how teachers promote independent learning where children challenge themselves
- gaining a deeper understanding of subject knowledge expectations in core and foundation subjects
- observing how children are applying their embedded (previously learnt) skills to their current learning
- observing behaviour for learning and behaviour management strategies which promote a positive climate for learning in the classroom
- following observations and discussions with the class teacher on day 1, arrange to spend day 2 by either:
  - a) supporting the learning and progress of the children by team teaching with the class teacher
  - or
  - b) taking responsibility for the learning and progress of a small group of children (6-8 children)

***\* If your main or second placement is in a Year 6 class please arrange to spend your 2 days in a Year 4 class.***

#### **The expectation is that you will immerse yourself in Year 4 by:**

Observing the difference between the levels of pupil independence identified in Year 4 with your experience of Year 6 to date

- gaining a deeper understanding of subject knowledge expectations in core and foundation subjects
- observing how children are being prepared with the skills they will require for application in Year 5 and Year 6
- observing behaviour for learning and behaviour management strategies which promote a positive climate for learning in the classroom
- following observations and discussions with the class teacher on day 1, arrange to spend day 2 by either:
  - c) supporting the learning and progress of the children by team teaching with the class teacher
  - or
  - d) taking responsibility for the learning and progress of a small group of children (6-8 children)

### *KS3 Secondary visit*

- how does Year 6 prepare children for their move to secondary school?
- how is continued progress ensured for pupils moving from Year 6 to Year 7
- what does outstanding secondary teaching look, sound and feel like? What similarities/differences can you identify to primary education?
- what potential challenges can you see face primary and secondary schools in terms of transition? What types of transition work well?

### *PE experience*

- it is hoped that you will have regular experience of observing and teaching PE in your main and second placement. Focus on the below guidance when gaining your experience.
- when teaching PE you must always be supervised by a qualified member of teaching staff
- you must follow school policy and risk assessments for PE
- to understand the PE National Curriculum and to observe and experience progression throughout the primary age phase
- increase your knowledge and understanding of the three strands of teaching PE: Gymnastics, Dance and Games
- gain practical experience of how to effectively adapt to accommodate differing needs and abilities
- observe within the school how PE is linked to cross curricular activities and to the wider healthy lifestyles and schools agenda.

**(If you are gaining regular PE teaching experience and are planning and being observed you will not be required to complete the below as additional experience).**

You could gain your PE experience in your class in main and/or second placement. The options below may be good starting points for you depending on your schools systems for delivering the PE curriculum e.g. PE coach

**Option 1:** The expectation is that you will immerse yourself in PE by shadowing the school Sports Coach to observe excellent practice and have the opportunity to apply these skills. You will team teach with the Sports Coach or under their instruction/guidance be responsible for small groups.

**Option 2:** The expectation is that you will immerse yourself in PE by involving yourself in PE lessons across the full age range in your main and/or second placement. You will team teach with the class teachers or under their instruction/guidance be responsible for small groups or the whole class.

**Option 3:** The expectation is that you will immerse yourself in PE by involving yourself in PE lessons in your class on a regular basis in your main or second placement. You will team teach with the class teachers or under their instruction/guidance be responsible for small groups or the whole class.

### *EAL experience*

It is hoped that you will increase your understanding of the needs of pupils with EAL and to increase your experience of supporting their learning

- you will spend time in your main and/or second placement, or another partner school.
- with your Mentor's help you will identify a pupil with EAL or small group of children to work in



The expectation is that you will immerse yourself by supporting learning, observing and discussing with expert practitioners:

- how learning is adapted and personalised to ensure good pupil progress is made across all core and foundation subjects
- how assessments are used
- how children learn additional languages
- how the needs of bilingual children and pupils with EAL are effectively supported and met
- how resources are used effectively to support pupils with EAL

Throughout the experience it is expected that you will gain experience of observing and teaching in a class with an a pupil/group of pupils who have EAL. Your training from EMTAS (March 2021) will be useful to refer to and reflect upon.

### *Visit to special schools (SEND)*

It is hoped that you will increase your understanding and awareness of pupils with SEND, and their learning when visiting three special schools. You may find your SCITT training on adapting for pupils with SEND useful.

The expectation is that you will immerse yourself at Baycroft, Heathfield and St Francis Special Schools by:

- considering the philosophy behind good practice for pupils with SEND
- giving careful thought to the values of a special school including the inclusivity, vision and aspirations for pupils with SEND
- speaking with a range of professionals involved with pupils with SEND
- finding out more about specific areas of SEND
- finding out about barriers to learning for pupils
- observing good practice on how to ensure high quality learning and behaviour and assessment for pupils with SEND
- reflecting on your own practice and how you can apply any new learning from the SEND experience.

### *Phonics*

In addition to your regular teaching of Phonics in you will complete a Phonics professional experience task. Over the programme it is expected that you will have regular experience of observing and teaching Phonics. You will track your experience on the document in this section. You will also take part in three centre based training sessions to support your development in this area. After each training session you will be asked to complete a related task which you should record details of in this section. The tasks will be as follows:

1. Create a case study (pen portrait) about a pupil in your class with a specific aspect of phonics that they need further support in. E.g. blending sounds, digraph reversal, incorrect ordering of sounds. Work with your class teacher mentor to support the needs of this pupil or group and track learning and progress over the year.
2. Make your own phonic game to play 1:1 or in a group of pupils. Be prepared to share details of your game with the group, what impact it had on learning and how you improved it. Ensure the focus is centred on which skill the game is teaching or assessing.
3. ICT 'I commit to.....' Reflect on your phonic training and experience so far. Identify what you need to do to continue your phonic practice in your training year and beyond.

# TEACHERS' STANDARDS

## Half termly Evidence Bundles

Every half term you are required to present a Teachers' Standards evidence bundle to your mentor and submit a copy to the SCITT. You are required to keep a copy of your record in your PDP. The evidence bundle should be shared with your mentor to support the completion of the Teachers' Standards Tracking Profile and can be used in your Professional Learning Conversations. Evidence Focus Weeks (signposted in the SCITT training calendar) will help you to identify a sequence of lessons and/or a week in class/school to base the evidence on and align your choices closely with the SCITT curriculum themes of development for each half term accordingly. The bundle could include a variety of evidence such as:

### Autumn 1 e.g.

- lesson plans annotated with prior learning (novice and expert learners), expected misconceptions, scripted phrases to encourage a positive learning climate, resources, how the teaching will be adapted for pupils with SEND
- what impact has it had on reading/self-study to develop subject knowledge underpinning the learning?
- examples of pupil work outcomes annotated with evidence of progress
- reflections on the lessons, including the impact of teaching of progress and learning.

## Teachers' Standards Evidence Guidance

- make it clear **which Teachers' Standard the** evidence is for
- **annotate** each piece of evidence or the bundle as a whole– why is it evidence for that Teachers' Standard? what impact it has had on pupil learning/behaviour or impact on your practice and how it may link to other Teachers' Standards?
- include **evidence of impact** to reflect your wider practice. For example, you may have planned for the different needs of the pupils in your class for a maths lesson. You may include the planning with annotation to show this. It would be good practice to include evidence of how you adapted the resources for different pupils and then include a photocopy of their outcomes explaining what progress they made from their starting points or prior learning.

# SCITT PROGRAMME FORMS AND DOCUMENTS

This next section provides examples of all the forms and documents that trainees and mentors will need to use whilst on the programme. All forms are available to download from the trainee area on the SCITT Website.

At the beginning of the programme, trainees will need to register for access to the website. To do this, you will need a school email address from your main placement school. CTM's will also need to register with their school email address.

- Timetable
- Formal Lesson Observation Form
- Trainee observation of expert colleague's form
- Lesson Planning and Reflection Form
- Fortnightly Target Setting Mentor document
- Induction – Main Placement
- Induction – Second Placement
- Teachers' Standards Tracking Profile

## TIMETABLE GUIDANCE

Please refer to the below guidance when completing the timetable:

<b>Teaching commitment</b> <ul style="list-style-type: none"> <li>Autumn term – up to 50%</li> <li>Spring term – up to 60%</li> <li>Summer term up to 70%</li> </ul>	<b>PPA with CTM and year team</b>	<b>Subject Teaching</b> <ul style="list-style-type: none"> <li>Core - English, Maths, Early Maths and Phonics</li> <li>Foundation including PE</li> </ul>	<b>Teaching</b> <ul style="list-style-type: none"> <li>Group, team and whole class teaching. Sequences wherever possible.</li> <li>Autumn – 1 whole class per day</li> </ul>	<ul style="list-style-type: none"> <li>Spring - 2 whole class per day</li> <li>Summer – 2-3 whole classes per day</li> </ul>
<b>Non-contact time</b> <ul style="list-style-type: none"> <li>Observe others</li> <li>PDP</li> <li>Lesson observation evaluations</li> <li>Working on targets</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of resources</li> <li>Planning</li> <li>Assessing/marking</li> <li>Meeting other professionals</li> <li>Range of professional experience</li> <li>Academic reading/research</li> </ul>	<b>Range of professional experience</b>		
		<b>Autumn</b> <ul style="list-style-type: none"> <li>Year R</li> <li>Year 6</li> <li>Phonics experience</li> </ul>	<b>Spring/Summer</b> <ul style="list-style-type: none"> <li>Year R experience</li> <li>Year 6 experience</li> <li>Key Stage 3 experience – secondary school visit</li> <li>PE experience</li> <li>EAL experience</li> <li>Phonics experience</li> </ul>	<b>Over the year</b> <ul style="list-style-type: none"> <li>Observing and team teaching in Year 1 – 6 (those not experienced as main and second placement)</li> </ul>

## TRAINEE TEACHER TIMETABLE

SCHOOL NAME:					CLASS AND YEAR GROUP:				
TRAINEE NAME:					WEEK BEGINNING (TO BE COMPLETED FOR THE WEEK AHEAD):				
	BEFORE SCHOOL	AM	AM	PLAYTIME	AM	LUNCH TIME	PM	PM	AFTER SCHOOL
MONDAY									
TUESDAY									
WEDNESDAY									
THURSDAY									
FRIDAY									

## FORMAL LESSON OBSERVATION DOCUMENT – 2020-2021

<b>NAME OF TRAINEE:</b>						<b>NAME OF OBSERVER(S)</b>	
<b>DATE OBSERVATION CARRIED OUT:</b>	----/----/----	<b>LESSON OBSERVATION NUMBER:</b>	----/30	<b>SUBJECT &amp; TOPIC</b> (e.g. Maths – comparing unitary fractions)			
<b>WHAT ARE THE EXPECTED LEARNING OUTCOMES FOR PUPILS</b>							
<b>CURRENT TRAINEE FOCUS (linked to SCITT curriculum targets)</b>							
1							
2							
3							
<b>Behaviour management – High Expectations and Managing Behaviour</b>							
Notes:							
<b>Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching</b>							
Notes:							
<b>Subject &amp; curriculum</b>							
Notes:							

## Assessment

Notes:

## Professional Behaviours

Notes:

## AREAS IDENTIFIED FOR DEVELOPMENT

SIGNATURE OF  
TRAINEE:

DATE:

SIGNATURE OF  
OBSERVER(S):

DATE:

## OBSERVATION OF OTHERS DOCUMENT

Use this document, or parts of it, to help record your observations of expert colleagues related to your current target focus and continued development.

<b>NAME OF TRAINEE:</b>		<b>EXPERT COLLEAGUE OBSERVED:</b>	
<b>DATE OF OBSERVATION:</b>		<b>YEAR GROUP:</b>	
<b>SUBJECT/LESSON CONTEXT:</b>			
<b>Behaviour management – high expectations and managing behaviour</b> To consider: How is your expert colleague – motivating pupils? Ensuring they are a positive role model? Setting clear expectations that all children respond to? Creating a culture of trust and mutual respect? Using intentional language that promotes challenge and inspiration? Supporting independence and resilience?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	
<b>Pedagogy – How pupils learn, classroom practice and adaptive teaching</b> To consider: How is your expert colleague – using prior knowledge to support learning? Considering working and long term memory in their planning? Considering misconceptions and addressing these? Guiding and scaffolding learning to support progress? Using questioning to deepen children's understanding? Using classroom talk to support pupils' consolidation and understanding? Adapting teaching in a responsive way? Ensuring pupils with SEND are receiving effective adapted support?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	
<b>Curriculum</b> To consider: How is your expert colleague – demonstrating secure subject knowledge and how did this impact on pupil progress? Anticipating, either through planning or questioning, and addressing common misconceptions? Explicitly teaching pupils the knowledge and skills they need to be successful? Linking learning to existing knowledge to build confidence and competency within children? Slowly withdrawing concrete examples to support independence? Using subject specific vocabulary to support progress?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	



### Assessment

**To consider:** How is your expert colleague – systematically checking learners' understanding? Anticipating where intervention is needed? Using assessment to inform decisions made during the lesson? Using feedback to support pupils monitor their own progress and regulate their own learning? Working with colleagues during the lesson to support assessment of progress? Using questioning during the session to assess current levels of understanding?

APPROACH/STRATEGY USED	IMPACT

### Professional behaviours

**To consider:** How has your expert colleague – deployed the teaching assistant effectively to ensure pupil progress? Shared learning outcomes prior to the lesson? Communicated with parents and other adults to impact positively on teaching and learning? Made explicit links between interventions outside of lessons with classroom teaching? Personalised systems and routines to support efficient task management? Worked with others to share the load of planning and preparation?

APPROACH/STRATEGY USED	IMPACT

How will you apply your learning to your own practice and development?  
What are your next steps?

