Teach First

Step up

EARLY CAREER FRAMEWORK

MENTOR HANDBOOK

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Introduction

Welcome to the Teach First Early Career Framework Programme, we are delighted to be working with you. As a mentor to an early career teacher (ECT) you are in the privileged position to guide new teachers into the profession, and we want to make sure you have all you need to make you feel comfortable and confident to do this.

You may have been a mentor for many years and be able to share your learning with others, or you may be new to the role. Regardless, we hope you find the programme stimulating and that you see the impact of the programme on the day to day practice of your early career teachers. Our content will provide the building blocks to new teachers, but crucially, you will provide the context – to your school, your subject and your community.

The mentor's role in developing early career teachers is vital. The qualities of a highly effective mentor may include strong subject knowledge, evidence of impactful teaching practice, strong intra- and inter-personal skills, and current knowledge of appropriate and effective professional development.

For a novice teacher, it can be difficult to identify and articulate what makes a teacher's practice effective. Your role is therefore to use your expertise to make this explicit. By examining your own practice, outlining your thinking process, identifying highest leverage actions, and modelling teaching strategies, you can make a vital difference to the development of an early career teacher.

An overview of the Teach First Early Career Framework Programme

Over the two years of the programme, your early career teacher will complete online study content, have regular mentor interactions, and attend virtual continuous professional development (CPD) training sessions. The table below outlines how the early career teacher will apportion their time on different aspects of their training over the course of programme.

Feature	Time allocation for the early career teachers
Weekly mentor meetings These are the in-school interactions between the early career teacher and your subject specific mentors	One hour per week
Self-directed early career teacher study This content is accessed online by the early career teacher in their own time	Four-and-a-half hours per half term
Early career teacher training sessions Training sessions delivered by the school	Two per half-term Each session is 1 hour 20 minutes

Weekly self-directed study

The self-directed study material for your early career teacher can be accessed online via the DfE website. The content has been broken down into six modules that cover the standards set out by the ECF. Each half term, the early career teacher will need to complete four-and-a-half hours of self-directed study which they can access at their own pace, in their own time. The content has been divided into manageable weekly sessions. It is advised that the early career teacher is given time towards the beginning of the week to complete this online study if possible as their following mentor interaction will be based on this content.

Weekly mentor meetings

The mentor interactions will take place weekly in the first year, and fortnightly in the second. Each session will follow an instructional coaching model, which you can read about in more detail later in the guide. In this first year of the programme it is recommended that the mentor interactions are scheduled towards the end of the week to allow the early career teacher time to complete the relevant online study materials prior.

Early career teacher training sessions

During the first year of the programme, each early career teacher should attend two training sessions per half-term. The ECT training sessions can be delivered face-to-face or virtually. The purpose of these sessions is for the teacher to receive further training linked to standards covered in the Early Career Framework, hear from expert colleagues, and have an opportunity to further discuss, practise, and reflect on learning from the online study materials as they apply it to their own practice.

The table below identifies the training session topics covered across the first year and session plans can be found on the DfE website here.

Module	Training session one	Training session one
Module 1: How can you create a powerful learning environment?	Using praise and consequences effectively	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Using spaced and retrieval practice to build long-term memory
Module 3: What makes classroom practice effective?	Using examples and non-examples	Using questioning to extend and challenge pupils
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing pupils' language comprehension and writing in your subject and phase	High quality universal provision and the graduated approach
Module 6: How can you plan a coherent curriculum?	Identifying the right knowledge	Building your pupils' flexible knowledge

A sequence of learning and support – what is happening week by week for your early career teacher?

To support with the successful running of this programme in your school, we have created a guidance document (appendix D) which outlines a suggested week-by-week sequence of support across the two years.

For each week of the school year it identifies:

- The online session the early career teacher should complete
- The focus of the weekly mentor interaction and related links to the Early Career Framework
- The identified topic of the early career teacher's training sessions and the weeks in which these could be scheduled to take place

By following this sequence whilst implementing this programme, it will ensure your early career teacher has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the resources supplied for the weekly mentor interactions.

As a mentor, it is part of your role to ensure that the early career teacher is following the sequence and engaging with the online study materials and your mentor interactions on a weekly basis.