TRAINEES WILL ENSURE PLANNING IS SHARED WITH THE CLASS TEACHER MENTORS THE DAY BEFORE THE LESSON

LESSON PLANNING DOCUMENT

NAME OF TRAINEE		YEAR GROUP		DATE OBSERVATION CARRIED OUT		LESSON OBSERVATION NUMBER	/30
SUBJECT				TOPIC			
POSSIBLE MISCONCEPTIONS AND SOLUTIONS							
LEARNING OBJECTIVE							
PRIOR LEARNING/ASSESSMENT/PUPIL STARTING POINTS				EXPECTED PUPIL OUTCOMES			
Whole class:				Whole class:			
Focus individuals:				VOCABULARY (NEW OR MODELLED)			
Focus group:							
RESOURCES TO SUPPORT LEARNING							
THE LEARNING JOURNEY							
APPROX TIMINGS	STRUCTURE OF THE LESSON INCLUDING KEY QUESTIONS			OPPORTUNITIES FOR ASSESSMENT WHO? WHAT? HOW?		ADAPTING FOR THE NEEDS OF PUPILS INCLUDING THE ROLE OF OTHER ADULTS	

### LESSON REFLECTION

THE REFLECTION SHOULD BE COMPLETED BY THE TRAINEE PRIOR TO THE 'LEARNING CONVERSATION' (MENTOR FEEDBACK)

	Whole class	Focus individuals	Focus group
<b>Teaching</b> (concepts, skills, attitudes, evidence) and <b>pupils' learning</b> (strategies, organization, tasks, resources) - Were the pupil outcomes as expected? - How do you know the pupils progressed in their learning? - What evidence do you have? - Did any pupils not progress in their learning? Why was this? - Which strategies had an impact on pupil learning and behaviour?			
<b>HOW HAS THIS LESSON CONTRIBUTED TOWARDS THE MEETING OF YOUR TARGETS THIS WEEK?</b>			
1.			
2.			
3.			
<b>WHAT ARE YOUR NEXT STEPS/FURTHER DEVELOPMENT AREAS?</b>			

## SCITT TARGET SETTING MENTOR MEETING DOCUMENT – 2020-2021

### Trainee Teacher:

Main placement school:		Main placement class teacher mentor:		Main placement professional mentor:	
Second placement school:		Second placement class teacher mentor:		Second placement professional mentor:	

The target setting process is crucial as it forms the basis of the formative assessment process which monitors trainee progress and identifies where there may be a need for additional support. Please ensure all required components of the learning conversation are discussed each fortnight:

THE LEARNING CONVERSATION	
<ul style="list-style-type: none"> <li>Trainee and pupil wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>How the trainee's teaching has improved pupil outcomes</li> </ul>
<ul style="list-style-type: none"> <li>Celebration of trainee success and strengths, and identified areas for development</li> </ul>	<ul style="list-style-type: none"> <li>The quality and impact of the trainee's marking and feedback, assessment records and planning</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations</li> </ul>	<ul style="list-style-type: none"> <li>How secure the trainee's subject knowledge is and any appropriate next steps (refer to the context and content of the SCITT curriculum and school-based teaching)</li> </ul>
<ul style="list-style-type: none"> <li>How the SCITT curriculum (centre-based training and/or school training) has impacted on trainee progress and quality of teaching</li> </ul>	<ul style="list-style-type: none"> <li>Review the previously set targets and agree appropriately challenging developmental targets, along with actions to be undertaken by the trainee, mentor and others to enable the trainee to achieve their targets</li> <li>Targets may be carried over when not fully met</li> <li>Please ensure SMART target setting is implemented. Targets should be fit for purpose, and as appropriate, subject specific</li> </ul>
<ul style="list-style-type: none"> <li>Any educational reading or research that has had impact on professional development and teaching practice</li> </ul>	

Target review and development 16<sup>th</sup> September 2020

Personalised targets set 4 <sup>th</sup> September 2020 in line with target themes linked to the SCITT curriculum and trainee development				Actions agreed		Review of targets set 4 <sup>th</sup> September 2020	
4. Climate and culture 5. Building relationships 6. Interview target				What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to....'? What will other expert colleagues do to support the trainee?		Met/Partially met/Not met	
1.							
2.							
3.							
Personal and professional conduct comment:							
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>						Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?							
Any other additional information relating to the trainee and/or progress:							

Target review and development 1<sup>st</sup> October 2020

Target review and development 1 <sup>st</sup> October 2020			
Personalised targets set 16 <sup>th</sup> September 2020 in line with target themes linked to the SCITT curriculum and trainee development		Actions agreed	Review of targets set 16 <sup>th</sup> September 2020
<ul style="list-style-type: none"> <li>Climate and culture</li> <li>Essential elements of effective teaching (linked to Role of the Teacher SCITT Training)</li> <li>Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT Training)</li> </ul>		What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to....'? What will other expert colleagues do to support the trainee?	Met/Partially met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			<div>Yes</div> <div>No</div>
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development 15<sup>th</sup> October 2020

<b>Personalised targets set 1<sup>st</sup> October 2020 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Climate and culture (linked to Managing Behaviour 1 SCITT training) 2. Essential elements of effective teaching (linked to Role of the Teacher SCITT Training) 3. Applying learning theory to practice (linked to Learning Theory SCITT training)		Actions agreed		Review of targets set 1 <sup>st</sup> October 2020  Met/Partially met/Not met
1.				
2.				
3.				
<b>Personal and professional conduct comment:</b>				
<b>As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i></b>			Yes	No
<b>If pupils are not making at least expected progress, please briefly outline the reasons why?</b>				
<b>Any other additional information relating to the trainee and/or progress:</b>				

Target review and development 5<sup>th</sup> November 2020

<b>Personalised targets set 15<sup>th</sup> October 2020 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Climate and culture (linked to Managing Behaviour 1&2 SCITT training) 2. Essential elements of effective teaching (linked to Role of the Teacher SCITT Training) 3. Lesson planning informed by 'how pupils learn' (linked to how pupils learn 1 SCITT training)		Actions agreed		Review of targets set 15 <sup>th</sup> October 2020  Met/Partially met/Not met	
1.					
2.					
3.					
<b>Personal and professional conduct comment:</b>					
<b>As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i></b>				Yes	No
<b>If pupils are not making at least expected progress, please briefly outline the reasons why?</b>					
<b>Any other additional information relating to the trainee and/or progress:</b>					



Target review and development 19<sup>th</sup> November 2020

Personalised targets set 5 <sup>th</sup> November 2020 in line with target themes linked to the SCITT curriculum and trainee development			
1. Lesson planning informed by 'how pupils learn 1' 2. Secure subject knowledge to support effective teaching and learning 3. Individual target choice		Actions agreed	Review of targets set 5 <sup>th</sup> November 2020  Met/Partially met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			Yes      No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development 3<sup>rd</sup> December 2020

Personalised targets set 19 <sup>th</sup> November 2020 in line with target themes linked to the SCITT curriculum and trainee development			
	1. Planning and strategies to support pupils with SEND (linked to SEND SCITT training)	2. Assessment and feedback	3. Individual target choice
	Actions agreed		Review of targets set 19 <sup>th</sup> November 2020  Met/Partially met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			<div>Yes</div> <div>No</div>
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development 16<sup>th</sup> December 2020

<b>Personalised targets set 3<sup>rd</sup> December 2020 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2 SCITT training) 2. Wider professional responsibilities 3. Individual target choice		Actions agreed		Review of targets set 3 <sup>rd</sup> December 2020  Met/Partially met/Not met	
1.					
2.					
3.					
Personal and professional conduct comment:					
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>				Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?					
Any other additional information relating to the trainee and/or progress:					

Target review and development 21 <sup>st</sup> January 2021			
<b>Personalised targets set 4th January 2021 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Instructional strategies linked to effective use of lesson time (linked to how pupils learn 2 SCITT training) 2. Wider professional responsibilities 3. Individual target choice or long-term target		Actions agreed   Review of targets set 4 <sup>th</sup> January 2021  Met/Partially met/Not met	
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			Yes      No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development 4<sup>th</sup> February 2021

<b>Personalised targets set 21<sup>st</sup> January 2021 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Questioning and classroom talk (linked to how pupils learn 3 SCITT Training) 2. Planning sequences (linked to planning 2 SCITT Training) 3. Individual target choice or long-term target development		Actions agreed		Review of targets set 21 <sup>st</sup> January 2021  Met/Partially met/Not met	
1.					
2.					
3.					
Personal and professional conduct comment:					
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>				Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?					
Any other additional information relating to the trainee and/or progress:					

Target review and development 11<sup>th</sup> February 2021

Personalised targets set 4 <sup>th</sup> February 2021 in line with target themes linked to the SCITT curriculum and trainee development			
	1. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training)	2. Assessment and feedback	3. Individual target choice or long-term target development
	Actions agreed		Review of targets set 4 <sup>th</sup> February 2021 Met/Partially met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			<div>Yes</div> <div>No</div>
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development 4<sup>th</sup> March 2021

<b>Personalised targets set 22<sup>nd</sup> February 2021 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Questioning and classroom talk (linked to how pupils learn 3 SCITT Training) 2. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training) 3. Individual target choice or long-term target development		Actions agreed		Review of targets set 22 <sup>nd</sup> February 2021  Met/Partially met/Not met	
1.					
2.					
3.					
<b>Personal and professional conduct comment:</b>					
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>				Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?					
Any other additional information relating to the trainee and/or progress:					

Target review and development 18<sup>th</sup> March 2021

Personalised targets set 4 <sup>th</sup> March 2021 in line with target themes linked to the SCITT curriculum and trainee development			
	1. Using assessment to inform the planning of sequences (linked to planning 2 SCITT training)	2. Assessment and feedback	3. Individual target choice or long-term target development
	Actions agreed		Review of targets set 4 <sup>th</sup> March 2021 Met/Partially met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			<div>Yes</div> <div>No</div>
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			



Target review and development 25<sup>th</sup> March 2021

Target review and development 25 <sup>th</sup> March 2021				
Personalised targets set 18 <sup>th</sup> March 2021 (achievable in 1 week) in line with target themes linked to the SCITT curriculum and trainee development		Actions agreed	Review of targets set 18 <sup>th</sup> March 2021	
			Met/Partially met/Not met	
1.				
2.				
3.				
Personal and professional conduct comment:				
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?				
Any other additional information relating to the trainee and/or progress:				

Target review and development 6<sup>th</sup> May 2021

Target review and development 6 <sup>th</sup> May 2021				
Personalised targets set 19 <sup>th</sup> April 2021 in line with target themes linked to the SCITT curriculum and trainee development		Actions agreed	Review of targets set 19 <sup>th</sup> April 2021	
			Met/Partially met/Not met	
1.	1. Formative assessment (linked to SCITT training) 2. Adapting to meet the needs of all pupils (linked to 'how pupils learn 4' SCITT training) 3. Individual target choice or long-term target development			
2.				
3.				
Personal and professional conduct comment:				
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?				
Any other additional information relating to the trainee and/or progress:				

Target review and development 20<sup>th</sup> May 2021

Personalised targets set 6 <sup>th</sup> May 2021 in line with target themes linked to the SCITT curriculum and trainee development			
1. Retrieval practice (linked to how pupils learn 6 SCITT training) 2. Planning sequences 'from scratch' (linked to planning 3 SCITT Training) 3. Individual target choice or long term-target development		Actions agreed	Review of targets set 6 <sup>th</sup> May 2021  Met/Partially met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			Yes      No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development 27<sup>th</sup> May 2021

Target review and development 27 <sup>th</sup> May 2021				
Personalised targets set 20 <sup>th</sup> May 2021 (achievable in 1 week) in line with target themes linked to the SCITT curriculum and trainee development		Actions agreed	Review of targets set 20 <sup>th</sup> May 2021	
			Met/Partially met/Not met	
1.	1. Metacognition (linked to metacognition SCITT training) 2. Individual target choice or long term-target development			
2.				
3.				
Personal and professional conduct comment:				
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?				
Any other additional information relating to the trainee and/or progress:				

Target review and development 17<sup>th</sup> June 2021

Personalised targets set 7 <sup>th</sup> June 2021 in line with target themes linked to the SCITT curriculum and trainee development					
1. Summative assessment (linked to SCITT training) 2. Individual target choice or long-term development 3. Individual target choice or long-term development		Actions agreed	Review of targets set 7 <sup>th</sup> June 2021  Met/Partially met/Not met		
1.					
2.					
3.					
Personal and professional conduct comment:					
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>			<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> </table>	Yes	No
Yes	No				
If pupils are not making at least expected progress, please briefly outline the reasons why?					
Any other additional information relating to the trainee and/or progress:					

Target review and development 1<sup>st</sup> July 2021

<b>Personalised targets set 17<sup>th</sup> June 2021 in line with target themes linked to the SCITT curriculum and trainee development</b> 1. Individual target choice or long-term development 2. Individual target choice or long-term development 3. Individual target choice or long-term development		Actions agreed		Review of targets set 17 <sup>th</sup> June 2021  Met/Partially met/Not met	
1.					
2.					
3.					
Personal and professional conduct comment:					
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: <i>(please circle/highlight)</i>				Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?					
Any other additional information relating to the trainee and/or progress:					



# Excellence for All Working in Partnership

## INDUCTION – MAIN PLACEMENT

A completed copy of this document should be handed into SCITT by **Friday 25<sup>th</sup> September 2020**

Trainees should also keep a copy along with other relevant documents in the PDP/Trainee Evidence File.

**DO NOT photocopy lengthy policies from the school.**

The main purpose of your Induction at the main placement school is for you to gather information about the school, the children you will be teaching and the staff you will be working with. You will also learn about the ethos, policies and practices of your school and complete all safeguarding training. Your induction period will help to develop your understanding of good teaching and learning and how to use the skills of observation, reflection and target setting to improve your practice.

Confirmation of completion	Name	Signature	Date
Trainee			
Class Teacher Mentor			
Professional Mentor			
Headteacher			

Induction requirements	Date completed
Targets are set with the class teacher mentor on <b>Thursday 4<sup>th</sup> September</b> to support the trainees start to their school practice and the programme. These will include a development area carried forward from the interview process. These targets will be reviewed on <b>Wednesday 16<sup>th</sup> September</b> in the second target setting mentor meeting of the year.	
First formal lesson observation week beginning <b>14<sup>th</sup> September</b>	
Second target setting mentor meeting will take place on <b>Wednesday 16<sup>th</sup> September</b> . Targets set on <b>4<sup>th</sup> September</b> will be reviewed and new targets set in line with SCITT expectations.	
Formal induction to the school led by a Senior Leader	
PREVENT Training completed.  Date:	
Read the Child Protection and safeguarding Policy and the Keeping Children Safe in Education document. Summarise the key points. Note any links to these when observing other teachers in your induction period. <b>Attach your notes to this document.</b>	

Meet the Designated Safeguard Lead and note who this is and where you can find them.	
DSL name: _____ Location: _____	
Familiarise yourself with emergency procedures. <b>Attach your notes to this document.</b>	
Find out and describe the ethos of your school. Note any links to these when observing other teachers in your induction period. <b>Attach your notes to this document.</b>	
Access and familiarise yourself with key school policies. It is important that you adhere to these policies. For example: <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Professional code of conduct</li> <li>• Teaching and Learning</li> <li>• Assessment</li> <li>• GDPR and data protection</li> <li>• School trips and risk assessment</li> <li>• Curriculum</li> <li>• Health and Safety</li> </ul> Summarise the key points. Note any links to these when observing other teachers in your induction period. <b>Attach your notes to this document</b>	
Read the school Ofsted report and school improvement plan. Summarise the key points. <b>Attach your notes to this document</b>	
Community Find out about the school's catchment profile, the social character of the area, local amenities for supporting children's learning, the environment in which the children live, play and learn <b>Attach your notes to this document</b>	
Have a school email address in place. This must be used for the full year.  School email address: _____	
Meet and note the contact details for: The Headteacher Name: _____ Contact details: _____  The Professional Mentor Name: _____ Contact details: _____  The Class Teacher Mentor Name: _____ Contact details: _____	
<b>School colleagues</b> Find out who the key adults you will be working with are. Introduce yourself to these staff members and make a list and brief notes about who they are and their roles. It will be useful to find out when they work and when they are available as you may need to draw upon their expertise while on your school placement. E.g. SENCO, Year Leader, Maths Lead <b>Attach your notes to this document</b>	
<b>Pupils</b> Find out about the pupils you will be teaching, names and relevant information such as current level of attainment, any special educational needs, English as an Additional Language, strengths, learning	



<p>needs and interests. Note any groupings and familiarise yourself with any progress data. In line with GDPR and data protection you may need to anonymise this information. Please ask your Headteacher.</p> <p><b>Attach your notes to this document</b></p>	
<p><b>Organisation</b></p> <p>Familiarise yourself with the times of the day e.g. start of the day, playtime, assemblies, lunchtime</p> <p>Find out when staff meetings and INSET days are</p> <p>Observe and note routines of the school day</p> <p>Draw a map of your classroom showing all relevant features such as the location of resources and fire exits</p> <p>Find out what resources are available to you and where they are located</p> <p>Find out how to log onto the school computer system and gain access to the resources and planning for your year group</p> <p><b>Attach your notes to this document</b></p>	
<p><b>Observing others</b></p> <p>You will observe others throughout the programme with lots of observation taking place during your first half term. The majority of this will be observing your class and your class teacher mentor but you may observe other professionals and classes too.</p> <p>Use the Trainee observation document to help with this and observe at least once per day in the first two weeks. <b>Share your observation findings with your class teacher mentor.</b></p>	



## INDUCTION – SECOND PLACEMENT

Week beginning 6<sup>th</sup> January

Trainees should also keep a copy along with other relevant documents in the PDP/Trainee Evidence File.

**DO NOT photocopy lengthy policies from the school.**

The main purpose of your transition days induction at the second placement school is for you to gather information about the school, the children you will be teaching and the staff you will be working with. You will also learn about the ethos, policies and practices of your school and complete all safeguarding training. Your induction period will help to develop your widening understanding of good teaching and learning and how to apply your learning in a different setting.

Confirmation of completion	Name	Signature	Date
Trainee			
Class Teacher Mentor			
Professional Mentor			
Headteacher			

Induction requirements	Date completed
You should set targets with your class teacher mentor on <b>Monday 4<sup>th</sup> January</b> in line with the SCITT expectations. These targets will be reviewed on <b>Thursday 21<sup>st</sup> January</b> .	
Weekly formal lesson observation to begin week beginning <b>4<sup>th</sup> January</b>	
Formal induction to the school led by a Senior Leader	
Read the Child Protection and Safeguarding Policy Summarise the key points. Note any links to these when observing other teachers in your induction period. <b>Attach your notes to this document</b>	
Meet the Designated Safeguard Lead  DSL Name: _____ Location: _____	
Familiarise yourself with emergency procedures <b>Attach your notes to this document</b>	
Find out and describe the ethos of your school. Note any links to these when observing other teachers in your induction period. <b>Attach your notes to this document</b>	

Access and familiarise yourself with key school policies. It is important that you adhere to these policies. For example:

- Behaviour
- Professional code of conduct
- Teaching and Learning
- Assessment
- GDPR and data protection
- School trips and risk assessment
- Curriculum
- Health and safety

Summarise the key points. Note any links to these when observing other teachers in your induction period.

**Attach your notes to this document**

Meet and note the contact details for:

- The Headteacher  
Name: Contact details:
- The Professional Mentor  
Name: Contact details:
- The Class Teacher Mentor  
Name: Contact details:

### School colleagues

Find out who the key adults you will be working with are. Introduce yourself to these staff members and make a list and brief notes about who they are and their roles. It will be useful to find out when they work and when they are available as you may need to draw upon their expertise while on your school placement. E.g. SENCO, Year Leader, Maths Lead.

**Attach your notes to this document**

### Pupils

Find out about the pupils you will be teaching, names and relevant information such as current level of attainment, any special educational needs, English as an Additional Language, strengths, needs, learning needs and interests. Note any groupings and familiarise yourself with any progress data.

**Attach your notes to this document**

### Organisation

- Familiarise yourself with the times of the day e.g. start of the day, playtime, assemblies, lunchtime
- Find out when staff meetings and INSET days are
- Observe and note routines of the school day
- Draw a map of your classroom showing all relevant features such as the location of resources and fire exits
- Find out what resources are available to you and where they are located
- Find out how to log onto the school computer system and gain access to the resources and planning for your year group

**Attach your notes to this document**

### TEACHER STANDARDS TRACKING PROFILE – 2020-2021

<b>TRAINEE:</b>		<b>MAIN PLACEMENT SCHOOL:</b>		<b>SECOND PLACEMENT SCHOOL:</b>	
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#### Part one: Teaching

<b>TS1 Set high expectations which inspire, motivate and challenge pupils</b> <ul style="list-style-type: none"> <li>Has the trainee established a safe and stimulating environment for pupils, rooted in mutual respect?</li> <li>Does the trainee set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions?</li> <li>Does the trainee demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils?</li> </ul>			
Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee sets high expectations which inspire, motivate and challenge pupil		Met?

<b>TS2 Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li>Is the trainee accountable for the progress, attainment and outcomes of the pupils they have taught?</li> <li>Is the trainee aware of pupils' capabilities and prior knowledge and do they use this knowledge to inform their planning?</li> <li>Does the trainee guide pupils' to reflect on the progress they have made and their emerging needs?</li> <li>Has the trainee demonstrated knowledge and understanding of how pupils learn and how this impacts on their teaching?</li> <li>Does the trainee encourage pupils to take a responsible and conscientious attitude to their work and study?</li> </ul>			
Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee promotes good pupil progress and outcomes		Met?

<b>TS3 Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>Does the trainee have a secure knowledge of the relevant subject(s) and curriculum areas, - do they foster and maintain pupils' interest in the subject, - and address misunderstandings?</li> <li>Does the trainee demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship?</li> </ul>			
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- Does the trainee demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject?
- If teaching early reading, does the trainee demonstrate a clear understanding of systematic synthetic phonics?
- If teaching early mathematics, does the trainee demonstrate a clear understanding of appropriate teaching strategies?

Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee demonstrates good subject and curriculum knowledge		Met?

#### TS4 Plan and teach well structured lessons

- Does the trainee impart knowledge and develop understanding through effective use of lesson time?
- Does the trainee promote a love of learning and children's intellectual curiosity?
- Does the trainee set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired?
- Does the trainee reflect systematically on the effectiveness of lessons and approaches to teaching?
- Has the trainee contributed to the design and provision of an engaging curriculum within the relevant subject area(s)?

Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee plans and teaches well structured lessons		Met?

#### TS5 Adapt teaching to respond to the strengths and needs of all pupils

- Does the trainee know when and how to differentiate appropriately, and do they use approaches which enable pupils to be taught effectively?
- Does the trainee have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these?
- Does the trainee demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development?

- Does the trainee have a clear understanding of the needs of all pupils, including: - those with special educational needs; - those of high ability; - those with English as an additional language; - those with disabilities; and are they able to use and evaluate distinctive teaching approaches to engage and support them?

Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee adapts teaching to respond to the strengths and needs of all pupils.		Met?

#### TS6 Make accurate and productive use of assessment

- Does the trainee know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements?
- Does the trainee make use of formative and summative assessment to secure pupils' progress?
- Does the trainee use relevant data to monitor progress, set targets, and plan subsequent lessons?
- Does the trainee give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback?

Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee makes accurate and productive use of assessment		Met?

#### TS7 Manage behaviour effectively to ensure a good and safe learning environment

- Does the trainee have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy?
- Does the trainee have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly?
- Does the trainee manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them?
- Does the trainee maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary?

Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee manages behaviour effectively to ensure a good and safe learning environment		Met?

#### TS8 Fulfil wider professional responsibilities

- Has the trainee made a positive contribution to the wider life and ethos of the school?
- Has the trainee developed effective professional relationships with colleagues, and do they know how and when to draw on advice and specialist support?
- Does the trainee deploy support staff effectively?
- Has the trainee taken responsibility for improving teaching through appropriate professional development, and do they respond to advice and feedback from colleagues?
- Does the trainee communicate effectively with parents with regard to pupils' achievements and well-being?

Tracking Point	Progress milestones	Cause for concern	On track
AUTUMN 2			
SPRING 1			
SPRING 2			
SUMMER 2			
	The trainee fulfils their wider professional responsibilities		Met?

### Teachers' Standards Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

#### Teachers' Standard: Part Two descriptor

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

#### Key Questions

- Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?
- Does the trainee develop appropriate professional relationships with colleagues and pupils?
- Is the trainee able to safeguard pupils' wellbeing, in accordance with statutory provisions? \*
- Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? \*
- Does the trainee understand the challenges of teaching in modern British schools? \*\*
- Is the trainee aware of the Prevent Strategy and its implications? \*\*\*
- Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? \*\*
- Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?

Tracking Point	Consistently High Standards	Cause for Concern	Tracking Point	Consistently High Standards	Cause for Concern
AUTUMN 1			SPRING 2		
SPRING 1			SUMMER 2		

#### Teachers' Standard: Part Two descriptor

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.
- The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.
- The trainee is punctual for school, lessons, meetings, etc.
- The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.
- The trainee's language and dress are highly professional and in line with school policy.

#### Key Questions

- Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?
- Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school?
- Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?

Tracking Point	Consistently High Standards	Cause for Concern
AUTUMN 1		SPRING 2
SPRING 1		SUMMER 2

#### Teachers' Standard: Part Two descriptor

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

- The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.
- The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.
- The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality.

#### Key Questions

- Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document?
- Has the trainee received relevant training in Child Protection/safeguarding? Can they articulate the school's policy if reporting a concern?

Tracking Point	Consistently High Standards	Cause for Concern	Tracking Point	Consistently High Standards	Cause for Concern
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AUTUMN 1			SPRING 2		
SPRING 1			SUMMER 2		

\* Keeping Children Safe In Education (DfE)

\*\* Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

\*\*\* Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

AUTUMN 2					
TRAINEE SIGNATURE:		CTM SIGNATURE:		PM SIGNATURE:	

SPRING 2					
TRAINEE SIGNATURE:		CTM SIGNATURE:		PM SIGNATURE:	

SUMMER 2					
TRAINEE SIGNATURE:		CTM SIGNATURE:		PM SIGNATURE:	

# F&G SCITT TRAINING PROGRAMME 2020-2021

## AUTUMN 1

Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
1 <sup>st</sup> Sept	Fri 4 <sup>th</sup> Sept				
7 <sup>th</sup> Sept	Thursday 10 <sup>th</sup> Sept	University of Winchester Induction	University of Winchester	University of Winchester Induction	University of Winchester
	Fri 11 <sup>th</sup> Sept	<u>PROFESSIONAL BEHAVIOURS</u> Role of the Teacher	Clare Jeffery & Kirsten Varney SCITT	<u>PROFESSIONAL BEHAVIOURS</u> <u>PEDAGOGY – ADAPTIVE TEACHING</u> Safeguarding PREVENT SEND code of practice	Jane Bowden Harrison Primary School
14 <sup>th</sup> Sept	Thurs 17 <sup>th</sup>	<u>PEDAGOGY – HOW PUPILS LEARN &amp; CLASSROOM PRACTICE</u> Child Development & EYFS	Ruth Halbauer Crofton Hammond Infant school	<u>PEDAGOGY – CLASSROOM PRACTICE &amp; ADAPTIVE TEACHING</u> Communication and Language Development	Zoe Evans Wallisdean Infant School
	Fri 18 <sup>th</sup>	<u>PROFESSIONAL BEHAVIOURS</u> <u>PEDAGOGY – HOW PUPILS LEARN</u> Learning theory – researched informed practice and critical thinking	Clare Jeffery & Kirsten Varney SCITT	<u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR</u> Managing Behaviour 1 – teaching learning behaviours	Clare Jeffery & Kirsten Varney SCITT
21 <sup>st</sup> Sept	Fri 25 <sup>th</sup>	University of Winchester Assignment 1 – What do we teach? Input 1	University of Winchester	University of Winchester Assignment 1 - What do we teach? Input 1	University of Winchester
28 <sup>th</sup> Sep	Fri 2 <sup>nd</sup> Oct	<u>PEDAGOGY – HOW PUPILS LEARN</u> How pupils learn 1 – cognitive science	Clare Jeffery & Kirsten Varney SCITT	<u>PEDAGOGY – CLASSROOM PRACTICE &amp; ADAPTIVE TEACHING</u> Introduction to the Primary Curriculum and Planning 1	Clare Jeffery & Kirsten Varney SCITT
5 <sup>th</sup> Oct	Fri 9 <sup>th</sup> Oct	<u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS &amp; MANAGING BEHAVIOUR</u> <u>PROFESSIONAL BEHAVIOURS</u> Managing Behaviour 2 – teaching learning behaviours	Clare Jeffery & Kirsten Varney SCITT	<u>PEDAGOGY – HOW PUPILS LEARN &amp; ADAPTIVE TEACHING</u> Attachment and ACE	Ollie Ward The key
12 <sup>th</sup> Oct Evidence Focus Week	Date TBC	University of Winchester Assignment 1 – What do we teach? Input 2	University of Winchester	University of Winchester Assignment 1 – What do we teach? Input 2	University of Winchester
19 <sup>th</sup> Oct	Fri 23 <sup>rd</sup> Oct	<u>SUBJECT &amp; CURRICULUM</u> Phonics 1	Fran Hooper & Andy Wealthy St. John's Church of England Primary School	<u>PROFESSIONAL BEHAVIOURS</u> Wellbeing 1	Clare Jeffery & Kirsten Varney SCITT