A note on assessment (i.e. there is no formal assessment)

When accessing the sequence in appendix D, you will notice that there have been suggested times allocated for 'formal assessment' and 'Professional Progress Reviews' (PPR). Within the weekly sequence, it has been identified where these NQT assessment and progress conversations *could* take place across the year. These assessment and progress review points are part of the standard NQT induction year. It is important to note that these sit *outside* the Early Career Framework Programme as the ECF is not an assessment tool. However, to ensure that the requirements of the NQT induction year can run in conjunction with the programme, time has been allocated for the Induction Lead to carry out one 30 minute Professional Progress Review each half-term. These should be used as an opportunity to gauge the progress of an NQT against the Teachers' Standards. There is also time allocated for the Induction Lead to carry out a 'formal assessment' at points across the year (twice in Year one and once in Year two). These opportunities are used to formally assess the NQTs progress in relation to the Teachers' Standards and their progression through their probationary period.

Adapting the sequence

Each module has been carefully designed and sequenced to build on learning in previous modules, aiming to secure and develop knowledge and skills over time. The modules will purposely retrieve knowledge and skills that have been covered earlier in the course as a way of helping the early career teacher to remember concepts that will make a lasting impact on their practice. There are also some concepts, such as metacognition, that appear as a recurring theme across most modules. We therefore recommend that you follow the designed sequence to support your early career teacher to successfully build their knowledge and skills over the course of the programme.

We do recognise that early career teachers may need development in an area that has not yet been addressed in the module sequence. In these instances, accessing the content of a different module could

have a positive impact on the early career teacher's practice and you can adapt the sequence to facilitate this. However, if you chose to adapt the sequence, it is important to remember that this will have an impact on the weekly mentor interactions and training sessions. Additionally, if you had more than one early career teacher in your school, it could become more challenging for your colleague to deliver the half-termly training sessions if each one was accessing different modules.

Requirements of the mentor

The requirements of the mentor are as follows:

In year 1:

- To prioritise time to facilitate a weekly interaction between yourself and the early career teacher. These interactions will take the form of either an observation or discussion as outlined by the suggested sequence
- To follow the instructional coaching model during mentor interactions
- To familiarise yourself with the content of the online self-directed study materials
- To monitor the early career teacher's completion of the weekly online self-directed study materials

In year 2:

- To prioritise time to facilitate a fortnightly interaction between yourself and the early career teacher. These interactions will take the form of either an observation or discussion as outlined by the suggested sequence
- To familiarise yourself with the content delivered in training session one and the related ECF links
- To follow the instructional coaching model for mentor interaction three

Instructional coaching – what is it and why do we use it?

During the mentor interactions, we have suggested that you use instructional coaching, which is a specific model of feedback; the course structure is based on this coaching model of support. This model has been chosen because high impact feedback not only identifies strengths and areas of development but also provides a space for teachers to plan and rehearse actions linked to these areas of development so that they can immediately alter their practice. Instructional coaching is used to develop expertise in any domain, for example sport, music or teaching and with novices or experts. Evidence suggests that instructional coaching has a higher impact on pupil outcomes when compared to other forms of professional development. It moves away from traditional lesson observation which can be generic, often with targets which are too broad or can give the 'what' but not the 'how'. It also focusses on feedback which is led and directed by the 'coach' through the identification of precise actions and the use of directed and specific probing questions. This approach is in direct contrast to a traditional coaching model, whereby, the teacher is asked a series of open-ended questions by the observer. Instructional coaching should be used to feedback following a lesson observation or to practise a discreet skill or technique. The mentor leads these interactions, adopting the role of the expert in the interaction.

The Feedback Model

The image below outlines the phases of the instructional coaching model which you as a mentor will follow. In the table underneath this, there is a possible script which could be used in each phase. This can be used as a stimulus when feeding back following an observation or discussion. This script can be adapted when practising a discrete skill or technique.

Timing: This depends on the purpose of the feedback, but we would recommend the majority of feedback time is spent on the latter parts of the model.