## HALF TERM

## AUTUMN 2

Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
2 <sup>nd</sup> Nov	Fri 6 <sup>th</sup> Nov	<u>PEDAGOGY – ADAPTICE TEACHING SEND</u>	Brigid Ryan Baycroft Special School	<u>PEDAGOGY – ADAPTICE TEACHING SEND</u>	Brigid Ryan Baycroft Special School
9 <sup>th</sup> Nov	Fri 13 <sup>th</sup> Nov	University of Winchester Assignment 2 – How do we teach? Input 1	University of Winchester	University of Winchester Assignment 2 – How do we teach? Input 1	University of Winchester
16 <sup>th</sup> Nov	Fri 20 <sup>th</sup> Nov	<u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS &amp; MANAGING BEHAVIOUR PROFESSIONAL BEHAVIOURS</u> Managing Behaviour 3 – planning for behaviour	Clare Jeffery & Kirsten Varney SCITT	<u>SUBJECT &amp; CURRICULUM</u> History and an introduction to foundation subjects	James Coleman SCITT
23 <sup>rd</sup> Nov	Fri 27 <sup>th</sup> Nov	<u>PEDAGOGY – HOW PUPILS LEARN</u> How pupils learn 2 – Instructional strategies	Clare Jeffery & Kirsten Varney SCITT	<u>SUBJECT &amp; CURRICULUM</u> Maths 1	Kirsten Varney SCITT & Emma Roalf Redlands Primary School
30 <sup>th</sup> Nov	Fri 4 <sup>th</sup> Dec	<u>SUBJECT &amp; CURRICULUM</u> English 1 - SPAG	Sarah Thornley Harrison Primary School & Sophie Were St. Paul's Catholic Primary School	<u>SUBJECT &amp; CURRICULUM</u> Computing	tbc
7 <sup>th</sup> Dec Evidence Focus Week	Fri 11 <sup>th</sup> Dec	<u>PEDAGOGY – HOW PUPILS LEARN ASSESSMENT</u> How pupils learn 3 - Questioning	Rose Wade Crofton Anne Dale Junior School	<u>SUBJECT &amp; CURRICULUM</u> Science 1	Michele Lancaster Harrison Primary School
14 <sup>th</sup> Dec	Thurs 17 <sup>th</sup> Dec	<u>SUBJECT &amp; CURRICULUM</u> PE1	FA & Pompey in the community	<u>SUBJECT &amp; CURRICULUM</u> PE1	FA & Pompey in the community
	Fri 18 <sup>th</sup> Dec	Preparation for second placement (managing behaviour & how children learn)	Clare Jeffery & Kirsten Varney SCITT	<u>PROFESSIONAL BEHAVIOURS PEDAGOGY – CLASSROOM PRACTICE ASSESSMENT</u> Wellbeing 2	Clare Jeffery & Kirsten Varney SCITT

## CHRISTMAS HOLIDAYS

## SPRING 1 – SECOND PLACEMENT

Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
4 <sup>th</sup> Jan	Fri 8 <sup>th</sup> Jan	<u>PEDAGOGY – CLASSROOM PRACTICE</u> Planning 2	Clare Jeffery & Kirsten Varney SCITT	<u>SUBJECT &amp; CURRICULUM</u> Maths 2	Kirsten Varney SCITT & Emma Roalf Redlands Primary School
11 <sup>th</sup> Jan	Fri 15 <sup>th</sup> Jan	<u>SUBJECT &amp; CURRICULUM</u> Phonics 2	Fran Hooper & Andy Wealthy St. John's Church of England Primary School	<u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR</u> Managing behaviour 4 – reactive practice and bullying	Clare Jeffery & Kirsten Varney SCITT
18 <sup>th</sup> Jan	Date TBC	University of Winchester Assignment 2 – How do we teach? Input 2	University of Winchester	University of Winchester Assignment 2 – How do we teach? Input 2	University of Winchester
25 <sup>th</sup> Jan	Fri 29 <sup>th</sup> Jan	<u>PEDAGOGY – ADAPTIVE TEACHING</u> <u>PROFESSIONAL BEHAVIOURS</u> How pupils learn 4 – Adaptive teaching & transition back to main placement (managing behaviour & how pupils learn)	Clare Jeffery & Kirsten Varney SCITT	<u>SUBJECT &amp; CURRICULUM</u> English 2 - Reading	Sarah Thornley Harrison Primary School & Sophie Were St. Paul's Catholic Primary School
1 <sup>st</sup> Feb Evidence Focus Week	Fri 5 <sup>th</sup> Feb	<u>PROFESSIONAL BEHAVIOURS</u> Working with parents	Jacky Halton Crofton Hammond Infant School & Jo Livingstone Springwood Infant and Junior School	<u>PROFESSIONAL BEHAVIOURS</u> Job applications and the interview process	Rick Jump Locks Heath Infant School & Natasha Farrell Locks Heath Junior School
8 <sup>th</sup> Feb	Fri 12 <sup>th</sup> Feb	tbc		tbc	

## HALF TERM

## SPRING 2

Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
22 <sup>nd</sup> Feb	Date TBC	University of Winchester Assignment 3 – Who do we teach? Input 1	University of Winchester	University of Winchester Assignment 3 – Who do we teach? Input 1	University of Winchester
1 <sup>st</sup> Mar	Fri 5 <sup>th</sup> March	<u>ASSESSMENT</u> How pupils learn 5 – Assessment and feedback	Clare Jeffery & Kirsten Varney SCITT	<u>SUBJECT &amp; CURRICULUM</u> Maths 3	Kirsten Varney SCITT & Emma Roalf Redlands Primary School
8 <sup>th</sup> Mar	Date TBC	University of Winchester Assignment 3 – Who do we teach? Input 2	University of Winchester	University of Winchester Assignment 3 – Who do we teach? Input 2	University of Winchester
15 <sup>th</sup> Mar	Fri 19 <sup>th</sup> March	<u>ASSESSMENT PEDAGOGY – CLASSROOM PRACTICE &amp; HOW PUPILS LEARN</u> Assessment 1	Clare Jeffery & Kirsten Varney SCITT	<u>PEDAGOGY – ADAPTIVE TEACHING</u> EAL	Chris Pim EMTAS
22 <sup>nd</sup> Mar Evidence Focus Week	Fri 26 <sup>th</sup> March	<u>SUBJECT &amp; CURRICULUM</u> Art	Katie Jump	<u>SUBJECT &amp; CURRICULUM ASSESSMENT</u> Phonics 3	Fran Hooper & Andy Wealthy St. John's Church of England Primary School
29 <sup>th</sup> Mar	Special School Experience Week & Wellbeing 3 (Mon – Thurs)	SEND experience	Special School setting	SEND experience	Special school setting

## EASTER HOLIDAYS

## SUMMER 1

Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
19 <sup>th</sup> Apr	Fri 23 <sup>rd</sup> April	<u>PEDAGOGY – HOW PUPILS LEARN</u> How pupils learn 6 – Retrieval practice	Clare Jeffery & Kirsten Varney SCITT	<u>SUBJECT &amp; CURRICULUM</u> Science 2	Michele Lancaster Harrison Primary School
26 <sup>th</sup> Apr	Thurs 29 <sup>th</sup> April	Visit to Key Stage 3 Secondary School			
	Fri 30 <sup>th</sup> April	<u>SUBJECT &amp; CURRICULUM</u> <u>PEDAGOGY – CLASSROOM PRACTICE</u> Maths 4	Kirsten Varney SCITT & Emma Roalf Redlands Primary School	<u>PEDAGOGY – CLASSROOM PRACTICE</u> <u>ASSESSMENT</u> Planning 3	Clare Jeffery & Kirsten Varney
3 <sup>rd</sup> May Evidence Focus Week	Fri 7 <sup>th</sup> May	<u>SUBJECT &amp; CURRICULUM</u> English 3 Reading	Sarah Thornley Harrison Primary School & Sophie Were St. Paul's Catholic Primary School	<u>PEDAGOGY – HOW PUPILS LEARN</u> How pupils learn - Metacognition	Clare Jeffery & Kirsten Varney SCITT
10 <sup>th</sup> May	Fri 14 <sup>th</sup> May	<u>SUBJECT &amp; CURRICULUM</u> PSHE	Wendy Mitchell Newtown Church of England Primary School	<u>PROFESSIONAL BEHAVIOURS &amp; PEDAGOGY – ADAPTIVE TECHING</u> Working with support staff	Jane Bowden Harrison Primary School
17 <sup>th</sup> May	Fri 21 <sup>st</sup> May	<u>ASSESSMENT</u> Assessment 2	tbc	<u>SUBJECT &amp; CURRICULUM</u> <u>PROFESSIONAL BEHAVIOURS</u> SMSC & Fundamental British Values	Alex Bord Harrison Primary School
24 <sup>th</sup> May	Fri 28 <sup>th</sup> May	<u>SUBJECT &amp; CURRICULUM</u> English 4 Spelling	Sarah Thornley Harrison Primary School & Sophie Were St. Paul's Catholic Primary School	<u>SUBJECT &amp; CURRICULUM</u> <u>ASSESSMENT</u> English 4 Writing	Sarah Thornley Harrison Primary School & Sophie Were St. Paul's Catholic Primary School

## HALF TERM

SUMMER 2					
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
<b>7<sup>th</sup> June</b> Evidence Focus Week	Fri 11 <sup>th</sup> June	<u>SUBJECT &amp; CURRICULUM</u> Design & Technology	tbc	<u>SUBJECT &amp; CURRICULUM</u> Geography	Helen Parsons Redlands Primary School
<b>14<sup>th</sup> June</b>	Fri 18 <sup>th</sup> June	<u>SUBJECT &amp; CURRICULUM ASSESSMENT</u> Maths 5	Kirsten Varney SCITT & Emma Roalf Redlands Primary School	<u>SUBJECT &amp; CURRICULUM</u> Languages	tbc
<b>21<sup>st</sup> June</b>	Fri 25 <sup>th</sup> June	<u>SUBJECT &amp; CURRICULUM</u> RE	tbc	<u>SUBJECT &amp; CURRICULUM</u> PE2	Mandy Wood Copnor Primary School & Jenna Carpenter Baycroft Special School
<b>28<sup>th</sup> June</b>	Fri 2 <sup>nd</sup> July	<u>SUBJECT &amp; CURRICULUM</u> Music	Jo Brenig-Jones Hythe Primary School	Preparation for the NQT year	Clare Jeffery & Kirsten Varney SCITT
<b>5<sup>th</sup> July</b>	Fri 9 <sup>th</sup> July	SCITT celebration			

## SCITT LEARNING OUTCOMES 2020-2021

Core curriculum areas	Local priorities
<ul style="list-style-type: none"> <li>Behaviour management <ul style="list-style-type: none"> <li>High expectations</li> <li>Managing behaviour</li> </ul> </li> <li>Pedagogy <ul style="list-style-type: none"> <li>How pupils learn</li> <li>Classroom practice</li> <li>Adaptive teaching</li> </ul> </li> <li>Subject and curriculum</li> <li>Assessment</li> <li>Professional behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Culture and climate</li> <li>Language and communication</li> <li>Meeting the needs of individuals</li> <li>SEND</li> </ul>

AUTUMN 1					
SCITT Training session	Learning outcomes				
<u>PROFESSIONAL BEHAVIOURS</u> Role of the Teacher	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>what makes an effective teacher, including personal and professional characteristics</li><li>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</li><li>how strong subject knowledge and effective pedagogy help to motivate pupils and teach effectively</li><li>how every teacher has a responsibility for improving literacy through the teaching of explicit skills</li><li>the importance of effective relationships with pupils, parents and colleagues and the school</li><li>the ability to systematically reflect and engage in educational debate and research to support improvement along with seeking challenge, feedback and critique</li><li>engaging in wider networks to extend subject and pedagogic knowledge can help teachers improve pupil outcomes</li><li>how the SCITT curriculum supports development towards Qualified Teacher Status and development into the Early Career Framework</li><li>the Teachers’ Standards</li></ul> <table><tr><td><b>Subsequent training which will re-visit elements from Role of the Teacher</b></td></tr><tr><td>PSHCE &amp; RSE (Teachers’ Standards)</td></tr><tr><td>SMSC &amp; FBV (Teachers’ Standards)</td></tr><tr><td>Preparation for the NQT year (links to ECF)</td></tr></table>	<b>Subsequent training which will re-visit elements from Role of the Teacher</b>	PSHCE & RSE (Teachers’ Standards)	SMSC & FBV (Teachers’ Standards)	Preparation for the NQT year (links to ECF)
<b>Subsequent training which will re-visit elements from Role of the Teacher</b>					
PSHCE & RSE (Teachers’ Standards)					
SMSC & FBV (Teachers’ Standards)					
Preparation for the NQT year (links to ECF)					
<u>PROFESSIONAL BEHAVIOURS</u> Safeguarding and PREVENT	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>what is meant by safeguarding and promoting the welfare of children and young people</li><li>the legislative and procedure framework that guides us, including GDPR legislation</li><li>various ways children and young people may be harmed; what sorts of behaviour, disclosures and incidents to report</li><li>the roles and responsibilities of staff, including knowing who to contact with any safeguarding concerns</li><li>the PREVENT duty and legislation on tackling extremism</li><li>the importance of the ‘keeping children safe in education’ document 2018 and the ‘working together to safeguard children document’ 2018</li></ul> <table><tr><td><b>Subsequent training which will re-visit elements from Safeguarding &amp; PREVENT</b></td></tr><tr><td>Attachment &amp; ACE</td></tr></table>	<b>Subsequent training which will re-visit elements from Safeguarding &amp; PREVENT</b>	Attachment & ACE		
<b>Subsequent training which will re-visit elements from Safeguarding &amp; PREVENT</b>					
Attachment & ACE					



<p><b><u>PROFESSIONAL BEHAVIOURS</u></b> <b><u>PEDAGOGY – ADAPTIVE TEACHING</u></b> <b>The SEND Code of Practice</b> (this training may support PGCE assignment 3)</p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how the SEN Code of Practice relates to special educational needs and disabilities</li><li>○ the teacher’s role in relation to SEND</li><li>○ the role of the SENDCO</li><li>○ the graduated approach and response within the SEND Code of Practice</li><li>○ the four areas of need – communication and interaction; cognition and learning; behaviour, emotional and social development; sensory and/or physical needs</li><li>○ the specific terminology relating to SEND</li><li>○ how SEND can affect behaviour</li></ul> <table><tr><td><b>Subsequent training which will re-visit elements from The SEND Code of Practice</b></td></tr><tr><td>SEND</td></tr><tr><td>How Pupils Learn 4</td></tr><tr><td>Working with Parents</td></tr></table>	<b>Subsequent training which will re-visit elements from The SEND Code of Practice</b>	SEND	How Pupils Learn 4	Working with Parents
<b>Subsequent training which will re-visit elements from The SEND Code of Practice</b>					
SEND					
How Pupils Learn 4					
Working with Parents					
<p><b><u>PEDAGOGY – HOW PUPILS LEARN &amp; CLASSROOM PRACTICE</u></b> <b>Child Development and EYFS</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ the terms ‘development’ and ‘learning’ and ‘maturational theory’</li><li>○ the areas, stages and sequences of development from 0-5 years</li><li>○ the holistic development and the interdependency between areas of development</li><li>○ different factors that influence development</li><li>○ the seven areas of Early Years; both prime and specific</li><li>○ the importance of the Observation, Assessment and Planning cycle</li><li>○ how an EYFS (Early Years Foundation Stage) profile is compiled</li><li>○ how the transition between nursery/pre-school settings and EYFS work</li><li>○ 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</li><li>○ how early literacy provides fundamental knowledge: word reading and language comprehension and systematic phonics being the most effective method for teaching pupils to decode</li></ul> <table><tr><td><b>Subsequent training which will re-visit elements from Child Development &amp; EYFS</b></td></tr><tr><td>Phonics 1</td></tr><tr><td>Communication &amp; Language Development</td></tr><tr><td>Attachment &amp; ACE</td></tr></table>	<b>Subsequent training which will re-visit elements from Child Development &amp; EYFS</b>	Phonics 1	Communication & Language Development	Attachment & ACE
<b>Subsequent training which will re-visit elements from Child Development &amp; EYFS</b>					
Phonics 1					
Communication & Language Development					
Attachment & ACE					
<p><b><u>PEDAGOGY – CLASSROOM PRACTICE &amp; ADAPTIVE TEACHING</u></b> <b>Communication and Language Development</b> (this training may support PGCE assignment 3)</p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how children develop their communication and language skills</li><li>○ how the aspects of listening and attention, understanding, and speaking contribute to communication and language development</li><li>○ how every teacher can improve literacy by explicitly teaching reading, writing and oral language skills</li><li>○ the importance of observing what a child is learning, what adults can do to support and how enabling environments can support development</li><li>○ how Key Stage 1 and Key Stage 2 pupils experiencing communication and language difficulties can be supported.</li></ul> <table><tr><td><b>Previous training to be re-visited in Communication &amp; Language Development</b></td></tr><tr><td>Child Development &amp; EYFS</td></tr></table>	<b>Previous training to be re-visited in Communication &amp; Language Development</b>	Child Development & EYFS		
<b>Previous training to be re-visited in Communication &amp; Language Development</b>					
Child Development & EYFS					
<p><b><u>PROFESSIONAL BEHAVIOURS</u></b> <b><u>PEDAGOGY – HOW PUPILS LEARN</u></b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how educators need to be both knowledgeable and critical of child development theories</li></ul>				

<b>Learning Theory, research-informed practice, evidence based research and critical thinking</b>	<ul style="list-style-type: none"><li>being able to critique the work of theorists, practitioners, and others in terms of respect for culture and context</li><li>the theories of Piaget, Vygotsky, Bruner and Malaguzzi</li><li>engaging critically with relevant recent research and theories and using evidence to critique practice</li></ul> <table><tr><td><b>Subsequent training which will re-visit elements from Learning Theory</b></td></tr><tr><td>How Pupils Learn 1</td></tr><tr><td>Science 2</td></tr></table>	<b>Subsequent training which will re-visit elements from Learning Theory</b>	How Pupils Learn 1	Science 2					
<b>Subsequent training which will re-visit elements from Learning Theory</b>									
How Pupils Learn 1									
Science 2									
<b>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS &amp; MANAGING BEHAVIOUR</b> <b>Managing Behaviour 1 – Teaching Learning Behaviours</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>how a culture of trust, respect and shared values creates an effective climate for learning</li><li>reactive and proactive approaches to learning behaviours and managing behaviour; teaching learning behaviours will reduce the need to manage misbehaviour</li><li>the importance of using school policies and the expertise of others within school</li><li>how a clear, intentional and consistent common language can impact on behaviour</li><li>the need for expectations, norms and routines to be established and rigorously reinforced</li><li>how planned and intentional strategies and approaches can benefit all pupils, but particularly those with special needs and those from disadvantaged backgrounds</li><li>how to approach a significant behaviour incident</li><li>how to develop a toolkit for managing behaviour</li></ul> <table><tr><td><b>Subsequent training which will re-visit elements from Managing Behaviour 1</b></td></tr><tr><td>Planning 1 (planned and intentional strategies)</td></tr><tr><td>Managing Behaviour 2, 3, 4</td></tr><tr><td>Attachment &amp; ACE</td></tr></table>	<b>Subsequent training which will re-visit elements from Managing Behaviour 1</b>	Planning 1 (planned and intentional strategies)	Managing Behaviour 2, 3, 4	Attachment & ACE				
<b>Subsequent training which will re-visit elements from Managing Behaviour 1</b>									
Planning 1 (planned and intentional strategies)									
Managing Behaviour 2, 3, 4									
Attachment & ACE									
<b>PEDAGOGY – HOW PUPILS LEARN</b> <b>How Pupils Learn 1 – Memory</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>cognitive science and how pupils learn</li><li>how working memory and long term memory support learning</li><li>novice and expert learners</li><li>the importance of considering prior learning and misconceptions, and how to link new learning to existing knowledge when planning learning journeys</li><li>how to reduce distractions and break complex learning, new content and core concepts into smaller steps to benefit effective learning</li><li>how to organise knowledge into increasingly complex, carefully sequenced mental models (schemata)</li><li>relevant recent research and theories in this area</li></ul> <table><tr><td><b>Previous training to be re-visited in How Pupils Learn 1</b></td><td><b>Subsequent training which will re-visit elements from How Pupils Learn 1</b></td></tr><tr><td>Learning Theory</td><td>History</td></tr><tr><td></td><td>Planning 1</td></tr><tr><td></td><td>How Pupils Learn 2-7</td></tr></table>	<b>Previous training to be re-visited in How Pupils Learn 1</b>	<b>Subsequent training which will re-visit elements from How Pupils Learn 1</b>	Learning Theory	History		Planning 1		How Pupils Learn 2-7
<b>Previous training to be re-visited in How Pupils Learn 1</b>	<b>Subsequent training which will re-visit elements from How Pupils Learn 1</b>								
Learning Theory	History								
	Planning 1								
	How Pupils Learn 2-7								
<b>PEDAGOGY - CLASSROOM PRACTICE &amp; ADAPTIVE TEACHING</b> <b>Planning 1 and an Introduction to the Primary Curriculum</b> (This training may support PGCE assignment 1)	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>the primary National Curriculum</li><li>how the school’s curriculum sets out its vision for the knowledge, skills and values the pupils will learn in its own context</li><li>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</li><li>how to use school planning (including long, medium and short term) and be part of team planning</li></ul>								

	<ul style="list-style-type: none"> <li>○ how to plan independently for individual lessons</li> <li>○ <a href="#">how to use prior knowledge and assessments to inform planning</a></li> <li>○ how to plan for progression through subject knowledge and skills</li> <li>○ how to utilise knowledge of how pupils learn (cognitive science) when introducing new content and core concepts</li> <li>○ <a href="#">how to utilise knowledge of managing behaviour</a></li> <li>○ <a href="#">how to plan for the differing needs of pupils, including pupils with SEND</a></li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in Planning 1</th><th>Subsequent training which will re-visit elements from Planning 1</th></tr> <tr> <td>Managing Behaviour 1 (planned and intentional strategies)</td><td>Planning 2-3</td></tr> <tr> <td>How Pupils Learn 1</td><td></td></tr> </table>	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					
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											
<b><u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS &amp; MANAGING BEHAVIOUR PROFESSIONAL BEHAVIOURS</u></b> <b>Managing Behaviour 2 – Teaching Learning Behaviours</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ pupils and their needs, and establishing positive, trusting relationships</li> <li>○ 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</li> <li>○ 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</li> <li>○ 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</li> <li>○ using early and less intrusive interventions as an initial response to low level disruption</li> <li>○ 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</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in Managing Behaviour 2</th><th>Subsequent training which will re-visit elements from Managing Behaviour 2</th></tr> <tr> <td>Managing Behaviour 1</td><td>Managing Behaviour 3, 4</td></tr> <tr> <td></td><td>Attachment &amp; ACE</td></tr> <tr> <td></td><td>Working with Parents</td></tr> <tr> <td></td><td>SEND</td></tr> </table>	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
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										
<b><u>PEDAGOGY – ADAPTIVE TEACHING &amp; HOW PUPILS LEARN</u></b> <b>Attachment and ACE</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Attachment Theory</a></li> <li>○ the impact of emotional trauma on the brain</li> <li>○ how attachment and emotional trauma can impact on behaviour and engagement in the classroom</li> <li>○ ACE (Adverse Childhood Experiences)</li> <li>○ how ACE can impact on behaviour and engagement in the classroom</li> <li>○ how to support pupils with effective approaches and strategies</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in Attachment &amp; ACE</th><th>Subsequent training which will re-visit elements from Attachment &amp; ACE</th></tr> <tr> <td>Child Development &amp; EYFS</td><td>Working with Parents</td></tr> <tr> <td>Managing Behaviour 1, 2</td><td></td></tr> </table>	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					
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											
<b><u>SUBJECT &amp; CURRICULUM</u></b> <b>Phonics 1 - 'The Journey of Phonics'</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ the reasons for teaching phonics</li> <li>○ the importance of phonics and how it underpins reading and spelling within the National Curriculum</li> <li>○ the importance of systematic phonics in teaching pupils to decode</li> </ul>										

	<ul style="list-style-type: none"><li>○ why phonic sounds are taught in a particular order (letters and sounds DFE)</li></ul> <table><tr><th>Previous training to be re-visited in Phonics 1</th><th>Subsequent training which will re-visit elements from Phonics 1</th></tr><tr><td>Child Development &amp; EYFS</td><td>Phonics 2-3</td></tr><tr><td>Communication and Language Development</td><td>English 2</td></tr></table>	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
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						
<b><u>PROFESSIONAL BEHAVIOURS</u></b> <b>Wellbeing 1</b> <b>Managing workload and wellbeing</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>○ what is meant by managing workload, resilience/resourcefulness and wellbeing in the teaching profession, and what can impact upon them</li><li>○ the DfE Reducing Teacher Workload documents</li><li>○ the importance and significance of protecting time for rest and recovery</li><li>○ the sources of support available to support good mental wellbeing</li><li>○ approaches that can be taken to promote good levels of wellbeing and personal resilience/resources levels</li></ul> <table><tr><th>Subsequent training which will re-visit elements from Wellbeing 1</th></tr><tr><td>Wellbeing 2</td></tr><tr><td>Preparation for the NQT Year</td></tr></table>	Subsequent training which will re-visit elements from Wellbeing 1	Wellbeing 2	Preparation for the NQT Year			
Subsequent training which will re-visit elements from Wellbeing 1							
Wellbeing 2							
Preparation for the NQT Year							

AUTUMN 2											
SCITT Training session	Learning outcomes										
<b>PEDAGOGY - ADAPTIVE TEACHING</b> <b>SEND</b> (this training may support PGCE assignment 3)	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>the four areas of need - communication and interaction; cognition and learning; behaviour, emotional and social development; sensory and/or physical needs</li> <li>key indicators for each need and effective strategies to draw upon when planning for pupils with special educational needs or disabilities</li> <li>strategies used (including sensory) in the SEND classroom that can be applied within the primary mainstream classroom, and how to evaluate effectiveness</li> <li>the graduated approach and response within the SEND Code of Practice</li> <li>how to manage pupils with specific needs through appropriate behaviour management strategies</li> <li>the importance of energising and calming pupils</li> <li>how to assess and identify progress</li> </ul> <table border="1"> <thead> <tr> <th colspan="2">SEND</th></tr> <tr> <th>Previous training to be re-visited in SEND</th><th>Subsequent training which will re-visit elements from SEND</th></tr> </thead> <tbody> <tr> <td>The SEND Code of Practice</td><td>Maths 1 (links to CPA approach and sensory strategies)</td></tr> <tr> <td>Managing behaviour 2</td><td>PE 1, 2</td></tr> <tr> <td></td><td>How Pupils Learn 4</td></tr> </tbody> </table>	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
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Managing behaviour 2	PE 1, 2										
	How Pupils Learn 4										
<b>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS &amp; MANAGING BEHAVIOUR</b> <b>PROFESSIONAL BEHAVIOURS</b> <b>Managing Behaviour 3 – Planning for Behaviour</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>how effective classroom management can reduce challenging behaviour and pupil disengagement</li> <li>why manageable, specific and sequential instructions (and checking understanding) are key to successful classroom management</li> <li>how establishing a supportive and inclusive environment with predictable systems of rewards and sanctions can support pupil success</li> <li>the need to support pupils' journey from needing extrinsic motivation to being motivated to working intrinsically</li> </ul>										