Phase	Purpose	Possible script
Praise strengths	Highlight key areas of strength: • What went well • Precise • Backed up by evidence • Reference progress towards previous week's actions	'Thank you for allowing me to observe your lesson today' 'One thing I thought was effective about your practice was…' 'One real strength in the lesson I saw was…' 'This was evidenced when you…' 'A great example of this from the lesson was when you / pupils / etc.' 'Your previous area for development was... I saw progress towards this when…'
Probe areas for development	Guide the trainee to reflect on their areas of development through a series of precise and direct questions. • Plan questions in advance. • Use precise questions. • Use data and evidence. • Don't labour it – explain and tell if necessary. • Summarise specific areas for their development based on your probing of them.	'I'd like to explore with you some areas of development in your practice' 'when the pupils were on the carpet, what was the key learning point you wanted to the pupils to grasp?" "How do you know what the pupils had learned from the reading activity?" 'What did you expect the behaviour to be like when the pupils left the classroom / what did you want the behaviour to be?" "Why did you choose that specific task/what did you want the pupils to achieve/how would you know if they had been successful?"

		"What evidence do you have to show the lesson outcomes were met?" We're now going to choose the area for development which will have the most impact on your practice. There were examples in the lesson when students do not fully understand teacher instruction in independent tasks (for example in the carpet task and the independent writing).
Set precise actions	Identify the highest leverage area/s of development to address and set precise action step/s linked to this. • Highest leverage • Choose one to three key things • Make sure they are actionable • Precise not generic • Give a 'how' not just a what	'We're now going to focus on setting actions for this area of development which we will then plan and practise. 'To address this development area, your actions are to … Give clear precise instructions using 'what to do'; with as few words as possible. Script a basic 'I do' using 'name the steps' as a core part of the lesson before each task.
Plan based on actions	Focus on the action step/s from this area and plan how the teacher might address this in a future lesson • Look to a future lesson • Plan where and how • Script	'We're now going to plan how you will put into practice this development area using the actions we decided' 'What lesson, topic, class can we put this development area into place with' 'What part(s) of the lesson might this development area most need to be addressed in' 'Let's script / sequence / decide etc. how you might go about doing this' 'What might this look like in your planning?' 'What would you ask, do, say…' "This is your success criteria"
Practice	Practise the plan for the action step that was created in the previous section to trial what it would look like in practice. • Share a success criteria • Prime the Practise by providing a model (e.g. mentor models/video clip) • Call the shots – say how you will act in the role (compliant/authentic/near live?)	'Now we're going put into practice our planned 'I do' and 'name the steps' action step. This is your success criteria; I'll model this for you myself. Look at how I achieve the success criteria." "I'm going to act as a compliant pupil. I will feedback after you have practised the action step and then I'm going to give you two more turns to practise the step based on my feedback." Feedback example: "Your voice was clear and well placed. Now do this again but I want you to remove the additional words – you don't need as long as introduction –

	• Say how you will feedback to trainee- wait until end? During? • Agree how many 'turns you will give the teacher • Get it on its feet / put the plan into practice with the teacher • Feedback either after teacher has practised or during • Repeat as appropriate	make it one sentence lasting no more than ten seconds.'

Setting precise action steps

"Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses."

Peak: Secrets from the new science of expertise – Anders Ericsson

For this model of feedback, you will have spent time thinking about the precise action step or steps that you want to set based on the teacher's area for development. The 'probe' section of the model should be used to guide the teacher to a precise area for development. It is then the role of the mentor along with the mentee to choose the highest leverage action step/s to plan and practise in the later stages of the model. By 'high leverage' we mean the one to three action(s) that would have the most impact on the teacher's practice. What should be noted here is that there may be several areas for development and, therefore, many action steps which could be set. It is the role of the mentor and, where relevant, the mentee to isolate the most crucial area for development and then pick out the most 'high leverage' action/s to address this area for development. You should focus on actions which are clear and specific; an action that gives the 'how' and not just the 'what'. The key is to make these action steps small, precise and explicit. Worked examples of precise actions steps are set out in the paragraphs below.

A key area for development could be that pupils are not all complying after being asked to do something, especially at transitions. This would be identified in the 'probe' section of the model. It is now the role of the mentor to choose the action step or steps which may address this. An example of an ineffective action step may be 'improve behaviour at transitions'; this is neither helpful nor impactful as it does not clearly specify exactly 'what' to do and 'how' to do it. A better example would be 'create the illusion of speed using work the clock to support pupil engagement during and between activities'. This gives the teacher a clear directive of 'what' to do specifically and more importantly, the actual technique to use.

Another example of an area for development may be that at the end of the lesson pupils do not tidy away properly, meaning that the next class come into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the teacher to plan and practise a roll out of an exit routine using giving clear, precise directions. The mentor would then follow the 'plan' section of the Feedback Model as detailed in the table above; looking to a future

lesson and scripting, modelling and setting success criteria ahead of the practice section. In the practice section, the trainee would practise the plan and receive feedback from the mentor before redoing the practice making the suggested changes.

Mentor session materials: week by week breakdown

The table on the next page outlines a recommended structure and sequence for your weekly interactions. The interactions have been identified as either an observation or discussion, based on what would be highest leverage for the early career teacher. The term 'highest leverage' refers to strategies that, if mastered, we feel would have the biggest impact on teacher development and pupil learning. Key questions have been included to support discussion throughout the session.

Module 1 - How can you create a powerful learning environment?

Interaction	Teaching techniques to focus feedback on	Key questions/discussion points
Week 1		
	 Interaction: discussion Outcome: As this is the first mentor interaction, this is a time to: • establish ways of working for the subsequent mentor interactions. • ensure that the teacher has access to all the necessary school policies and procedures. • ensure that the teacher has identified when they will access the online self-directed study materials for module 1. Discuss where you both feel strengths and areas for development may be. Discuss the NQT action plan (if the early career teacher has one) that was created towards the end of their initial teacher training: • How did you find your initial teacher training? • What did you think went well? • What would you like to improve on this year?	1. Recap safeguarding process at the school 2. Discuss norms and ways of working and arrange sequence of meetings/drop-ins. 3. Discuss the use of video observations (if applicable/available) 4. Discuss the teachers previous experience and priorities for development in conjunction with module one 5. Review the sequence for year one and discuss how this can fit into your timetables
Additional resources	• The Feedback Model (see above)	

	• The ECF sequence guidance	
ECF links	8.7 Engaging in high-quality professional development can help teachers improve. *8l. Knowing who to contact with any safeguarding concerns.*	
Week 2		

Related online study materials: Session 1: Establishing effective routines	**Interaction: observation**
	
	Outcome: To have planned and practised an effective routine.
	
	Stimulus
	
	During the online study materials, your teacher was informed that their classroom routines will be observed. They were asked to plan how to teach or improve a routine by scripting exactly what they will say. Based on their developmental needs, it was suggested that they choose one of the routines below (listed in order of highest leverage) to implement or improve:
	
	• Greet at the door and settling routine
	• Getting pupils' attention
	• Carpet to task or tables
	• Exit routine
	
	The success criteria for these is in the online study materials. Observe your teacher and their class performing one or more of the above routines with a focus on the success criteria in the online study materials.
	
	Praise, probe and set precise actions
	
	Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed.
	
	Plan and practice ideas
	
	Work with your teacher to plan and practise the chosen routine by ensuring they:
	
	1. Are clear on what they want pupils to do. Ensure their instructions are:
	  • Specific and observable
	  • Sequential
	  • Manageable
	
	Continued overleaf
		1. Why are routines so critical to classrooms? How do they support teachers create a predictable and secure environment?
		
		2. What makes routines effective? This is an opportunity to recap how to ensure that routines are effective and share any mentor best practice with the early career teacher (early career teacher).
		
		3. Which routines do you feel are the highest leverage to your practice? And why?

	2. Plan to teach and model their routine in small steps 3. Plan to practise their routine	
Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 1: Establishing effective routines	
ECF links	7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 7.2 A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs *7c. Giving manageable, specific and sequential instructions.* *7h. Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).* *7i. Practising routines at the beginning of the school year.* *7j. Reinforcing routines (e.g. by articulating the link between time on task and success).*	
Week 3		
Related online study materials: Session 2: Creating a motivating, positive and respectful classroom environment	**Interaction: observation** Outcome: To have planned and practised giving precise praise and acknowledgment to pupils. **Stimulus** Observe your teacher using precise praise and acknowledgement. When doing so consider whether they: • Use acknowledgement rather than praise when recognising pupils are following their expectations • They use precise praise when rewarding a pupil by linking it to the task or learning e.g. “That’s a great expanded noun phrase, well done Kathy.” **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher’s developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas**	1.Why is praise so important in the classroom and what makes it effective? 2. What is the difference between acknowledgment and praise? 3. Discuss the school's policy regarding contacting parents and carers as part of praise. 4. What strategies could you use to share pupil’s success with their parents? What impact might this have on both the parent's engagement with the school and the pupil’s motivation?