	<ul style="list-style-type: none"> <li>○ how to work within a wider system of managing behaviour and must work with and call upon colleagues' support where/when appropriate</li> <li>○ the importance of acting decisively when necessary</li> <li>○ how to use knowledge of pupils to proactively plan to meet their behaviour needs in lessons</li> </ul> <table border="1" data-bbox="475 416 1490 517"> <tr> <th>Previous training to be re-visited in Managing Behaviour 3</th><th>Subsequent training which will re-visit elements from Managing Behaviour 3</th></tr> <tr> <td>Managing Behaviour 1, 2</td><td>Managing Behaviour 4</td></tr> </table>	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
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Managing Behaviour 1, 2	Managing Behaviour 4				
<p><b>SUBJECT &amp; CURRICULUM</b></p> <p><b>History – An Introduction to the Foundation Subjects</b> (this training may support PGCE assignment 2)</p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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</li> <li>○ the content and core concepts of the National Curriculum (including History) and how to plan for progression through subject knowledge and subject pedagogy</li> <li>○ 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</li> <li>○ subject pedagogical approaches are necessary to plan and teach key aspects well</li> <li>○ 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.</li> <li>○ 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</li> <li>○ modelling high quality oral language, spoken language underpins development of reading and writing across all subjects</li> <li>○ how History links with the broader curriculum and literacy</li> <li>○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li> <li>○ what resources and information to draw from in the future planning and delivery of history</li> <li>○ how to assess in history</li> </ul> <table border="1" data-bbox="475 1491 1490 1592"> <tr> <th>Previous training to be re-visited in History</th><th>Subsequent training which will re-visit elements from History</th></tr> <tr> <td>How Pupils Learn 1</td><td>All foundation subjects</td></tr> </table>	Previous training to be re-visited in History	Subsequent training which will re-visit elements from History	How Pupils Learn 1	All foundation subjects
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How Pupils Learn 1	All foundation subjects				
<p><b>PEDAGOGY – HOW PUPILS LEARN</b></p> <p><b>How Pupils Learn 2 – Instructional Strategies</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ how instructional strategies support effective teaching and learning and make effective use of lesson time</li> <li>○ approaches such as examples and non-examples, fading, dual coding, worked examples and scaffolding are effective strategies</li> <li>○ how modelling helps pupils understand new processes and ideas and good models make abstract ideas concrete and accessible</li> <li>○ how narrating through modelling helps to demonstrate to pupils how experts think</li> <li>○ how modelling high quality oral language and spoken language underpins the development of reading and writing</li> <li>○ 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.</li> </ul>				

	<b>Previous training to be re-visited in How Pupils Learn 2</b>	<b>Subsequent training which will re-visit elements from How Pupils 2</b>
	How Pupils Learn 1	How Pupils Learn 3-7
		Maths 1
		English 1
		Computing
<b>SUBJECT &amp; CURRICULUM</b> <b>Maths 1 – Early Maths, Number and Place Value</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>the National Curriculum expectations of primary maths, including EYFS, underpin all teaching and learning</li> <li>how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing</li> <li>how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths</li> <li>accessing and effectively utilising high-quality resources to support the planning process</li> <li>how to plan for, identify and address common misconceptions in maths</li> <li>how a CPA (concrete-pictorial-abstract) approach to maths can strengthen understanding</li> <li>how pupils learn to count within our number system</li> <li>how to assess maths using the National Curriculum objectives</li> <li>how to extend a maths problem to create a mathematically-rich problem</li> </ul>	
	<b>Previous training to be re-visited in Maths 1</b>	<b>Subsequent training which will re-visit elements from Maths 1</b>
	How Pupils Learn 1, 2	Maths 2-5
	SEND (links to CPA approach and sensory strategies)	
<b>SUBJECT &amp; CURRICULUM</b> <b>English 1 – SPAG</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>the expectations of the SPAG curriculum and its relevance across the teaching of all English.</li> <li>The importance of having a secure subject knowledge such that it enables effective English teaching</li> <li>teaching unfamiliar SPaG vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary</li> <li>instructional strategies that can help teach SPaG in interesting and various ways.</li> <li>where to look for further information regarding the teaching of SPAG.</li> </ul>	
	<b>Previous training to be re-visited in English 1</b>	<b>Subsequent training which will re-visit elements from English 1</b>
	How Pupils Learn 2	English 2-4
<b>SUBJECT &amp; CURRICULUM</b> <b>Computing</b> (this training may be useful for PGCE assignment 2)	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>the content and core concepts of the National Curriculum including the three strands</li> <li>a range of subject pedagogical approaches are necessary to plan and teach key aspects well</li> </ul>	



	<ul style="list-style-type: none"><li>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</li><li>modelling high quality oral language, spoken language underpins development of reading and writing across all subjects</li><li>how an instructional strategy such as examples and non-examples, fading, dual coding, worked examples and scaffolding can be used in computing</li><li>to be aware of software that can be used to support teaching computing in the classroom</li><li>how computing links with the broader curriculum and literacy</li><li>how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li><li>what resources and information to draw from in the future planning and delivery of computing</li><li>how to assess in computing</li></ul> <table><tr><td><b>Previous training to be re-visited in Computing</b></td></tr><tr><td>How Pupils Learn 2</td></tr><tr><td>History – an introduction to foundation subjects</td></tr></table>	<b>Previous training to be re-visited in Computing</b>	How Pupils Learn 2	History – an introduction to foundation subjects											
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<p><b>PEDAGOGY – HOW PUPILS LEARN</b></p> <p><b>ASSESSMENT</b></p> <p><b>How Pupils Learn 3 – Questioning and Classroom Talk</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>how questioning is used as an essential tool for many purposes, including assessment</li><li>how dialogic talk and exploratory talk approaches benefit learning</li><li>how to engage pupils in thinking and deal with answers effectively, including wait time</li><li>common pitfalls of questioning</li><li>a range of approaches to questioning and high quality talk including the Blooms taxonomy model</li></ul> <table><tr><td><b>Previous training to be re-visited in How Pupils Learn 3</b></td><td><b>Subsequent training which will re-visit elements from How Pupils Learn 3</b></td></tr><tr><td>How Pupils Learn 1-2</td><td>How Pupils Learn 4-7</td></tr><tr><td></td><td>Science 1</td></tr><tr><td></td><td>Maths 2</td></tr><tr><td></td><td>Phonics 2</td></tr><tr><td></td><td>Planning 2</td></tr><tr><td></td><td>Assessment 1</td></tr></table>	<b>Previous training to be re-visited in How Pupils Learn 3</b>	<b>Subsequent training which will re-visit elements from How Pupils Learn 3</b>	How Pupils Learn 1-2	How Pupils Learn 4-7		Science 1		Maths 2		Phonics 2		Planning 2		Assessment 1
<b>Previous training to be re-visited in How Pupils Learn 3</b>	<b>Subsequent training which will re-visit elements from How Pupils Learn 3</b>														
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	Maths 2														
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	Assessment 1														
<p><b>SUBJECT &amp; CURRICULUM</b></p> <p><b>Science 1</b></p> <p>(This session may support PGCE assignment 2)</p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>the requirements of the science National Curriculum</li><li>identifying opportunities for ‘working scientifically’ and an awareness of the progression of skills when ‘working scientifically’</li><li>how subject knowledge and pedagogy will help to teach effectively and to motivate pupils</li><li>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</li><li>a range of subject pedagogical approaches are necessary to plan and teach key aspects well</li><li>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</li><li>modelling high quality oral language, spoken language underpins development of reading and writing across all subjects</li></ul>														

	<ul style="list-style-type: none"> <li>the types of questions that could be used, and consider how different ways of asking questions could promote conceptual understanding in science</li> <li>how to identify opportunities to incorporate dialogic activities in science teaching</li> <li>how science links with the broader curriculum and literacy</li> <li>how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li> <li>what resources and information to draw from in the future planning and delivery of science</li> <li>how to assess in science</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in Science 1</th><th>Subsequent training which will re-visit elements from Science 1</th></tr> <tr> <td>How Pupils Learn 3</td><td>Science 2</td></tr> </table>	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						
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How Pupils Learn 3	Science 2										
<b><u>SUBJECT &amp; CURRICULUM</u></b> <b>PE1</b> (this training may be useful for PGCE assignment 2)	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>the importance of physical activity within the curriculum</li> <li>why warming up and cooling down are important</li> <li>risk assessment and health and safety in PE</li> <li>the key elements of the PE National Curriculum</li> <li>approaches to effectively teach PE; subject knowledge, skills and pedagogy</li> <li>how to effectively adapt for the needs of individual and groups of children, including pupils with SEND</li> <li>ideas for using cross curricular links within PE</li> <li>how to assess PE</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in PE 1</th><th>Subsequent training which will re-visit elements from PE 1</th></tr> <tr> <td>SEND</td><td>PE 2</td></tr> <tr> <td></td><td>How Pupils Learn 4</td></tr> </table>	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				
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SEND	PE 2										
	How Pupils Learn 4										
<b><u>PROFESSIONAL BEHAVIOURS, PEDAGOGY – CLASSROOM PRACTICE ASSESSMENT</u></b> <b>Wellbeing 2</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>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</li> <li>collaborating with colleagues to share the load of planning and preparation and making use of shared resources</li> <li>recognising that marking is only one form of feedback and that alternative approaches should be considered</li> <li>reducing the opportunity cost of marking by using abbreviations and codes, and prioritising misunderstandings</li> <li>how to record data only when it is useful for improving pupil outcomes</li> <li>how the DfE 'Reducing Workload document' can support trainee teachers</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in Wellbeing 2</th><th>Subsequent training which will re-visit elements from Wellbeing 2</th></tr> <tr> <td>Wellbeing 1</td><td>Planning 2</td></tr> <tr> <td></td><td>How Pupils Learn 5</td></tr> <tr> <td></td><td>Assessment 1, 2</td></tr> <tr> <td></td><td>Preparation for the NQT Year</td></tr> </table>	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
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Wellbeing 1	Planning 2										
	How Pupils Learn 5										
	Assessment 1, 2										
	Preparation for the NQT Year										



SPRING 1									
SCITT Training session	Learning outcomes								
<b><u>PEDAGOGY – CLASSROOM PRACTICE</u></b> <b>Planning 2</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ how to use school planning to support the planning of sequences of lessons and a learning journey</li> <li>○ how to plan for and use assessment and monitor progress to plan subsequent lessons</li> <li>○ <a href="#">how to plan for high quality talk and questioning in a sequence of lessons</a></li> <li>○ the need to collaborate with colleagues to share the load of planning and preparation and making use of shared resources</li> <li>○ the key components to ensure lesson time is used effectively e.g. modelling and formative assessment</li> </ul> <table border="1"> <thead> <tr> <th>Previous training to be re-visited in Planning 2</th><th>Subsequent training which will re-visit elements from Planning 2</th></tr> </thead> <tbody> <tr> <td>Planning 1</td><td>Planning 3</td></tr> <tr> <td>Wellbeing 2</td><td></td></tr> <tr> <td>How Pupils Learn 3</td><td></td></tr> </tbody> </table>	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	
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Planning 1	Planning 3								
Wellbeing 2									
How Pupils Learn 3									
<b><u>SUBJECT &amp; CURRICULUM</u></b> <b>Maths 2 – The Four Mathematical Operations</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing</li> <li>○ <a href="#">how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths</a></li> <li>○ how to access and effectively utilise high-quality resources to support the planning process</li> <li>○ how an effective calculation progression is designed and implemented</li> <li>○ common misconceptions in maths, and how to plan for them and address them</li> <li>○ <a href="#">how a CPA (concrete-pictorial-abstract) approach to maths can strengthen understanding in the 4 operations</a></li> <li>○ <a href="#">how to plan for teaching the 4 operations and to use formative assessment to meet the needs of the pupils</a></li> </ul> <table border="1"> <thead> <tr> <th>Previous training to be re-visited in Maths 2</th><th>Subsequent training which will re-visit elements from Maths 2</th></tr> </thead> <tbody> <tr> <td>Maths 1</td><td>Maths 3-5</td></tr> <tr> <td>How Pupils Learn 3</td><td>How Pupils Learn 4, 5</td></tr> </tbody> </table>	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		
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Maths 1	Maths 3-5								
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<b><u>SUBJECT &amp; CURRICULUM</u></b> <b>Phonics 2 - 'The teaching of phonics' &amp; 'When phonics doesn't work'</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ phonic knowledge and have increased confidence levels when using subject-specific terminology</li> <li>○ practical activities to engage pupils</li> <li>○ high quality teaching and learning in EY and KS1 phonics</li> </ul> <table border="1"> <thead> <tr> <th>Previous training to be re-visited in Phonics 2</th><th>Subsequent training which will re-visit elements from Phonics 2</th></tr> </thead> <tbody> <tr> <td>Phonics 1</td><td>Phonics 3</td></tr> <tr> <td>How Pupils Learn 3</td><td>English 2</td></tr> <tr> <td></td><td>EAL</td></tr> </tbody> </table>	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
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Phonics 1	Phonics 3								
How Pupils Learn 3	English 2								
	EAL								
<b><u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR</u></b> <b>Managing Behaviour 4 – Reactive Practice and Bullying</b>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">how individual pupils may require targeted approaches to help meet their needs</a></li> <li>○ <a href="#">the difference between whole class challenges and individual challenging behaviour</a></li> <li>○ <a href="#">how reactive approaches and strategies may be required to support pupils, including reacting quickly to any behaviour that threatens emotional or physical safety</a></li> </ul>								

	<ul style="list-style-type: none"> <li>possible signs that can lead to challenging behaviour and the role scripted interventions can play</li> <li>how restorative conversations can support positive behaviour</li> <li>how pupils will require support to help them self-regulate</li> <li>what bullying is and is not</li> <li>what bullying behaviour may look like</li> <li>how to respond to bullying</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in Managing Behaviour 4</th><th>Subsequent training which will re-visit elements from Managing Behaviour 4</th></tr> <tr> <td>Managing Behaviour 1-3</td><td>Working with Parents</td></tr> </table>	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												
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<b>PEDAGOGY – ADAPTIVE TEACHING</b> <b>PROFESSIONAL BEHAVIOURS</b> <b>How Pupils Learn 4 – Adaptive Teaching</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>why pupils learn at different rates and that all should be exposed to a rich curriculum with high expectations</li> <li>how to overcome a range of factors that can inhibit learning</li> <li>the importance of pupils' prior knowledge and any possible barriers to learning</li> <li>the varying needs of pupils who have SEND, EAL, disabilities and those who are exceeding year group expectations</li> <li>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</li> <li>what is likely and not likely to increase pupil success</li> <li>the links between assessment and planning being integral to pupils' success</li> <li>how SENCOs, pastoral leaders, carers, advisors and other specialist colleagues have valuable expertise to ensure appropriate support is in place for pupils</li> <li>how to deploy and make use of TAs effectively</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in How Pupils Learn 4</th><th>Subsequent training which will re-visit elements from How Pupils Learn 4</th></tr> <tr> <td>How Pupils Learn 1-3</td><td>How Pupils Learn 5-7</td></tr> <tr> <td>PE 1</td><td>Working with Support Staff</td></tr> <tr> <td>Maths 2</td><td>English 2, 3</td></tr> <tr> <td>The SEND Code of Practice</td><td>Maths 3</td></tr> <tr> <td>SEND</td><td>Art</td></tr> <tr> <td></td><td>PE 2</td></tr> <tr> <td></td><td>EAL</td></tr> </table>	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
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	PE 2																
	EAL																
<b>SUBJECT &amp; CURRICULUM</b> <b>English 2 – Reading</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>recognising the different strategies of teaching reading and how models have changed over time</li> <li>how to support pupils to become fluent readers and the different approaches to this</li> <li>the impact of children's backgrounds on their development as readers and how teachers can be instrumental in motivating and encouraging good reading practice</li> <li>to understand what the shared reading process looks like and experience what it might look like in KS1 and KS2</li> <li>the requirements of reading in the National Curriculum for KS1 and KS2 English</li> <li>how to promote reading for pleasure</li> </ul> <table border="1"> <tr> <th>Previous training to be re-visited in English 2</th><th>Subsequent training which will re-visit elements from English 2</th></tr> <tr> <td>English 1</td><td>English 3-4</td></tr> <tr> <td>Phonics 1-2</td><td></td></tr> <tr> <td>How Pupils Learn 4</td><td></td></tr> </table>	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									
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Phonics 1-2																	
How Pupils Learn 4																	