	Work with your teacher to plan and practise giving precise praise and acknowledgment and discuss scenarios that would require each based on the lesson you observed.	
Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 2: Creating a positive and respectful classroom environment	
ECF links	1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. *1h. Acknowledging and praising pupil effort and emphasising progress being made.* 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). *7a. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* *7o. Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.*	
Week 4		
Related online study materials: Session3: Addressing low-level disruption	**Interaction: observation** **Outcome:** To have planned and practised positive and least invasive behaviour management strategies. **Stimulus** Observe your teacher using positive and least invasive behaviour management strategies such as: • Non-verbal intervention • Positive group correction. • Anonymous individual correction • Private individual correction • Private individual praise • Lighting quick public correction **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed.	1. Why is it important to manage behaviour in a positive and least invasive way? 2. What should you do if you are feeling very agitated by a pupil in your class? How can this negatively impact upon your behaviour management strategies? What can you do to help you control your emotions in these situations? 3. Discuss possible behaviour management strategies alongside the school's behaviour policy i.e. how to respond to behaviour or bullying that threatens emotional safety.

	Plan and practice ideas Work with your teacher to plan and practise using positive, least invasive behaviour management strategies. You could discuss and focus the practise on specific misbehaviour that you saw during the lesson or situations that the teacher has previously experienced and is finding difficult to deal with.	4. Discuss when teachers should contact parents and what the process is for doing so 5. Discuss with teachers that they have the right to support and if they are finding behaviour challenging, they should seek support from colleagues.
Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 3: Addressing low-level behaviour You may also wish to have a copy of your school's behaviour policy with you.	
ECF links	1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. 1.5 A culture of mutual trust and respect supports effective relationships. *1e. Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).* *1f. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).* 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. *7a. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* *7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* *7e. Using consistent language and non-verbal signals for common classroom directions.* *7f. Using early and least-intrusive interventions as an initial response to low level disruption.* *7l. Responding consistently to pupil behaviour.* *8n Understanding the right to support (e.g. to deal with misbehaviour).*	

Week 5		
PRR **Related online study materials:** Session 4: Addressing persistent and challenging behaviour	**Interaction: discussion** **Outcome:** To have planned and practised how to respond to persistent and challenging behaviour. **Stimulus** In the online study materials, your teacher was asked to reflect on a time when they have given consequences and then asked to choose one case study of challenging behaviour and consider how they would respond to it. Ask them to share both of their responses with you and discuss them. The case studies your teacher has read only included information on the pupil and the incident, not information on how the teacher responded to that behaviour but if you wish, you can see how the teacher did respond which can support your discussion with your teacher. The case studies, which include how the teacher responded, are included in the appendices of this document: • Early Years case study: Appendix A • Primary case study: Appendix B • Secondary case study: Appendix C **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to plan how to respond to challenging behaviour by building on their response in the online task and considering challenging behaviour they have encountered in their classroom or behaviour that other teachers have had to deal with across the school.	Why are consequences important and what makes them effective? 2. How can you ensure consequences are fair and suit the behaviour? 3. How can you ensure you remain consistent in the consequences you use? 4. Discuss possible behaviour management strategies alongside the school's behaviour policy i.e. how to respond to behaviour or bullying that threatens emotional safety. 5. How can liaising with parents or carers help you to better understand pupils' individual circumstances? 6. If a serious incident happens, who can you go to for support with how to deal with it? Discuss with teachers that they have the right to support and if they are finding behaviour challenging, they should seek support from colleagues. 7. If there is a system for tracking whole school behaviour, share this with your teacher if you haven't already.

Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 4: Addressing persistent and challenging behaviour	
ECF links	1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. 1.5 A culture of mutual trust and respect supports effective relationships. *1e. Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).* *1f. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).* 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. *7a. Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* *7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* *7e. Using consistent language and non-verbal signals for common classroom directions.* *7f. Using early and least-intrusive interventions as an initial response to low level disruption.* *7g. Responding quickly to any behaviour or bullying that threatens emotional safety.* *7k. Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.* *7l. Responding consistently to pupil behaviour.* *8n Understanding the right to support (e.g. to deal with misbehaviour).*	
Week 6		
Related online study materials: Session 5: Developing pupil's intrinsic motivation	**Interaction: observation** **Outcome**: To have planned and practised using strategies that build pupils' intrinsic motivation to engage with the lesson. **Stimulus** Observe your teacher and consider how they help to build pupils' intrinsic motivation to engage within their lesson. The following strategies were covered in the online study materials: • Providing opportunities for pupils to experience meaningful success • Creating a positive learning environment where it's safe to make mistakes	1. Why is it important to develop intrinsic motivation? 2. What different ways can you help pupils to journey from being extrinsically motivated to being intrinsically motivated? 3. How can you develop a positive learning environment where it's safe to make mistakes? What impact might this

	• Generating buy-in by linking success in school to pupils' long-term goals **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to plan and practise how to ensure a high level of engagement during a lesson.	have on pupils' learning? 4. Do you teach any pupils who are disengaged with their learning? If so, what strategies could you implement to increase their motivation? 5. How can your expectations impact upon pupils' outcomes?
Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 5: Developing pupils' intrinsic motivation	
ECF links	1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. *1c. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.* *7m. Supporting pupils to master challenging content, which builds towards long-term goals.* *7n. Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.* *7o. Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.*	
Week 7		
Related online study materials: Session 6: Holding high expectations and maintaining engagement	**Interaction: observation** **Outcome**: To have planned and practised a strategy to increase pupil participation. **Stimulus** Observe your teacher with a focus on pupil participation and consider the following:	1. Why is a high participation and think ration important? 2. How can you increase the participation of pupils in your class? 3. What is our school's approach to high

	Are many pupils in the lesson participating in discussing or being expected to think and engage? What do they do to ensure high participation e.g. holding high expectations for contributions, using countdowns or timers, making the beginning and end of tasks clear, asking questions to the whole class? If necessary, how do they/ could they address low participation? **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to plan and practise how to ensure a high level of pupil participation.	expectations for all pupils? 4. How can you create an environment where it's okay to make mistakes? How does this reflect your high expectations and how can this impact upon pupil engagement? 5. How could you engage parents and carers in the education of their children? E.g. by proactively highlighting successes.
Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 6: Holding high expectations and maintaining engagement	
ECF links	1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. *1c. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.* *1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).* *1f. Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).*	

Module 2 - How do pupils learn?

Interaction	Teaching techniques to focus feedback on	Key questions/discussion points
	Week 1	
Related online study materials: Session 1: The working and long-term memory	 **Interaction: discussion** **Outcome:** To have practised identifying the prior knowledge and vocabulary pupils will need in order to access the lesson **Stimulus** In the online study, your teacher was introduced to a model of the mind and taught the role the working memory and long-term memory play in the process of learning. They were also asked to consider a new idea or concept that they have taught that the pupils struggled to access. They were asked to think about what prior knowledge and/or vocabulary they assumed the pupils had and how this might have impacted pupils learning. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** With your teacher, look at a lesson that will soon be taught and practise identifying prior knowledge and vocabulary that pupils will need in order to access the lesson. You may want to link this to the points discussed by Lee Donaghy in the online study materials.	1. How did you find the pre-module quiz? 2. What is the role of the working and long-term memory in the process of learning? 3. What existing knowledge and vocabulary do pupils need to have in order to be able to access and understand the new idea or concept? 4. What are the key ideas and concepts that you want your pupils to learn? 5. How could you link these key ideas and concepts to their prior knowledge?
Additional resources	To support you, information can be found in the online study materials in the following session(s):	

	• Session 1: The working and long-term memory	
ECF links	2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. *2a. Taking into account pupils' prior knowledge when planning how much new information to introduce.* 2e. *Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).*	
Week 2		
Related online study materials: Session 2: Introducing new knowledge to pupils	**Interaction: observation** **Outcome:** To have practised breaking complex material down into smaller steps **Stimulus** Observe your teacher deliver an explanation and identify whether they have broken it down into small steps, removing any unnecessary expositions to avoid working memory overload. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice** Plan either the same explanation as covered in the lesson, or an upcoming explanation. Focus on breaking the explanation down into small steps allowing for pupil practice between each one. Ensure any unnecessary expositions are removed from the explanation to avoid cognitive overload. When completing the plan and practise stages, encourage you teacher to consider: 1. What knowledge am I assuming the pupils have? 2. Why have I chosen the steps that I have? Would it be beneficial to break them down further?	1. Why does breaking the explanation down into steps avoid overloading the working memory? 2.What prior knowledge is the teacher assuming the pupils have? 3.Would the explanation be different if the pupils were already proficient at a number of the steps? 4.What else would breaking the explanation down into these steps support the teacher to do?