<p><b><u>PROFESSIONAL BEHAVIOURS</u></b> <b>Working with Parents</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how effective relationships with parents can improve pupils’ motivation, behaviour, wellbeing and academic success</li><li>○ how parents’ experiences of education can impact on the success of their child</li><li>○ the range and complexity of reasons for ongoing communication with parents</li><li>○ the principles of structured conversations</li><li>○ how to communicate well with parents in formal and informal situations</li></ul> <table><tr><td><b>Previous training to be re-visited in Working with Parents</b></td></tr><tr><td>Managing Behaviour 2, 4</td></tr><tr><td>Attachment &amp; ACE</td></tr><tr><td>The SEND Code of Practice</td></tr></table>	<b>Previous training to be re-visited in Working with Parents</b>	Managing Behaviour 2, 4	Attachment & ACE	The SEND Code of Practice
<b>Previous training to be re-visited in Working with Parents</b>					
Managing Behaviour 2, 4					
Attachment & ACE					
The SEND Code of Practice					
<p><b><u>PROFESSIONAL BEHAVIOURS</u></b> <b>Job Applications and the Interview Process</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ The process of applying for a job (within Hampshire)</li><li>○ good practice for applications and interviews</li><li>○ the safeguarding &amp; child protection element of an application</li></ul>				

SPRING 2															
SCITT Training session	Learning outcomes														
<b>ASSESSMENT</b> <b>How Pupils Learn 5 – Assessment and Feedback</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>how effective assessment is critical; teachers are responsible for the progress, attainment and outcomes of the pupils they have taught</li> <li>the different types and purposes of high quality assessment</li> <li>the difference between summative and formative assessment,</li> <li>the different types and purposes of high quality feedback</li> <li>how effective teachers plan for and use assessment to inform planning and next steps</li> <li>how effective feedback should support pupils to monitor and regulate their own learning</li> </ul> <table border="1" data-bbox="456 1361 1469 1630"> <tr> <th>Previous training to be re-visited in How Pupils Learn 5</th><th>Subsequent training which will re-visit elements from How Pupils Learn 5</th></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>	Previous training to be re-visited in How Pupils Learn 5	Subsequent training which will re-visit elements from How Pupils Learn 5	How Pupils Learn 1-4	How Pupils Learn 6-7	Wellbeing 2	Assessment 1-2	Maths 2	All foundation subjects		Working with Support Staff		English 4		Maths 5
Previous training to be re-visited in How Pupils Learn 5	Subsequent training which will re-visit elements from How Pupils Learn 5														
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Wellbeing 2	Assessment 1-2														
Maths 2	All foundation subjects														
	Working with Support Staff														
	English 4														
	Maths 5														
<b>SUBJECT &amp; CURRICULUM</b> <b>Maths 3 – Teaching for Mastery and Creating Mathematical Opportunities</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing</li> <li>how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths</li> <li>how to access and effectively utilise high-quality resources to support the planning process</li> <li>the rationale for Teaching for Mastery supports progress for all in maths</li> <li>how pupils need to master foundational concepts before moving on</li> <li>how to create mathematical opportunities through supporting and extending tasks to meet the needs of all pupils</li> </ul>														

	<table><tr><th>Previous training to be re-visited in Maths 3</th><th>Subsequent training which will re-visit elements from Maths 3</th></tr><tr><td>Maths 1-2</td><td>Maths 4-5</td></tr><tr><td>How Pupils Learn 4</td><td>How Pupils Learn 6</td></tr></table>	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		
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								
<p><b><u>ASSESSMENT</u></b> <b><u>PEDAGOGY – CLASSROOM PRACTICE &amp; HOW PUPILS LEARN</u></b> <b><u>LEARN</u></b> <b>Assessment 1</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how teachers are accountable for the progress, attainment and outcomes of the pupils they have taught</li><li>○ how to plan formative assess tasks linked to lesson objectives and what would indicate understanding</li><li>○ <a href="#">how to structure tasks and questions to enable the identification of prior knowledge, knowledge gaps and misconceptions</a></li><li>○ how to monitor learning and work during lessons</li><li>○ how to scaffold assessment</li><li>○ <a href="#">the importance of feedback and allowing time for pupils to respond</a></li><li>○ <a href="#">how to guide pupils to reflect on the progress they have made and their emerging needs</a></li><li>○ why marking is only one form of feedback and that alternative approaches should be considered</li><li>○ how to reduce the opportunity cost of marking by using abbreviations and codes, and prioritising misunderstandings</li></ul> <table><tr><th>Previous training to be re-visited in Assessment 1</th><th>Subsequent training which will re-visit elements from Assessment 1</th></tr><tr><td>Wellbeing 2</td><td>Assessment 2</td></tr><tr><td>How Pupils Learn 3, 5</td><td>English 4</td></tr><tr><td></td><td>All foundation subjects</td></tr></table>	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
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								
<p><b><u>PEDAGOGY – ADAPTIVE TEACHING</u></b> <b>EAL</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ <a href="#">the needs of bilingual and EAL children and how they can be effectively supported, including how to support early beginners and advanced learners</a></li><li>○ <a href="#">how bilingual and EAL children learn additional languages</a></li><li>○ <a href="#">how the Bell Foundation assessment framework and associated documents can support planning, assessment and effective practice to meet learners needs</a></li><li>○ <a href="#">how to utilise phonics to support pupils who are new to the English language</a></li><li>○ <a href="#">the types of resources and materials available to support teaching and learning</a></li><li>○ <a href="#">what EAL practice looks like in classrooms where EAL is the majority</a></li></ul> <table><tr><th>Previous training to be re-visited in EAL</th></tr><tr><td>Phonics 2</td></tr><tr><td>How Pupils Learn 4</td></tr></table>	Previous training to be re-visited in EAL	Phonics 2	How Pupils Learn 4					
Previous training to be re-visited in EAL									
Phonics 2									
How Pupils Learn 4									
<p><b><u>SUBJECT &amp; CURRICULUM</u></b> <b>Art</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how secure subject knowledge and pedagogy will help them to teach art effectively and to motivate pupils</li><li>○ 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</li><li>○ the content and core concepts of the National Curriculum including the three strands</li><li>○ how to plan for progression through subject knowledge and subject and that pupils should master the foundational concepts before moving on</li><li>○ a range of subject pedagogical approaches are necessary to plan and teach key aspects well</li></ul>								

	<ul style="list-style-type: none"><li>○ 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</li><li>○ that modelling high quality oral language, spoken language underpins development of reading and writing across all subjects</li><li>○ how to explore art works and learn about artists with pupils</li><li>○ effective pedagogical approaches to teaching art</li><li>○ how to work with a range of media</li><li>○ practical solutions to the challenges of organising an art session and risk assessment involved</li><li>○ <a href="#">how to adapt art for individual needs</a></li><li>○ how art links with the broader curriculum and literacy</li><li>○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li><li>○ what resources and information to draw from in the future planning and delivery of art</li><li>○ how to assess in art</li></ul> <table><tr><td><b>Previous training to be re-visited in Art</b></td></tr><tr><td>How Pupils Learn 4, 5</td></tr><tr><td>History – an introduction to foundation subjects</td></tr><tr><td>Assessment 1</td></tr></table>	<b>Previous training to be re-visited in Art</b>	How Pupils Learn 4, 5	History – an introduction to foundation subjects	Assessment 1
<b>Previous training to be re-visited in Art</b>					
How Pupils Learn 4, 5					
History – an introduction to foundation subjects					
Assessment 1					
<b><u>SUBJECT &amp; CURRICULUM ASSESSMENT</u></b> <b>Phonics 3 - ‘The assessment of phonics’</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>○ how reflecting on ‘live’ phonic lessons will provide further insight and understanding into high quality phonics teaching.</li><li>○ WHY and HOW phonics is assessed from EYFS onwards</li><li>○ the Y1 phonic screening check</li><li>○ their further professional development needs in for the teaching of phonic</li></ul> <table><tr><td><b>Previous training to be re-visited in Phonics 3</b></td></tr><tr><td>Phonics 1-2</td></tr><tr><td>Metacognition</td></tr></table>	<b>Previous training to be re-visited in Phonics 3</b>	Phonics 1-2	Metacognition	
<b>Previous training to be re-visited in Phonics 3</b>					
Phonics 1-2					
Metacognition					

SUMMER 1									
SCITT Training session	Learning outcomes								
<b>PEDAGOGY – HOW PUPILS LEARN</b> <b>How Pupils Learn 6 – Retrieval Practice</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>how retrieval practice can consolidate and develop knowledge, both within lessons and over time.</li> <li>how retrieval practice can support development of memory and schemata in learning</li> <li>the direct and indirect benefits of retrieval practice</li> <li>how a range of approaches to retrieval practice can be used, including spaced learning and interleaving</li> </ul> <table border="1"> <tr> <td><b>Previous training to be re-visited in How Pupils Learn 6</b></td><td><b>Subsequent training which will re-visit elements from How Pupils Learn 6</b></td></tr> <tr> <td>How Pupils Learn 1-5</td><td>How Pupils Learn 7</td></tr> <tr> <td>Maths 3</td><td>Science 2</td></tr> <tr> <td></td><td>D &amp; T</td></tr> </table>	<b>Previous training to be re-visited in How Pupils Learn 6</b>	<b>Subsequent training which will re-visit elements from How Pupils Learn 6</b>	How Pupils Learn 1-5	How Pupils Learn 7	Maths 3	Science 2		D & T
<b>Previous training to be re-visited in How Pupils Learn 6</b>	<b>Subsequent training which will re-visit elements from How Pupils Learn 6</b>								
How Pupils Learn 1-5	How Pupils Learn 7								
Maths 3	Science 2								
	D & T								
<b>SUBJECT &amp; CURRICULUM</b> <b>Science 2</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>the theories of learning which underpin effective learning in science and recognise how these are reflected in effective teaching</li> <li>the ways in which research can contribute to our understanding of how children learn about science</li> <li>how to use effective classroom talk and questioning strategies in science</li> </ul>								

	<ul style="list-style-type: none"> <li>○ how to use retrieval practice, spaced learning and interleaving in science</li> <li>○ the relationship between conceptual and procedural development in science</li> <li>○ 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</li> <li>○ how to assess in science</li> </ul> <table border="1"> <tr> <td colspan="2"><b>Previous training to be re-visited in Science 2</b></td></tr> <tr> <td colspan="2">Learning Theory</td></tr> <tr> <td colspan="2">Science 1</td></tr> <tr> <td colspan="2">How Pupils Learn 5, 6</td></tr> </table>	<b>Previous training to be re-visited in Science 2</b>		Learning Theory		Science 1		How Pupils Learn 5, 6	
<b>Previous training to be re-visited in Science 2</b>									
Learning Theory									
Science 1									
How Pupils Learn 5, 6									
<b><u>SUBJECT &amp; CURRICULUM</u></b> <b><u>PEDAGOGY – CLASSROOM</u></b> <b><u>PRACTICE</u></b> <b>Maths 4 – Planning</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>○ how secure subject knowledge helps motivate and teach effectively through planning, modelling and assessing</li> <li>○ how high-quality modelling, including maths-specific language, can have a positive impact on the teaching and learning of maths</li> <li>○ how to access and effectively utilise high-quality resources to support the planning process</li> <li>○ how long, medium and short term plans are designed and implemented</li> <li>○ how to plan a learning journey in maths using the National Curriculum objectives, taking into account children's starting points</li> <li>○ how the NCETM mastery tasks can be used effectively to create learning opportunities within a sequence of maths sessions</li> </ul> <table border="1"> <tr> <td><b>Previous training to be re-visited in Maths 4</b></td><td><b>Subsequent training which will re-visit elements from Maths 4</b></td></tr> <tr> <td>Maths 1-3</td><td>Maths 5</td></tr> <tr> <td>Planning 2, 3</td><td></td></tr> <tr> <td>How Pupils Learn 3</td><td></td></tr> </table>	<b>Previous training to be re-visited in Maths 4</b>	<b>Subsequent training which will re-visit elements from Maths 4</b>	Maths 1-3	Maths 5	Planning 2, 3		How Pupils Learn 3	
<b>Previous training to be re-visited in Maths 4</b>	<b>Subsequent training which will re-visit elements from Maths 4</b>								
Maths 1-3	Maths 5								
Planning 2, 3									
How Pupils Learn 3									
<b><u>PEDAGOGY – CLASSROOM</u></b> <b><u>PRACTICE</u></b> <b><u>ASSESSMENT</u></b> <b>Planning 3</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>○ the importance of contributing to the design and provision of an engaging curriculum</li> <li>○ how to prepare planning and resources for team members</li> <li>○ how to use the National Curriculum as the starting point to support the planning of a sequence of lessons 'from scratch'</li> <li>○ how to use data, monitor progress and set targets as part of the planning process (will be re-visited in English 3 Guided reading)</li> <li>○ how to plan for assessment and plan for progress</li> </ul> <table border="1"> <tr> <td><b>Previous training to be re-visited in Planning 3</b></td><td><b>Subsequent training which will re-visit elements from Planning 3</b></td></tr> <tr> <td>Planning 1-2</td><td>English 3</td></tr> <tr> <td></td><td>Maths 4</td></tr> </table>	<b>Previous training to be re-visited in Planning 3</b>	<b>Subsequent training which will re-visit elements from Planning 3</b>	Planning 1-2	English 3		Maths 4		
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Planning 1-2	English 3								
	Maths 4								
<b><u>SUBJECT &amp; CURRICULUM</u></b> <b>English 3 – Guided Reading</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>○ the purpose of guided reading</li> <li>○ how to support pupils to become fluent readers</li> <li>○ the structure of guided reading sessions; how to model how to adapt reading planning for the individual needs of pupils</li> <li>○ reading comprehension by asking questions, making predictions, and summarising when reading</li> <li>○ what guided reading good practice looks like in the classroom</li> </ul>								

	<ul style="list-style-type: none"><li>○ how to assess reading</li><li>○ the importance of planning that links questions and activities to the pupils’ targets</li></ul> <table><tr><th>Previous training to be re-visited in English 3</th><th>Subsequent training which will re-visit elements from English 3</th></tr><tr><td>English 1-2</td><td>English 4</td></tr><tr><td>Planning 3</td><td></td></tr><tr><td>How Pupils Learn 4</td><td></td></tr></table>	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	
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									
<p><b><u>PEDAGOGY – HOW PUPILS LEARN</u></b></p> <p><b>How Pupils Learn 7 - Metacognition</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ <a href="#">how learners’ understanding of themselves as learners improve learning outcomes</a></li><li>○ the importance of explicitly teaching metacognitive strategies linked to subject knowledge</li><li>○ how to plan for, monitor and evaluate metacognitive practices to support pupils independence and academic success</li><li>○ how research can be considered and utilised to make informed decisions for implementation.</li></ul> <table><tr><th>Previous training to be re-visited in Metacognition</th><th>Subsequent training which will re-visit elements from Metacognition</th></tr><tr><td>How Pupils Learn 1-6</td><td>Phonics 3</td></tr><tr><td></td><td>SMSC &amp; FBV</td></tr><tr><td></td><td>English 4</td></tr></table>	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
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								
<p><b><u>SUBJECT &amp; CURRICULUM</u></b></p> <p><b>PSHE &amp; RSE</b></p>	<ul style="list-style-type: none"><li>○ the key areas of the National Curriculum for PSHE and RSE, including statutory requirements</li><li>○ how PSHE and RSE link with other curriculum areas</li><li>○ pedagogical approaches to teaching PSHE and RSE</li><li>○ key members of staff to be aware of to support the teaching of PSHE and RSE</li><li>○ key school policies relating to the teaching of PSHE and RSE</li><li>○ how to deal with sensitive issues</li><li>○ PSHE beyond the taught curriculum</li><li>○ where to locate resources and materials to support effective teaching of PSHE and RSE</li></ul> <table><tr><th>Previous training to be re-visited in PSHE &amp; RSE</th><th>Subsequent training which will re-visit elements from PSHE &amp; RSE</th></tr><tr><td>Role of the Teacher (Teachers’ Standards)</td><td>SMSC &amp; FBV</td></tr></table>	Previous training to be re-visited in PSHE & RSE	Subsequent training which will re-visit elements from PSHE & RSE	Role of the Teacher (Teachers’ Standards)	SMSC & FBV				
Previous training to be re-visited in PSHE & RSE	Subsequent training which will re-visit elements from PSHE & RSE								
Role of the Teacher (Teachers’ Standards)	SMSC & FBV								
<p><b><u>PROFESSIONAL BEHAVIOURS</u></b></p> <p><b><u>HOW PUPILS LEARN – ADAPTIVE TEACHING</u></b></p> <p><b>Working with support staff</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ <a href="#">the importance of working in partnership with, and effectively managing and deploying support staff</a></li><li>○ <a href="#">how to make best use of support staff to develop pupil learning; how research can be considered and utilised to make informed decisions</a></li><li>○ <a href="#">how TAs can support pupils more effectively when they are well prepared by the teacher, and when they supplement rather than replace the teacher</a></li><li>○ <a href="#">how support staff can be used effectively to support the assessment of learning by liaising and feeding back to the teacher</a></li><li>○ <a href="#">how to enable support staff to adapt appropriately for individual pupils, and plan and deliver interventions effectively</a></li></ul> <table><tr><th>Previous training to be re-visited in Working with Support Staff</th></tr><tr><td>How Pupils Learn 4, 5</td></tr></table>	Previous training to be re-visited in Working with Support Staff	How Pupils Learn 4, 5						
Previous training to be re-visited in Working with Support Staff									
How Pupils Learn 4, 5									



<p><b><u>ASSESSMENT</u></b> <b>Assessment 2</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ how teachers are accountable for the progress, attainment and outcomes of the pupils they have taught</li><li>○ how to assess curriculum areas including statutory assessment and understand models for assessment</li><li>○ how to use externally validated materials in controlled conditions when required to make summative assessments</li><li>○ how to record data only when it is useful for improving pupil outcomes</li><li>○ 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</li><li>○ the differences between performance and learning</li><li>○ how a range of factors can inhibit pupils’ progress and ability to learn, and how best to overcome these</li><li>○ 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</li><li>○ the effects on learning of grouping pupils in particular ways</li></ul> <table><tr><th>Previous training to be re-visited in Assessment 2</th><th>Subsequent training which will re-visit elements from Assessment 2</th></tr><tr><td>Assessment 1</td><td>Maths 5</td></tr><tr><td>Wellbeing 2</td><td>English 4</td></tr><tr><td>How Pupils Learn 5</td><td>All foundation subjects</td></tr></table>	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
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								
<p><b><u>SUBJECT &amp; CURRICULUM</u></b> <b><u>PROFESSIONAL BEHAVIOURS</u></b> <b>SMSC &amp; Fundamental British Values</b></p>	<p><b>Trainees will develop their understanding of:</b></p> <ul style="list-style-type: none"><li>○ SMSC and its key areas</li><li>○ how to recognise, plan for and promote SMSC in classrooms</li><li>○ how SMSC and FBVs link to Part Two of the Teachers’ Standards</li><li>○ how to uphold, promote and teach Fundamental British Values</li><li>○ the importance of explicitly teaching metacognitive strategies linked to subject knowledge</li><li>○ effective homework and out of class activities</li></ul> <table><tr><th>Previous training to be re-visited in SMSC &amp; FBV</th></tr><tr><td>PSHCE &amp; RSE</td></tr><tr><td>Role of the Teacher (Teachers’ Standards)</td></tr><tr><td>Metacognition</td></tr></table>	Previous training to be re-visited in SMSC & FBV	PSHCE & RSE	Role of the Teacher (Teachers’ Standards)	Metacognition				
Previous training to be re-visited in SMSC & FBV									
PSHCE & RSE									
Role of the Teacher (Teachers’ Standards)									
Metacognition									
<p><b><u>SUBJECT &amp; CURRICULUM</u></b> <b>English 4 – Teaching Spelling</b></p>	<p>Session 4</p> <ul style="list-style-type: none"><li>○ To have a clear understanding of the expectations for each year group in spelling for the NC.</li><li>○ To understand the importance of teaching spelling explicitly</li><li>○ To understand why spelling in English is so complicated and how it relies on a combined understanding of phonemic, morphemic and etymology.</li><li>○ How to support and adapt teaching for the individual needs of pupils, especially those with SEND</li><li>○ Consider use of interventions with LA pupils and how and when this might be addressed.</li></ul>								
<p><b><u>SUBJECT &amp; CURRICULUM</u></b> <b><u>ASSESSMENT</u></b> <b>English 5 – Shared, modelled and Guided Writing and Assessment</b></p>	<p>Session 5</p> <ul style="list-style-type: none"><li>○ To be aware of the different practises in the teaching of handwriting.</li><li>○ how to support pupils to write fluently and legibly</li><li>○ To know where to look for further information about the teaching of handwriting</li></ul>								



	<ul style="list-style-type: none"> <li>○ To have a clear understanding of the expectations for each year group in writing for the NC.</li> <li>○ To develop understanding of the objectives within each strand for writing and what this looks like in practice.</li> <li>○ 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</li> <li>○ the importance of explicitly teaching metacognitive strategies linked to subject knowledge</li> <li>○ How to adapt planning and teaching for the individual needs of pupils</li> <li>○ How to moderate and assess writing and use of AFL to inform guided writing planning and classroom practice.</li> <li>○ To understand how to best mark a child’s writing to enable them to make good progress by setting next steps and marking effectively</li> <li>○ To consider marking in line with school requirements as well as Ofsted expectations and the ‘workload review’.</li> <li>○ To increase knowledge of what to look for when assessing and moderating writing.</li> <li>○ To take part in a writing moderation and assessment task.</li> </ul>
	<b>Previous training to be re-visited in English 4</b>
	English 1-3
	Assessment 1, 2
	How Pupils Learn 5
	Metacognition

SUMMER 2	
SCITT Training session	Learning outcomes
<b>SUBJECT &amp; CURRICULUM</b> <b>Design and Technology</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"> <li>○ how secure subject knowledge and pedagogy will help them to teach D&amp;T effectively and to motivate pupils</li> <li>○ 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</li> <li>○ the content and core concepts of the National Curriculum</li> <li>○ 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</li> <li>○ modelling high quality oral language, spoken language underpins development of reading and writing across all subjects</li> <li>○ the process of design, make, evaluate</li> <li>○ the principles of nutrition, and how cooking is a life skill</li> <li>○ how to strengthen recall by using retrieval practice in design and technology</li> <li>○ health &amp; safety requirements relating to design and technology</li> <li>○ how D&amp;T links with the broader curriculum and literacy</li> <li>○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li> <li>○ what resources and information to draw from in the future planning and delivery of D&amp;T</li> <li>○ how to assess in D&amp;T</li> </ul>
	<b>Previous training to be re-visited in D &amp; T</b>
	How Pupils Learn 5, 6
	History – an introduction to foundation subjects
	Assessment 1, 2



	<ul style="list-style-type: none"><li>○ how to make links with the language studied and English</li><li>○ how languages links with the broader curriculum and literacy</li><li>○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li><li>○ what resources and information to draw from in the future planning and delivery of</li><li>○ how to assess languages</li></ul> <table><tr><td><b>Previous training to be re-visited in Languages</b></td></tr><tr><td>Assessment 1, 2</td></tr><tr><td>History – an introduction to foundation subjects</td></tr><tr><td>How Pupils Learn 5</td></tr></table>	<b>Previous training to be re-visited in Languages</b>	Assessment 1, 2	History – an introduction to foundation subjects	How Pupils Learn 5
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Assessment 1, 2					
History – an introduction to foundation subjects					
How Pupils Learn 5					
<b>SUBJECT &amp; CURRICULUM</b> <b>RE</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>○ how secure subject knowledge and pedagogy will help them to teach RE effectively and to motivate pupils</li><li>○ 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</li><li>○ the content and core concepts of the National Curriculum</li><li>○ ways of helping children explore some of the deeper questions raised in the subject</li><li>○ 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</li><li>○ how modelling high quality oral language, spoken language underpins development of reading and writing across all subjects</li><li>○ how RE links with the broader curriculum and literacy</li><li>○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li><li>○ what resources and information to draw from in the future planning and delivery of RE</li><li>○ how to assess RE</li></ul> <table><tr><td><b>Previous training to be re-visited in RE</b></td></tr><tr><td>Assessment 1, 2</td></tr><tr><td>History – an introduction to foundation subjects</td></tr><tr><td>How Pupils Learn 5</td></tr></table>	<b>Previous training to be re-visited in RE</b>	Assessment 1, 2	History – an introduction to foundation subjects	How Pupils Learn 5
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<b>SUBJECT &amp; CURRICULUM</b> <b>PE 2</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>○ how varying approaches to teaching PE can impact pupil learning and progress</li><li>○ Dance and Gymnastics in the PE curriculum</li><li>○ a wider range of strategies and pedagogical approaches to effectively teach PE</li><li>○ planning for progression through subject knowledge and skills</li><li>○ how to plan for conceptual understanding and the sequencing and progression of concepts</li><li>○ how to adapt PE for individual needs, including disabilities</li><li>○ how to assess PE</li></ul> <table><tr><td><b>Previous training to be re-visited in PE 2</b></td></tr><tr><td>PE 1</td></tr><tr><td>SEND</td></tr><tr><td>How Pupils Learn 4</td></tr></table>	<b>Previous training to be re-visited in PE 2</b>	PE 1	SEND	How Pupils Learn 4
<b>Previous training to be re-visited in PE 2</b>					
PE 1					
SEND					
How Pupils Learn 4					
<b>SUBJECT &amp; CURRICULUM</b> <b>Music</b>	<b>Trainees will develop their understanding of:</b> <ul style="list-style-type: none"><li>○ how secure subject knowledge and pedagogy will help them to teach music effectively and to motivate pupils</li></ul>				

	<ul style="list-style-type: none"><li>○ 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</li><li>○ the content and core concepts of the National Curriculum</li><li>○ music specific vocabulary (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation)</li><li>○ how to experiment with using voice, instruments and recording equipment</li><li>○ how music links with the broader curriculum and literacy</li><li>○ how individual lessons fit within a lesson sequences and how to address time gaps between foundation subject learning</li><li>○ what resources and information to draw from in the future planning and delivery of music</li><li>○ how to assess music</li></ul> <table><tr><td><b>Previous training to be re-visited in Music</b></td></tr><tr><td>Assessment 1, 2</td></tr><tr><td>History – an introduction to foundation subjects</td></tr><tr><td>How Pupils Learn 5</td></tr></table>	<b>Previous training to be re-visited in Music</b>	Assessment 1, 2	History – an introduction to foundation subjects	How Pupils Learn 5
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<b>Preparation for the NQT Year</b>	<table><tr><td><b>Previous training to be re-visited in Preparation for the NQT Year</b></td></tr><tr><td>Role of the Teacher (links to ECF)</td></tr><tr><td>Wellbeing 1, 2</td></tr></table>	<b>Previous training to be re-visited in Preparation for the NQT Year</b>	Role of the Teacher (links to ECF)	Wellbeing 1, 2	
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