	3. Even after breaking down the concept, am I introducing too much in one go and risking overloading my pupils? If so, what can I do?	
Additional resources	To support you, information can be found in the online study materials in the following session(s): • Session 2: Considering how to introduce new knowledge to pupils	
ECF links	2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. *2a. Taking into account pupils' prior knowledge when planning how much new information to introduce.* *2b. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* 2c. *Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).*	
Week 3		
Related online study materials: Session 2: Introducing new knowledge to pupils	**Interaction: observation** **Outcome:** To have practised combining verbal explanation and graphical representations to reduce working memory overload. **Stimulus** Observe your teacher deliver an explanation where they pair verbal explanation with graphical representation. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** In your teacher's online study materials, they were asked to Consider an upcoming explanation, or an explanation that they have recently done with a class. They were asked to reflect on they could pair verbal and graphical representations to support	1. When have you overloaded your pupils? What was the cause of this and the implication on the learning for the affected pupils? 2. Why is it important to remove any unnecessary expositions when teaching new material? 3. How can combining verbal and graphical representation support the working memory?

	understanding. Ask them to share their reflections with you and discuss them. Then work with your teacher to plan this strategy either into the lesson that you observed or an upcoming lesson. When doing so consider the following: • How could you use a diagram to support the pupils understanding? • Which of the examples could you selected and why? • How will it support your explanation and reduce pupils working memory overload load?	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 2: Considering how to introduce new knowledge to pupils	
ECF links	2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 2c. *Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).* *4g. Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*	
Week 4		
Related online study materials: Session 3: Using worked and partially completed examples	**Interaction: observation** **Outcome:** To have practised using worked or partially completed examples. **Stimulus** Observe your teacher delivering an explanation using worked or partially completed examples. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed.	1. What implications do storage and retrieval practice have for their teaching? 2. How can partially completed examples be used to reduce distractions and keep the attention focused on key learning points?

	Plan and practice ideas Your teacher will have explored using worked and partially completed examples in the online study materials and their Early Career Teacher training sessions in week three. Practise either improving the teachers use of worked or partially completed examples or practise creating a worked or partially completed example for a subsequent lesson.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 3: Using worked and partially completed examples	
ECF links	2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. *2b. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* 2c. *Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).*	
Week 5		
PPR **Related online study materials:** Session 4: Helping pupils to remember	**Interaction: discussion** **Outcome:** To have practised creating a low stakes quiz to be used for retrieval practise. **Stimulus** As part of their Early Career Teacher training session your teacher was asked to create a retrieval quiz. Review this with your teacher. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas**	1. What existing knowledge do pupils have in relation to a topic that they are about to learn about? 2. How will prior knowledge support with the development of their mental model? 3. Are there any holes or misconceptions that need to be addressed? Are all pupils starting from the same point? If not, how might this be addressed? 4. How can you develop both storage and retrieval strength?

	Work with your teacher to support them in either improving their current low stakes quiz or developing a new one for an upcoming lesson.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 4: Helping pupils remember	
ECF links	2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 2.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. *2h. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.* *2i. Planning regular review and practice of key ideas and concepts over time.* *2j. Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.* *2k. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).* *3i. Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).* *3j. Using retrieval and spaced practice to build automatic recall of key knowledge.*	
Week 6		
Related online study materials: Session 4: Helping pupils remember	**Interaction: observation** **Outcome:** To practise using a low stakes quiz to strengthen pupils' retrieval. **Stimulus** Observe your teacher using a low-stakes quiz to strengthen pupil's retrieval. When observing consider where they: • Consider pupils prior knowledge • Ask a variety of questions that recap what pupils have already learnt about • Address misunderstandings if they arise **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions.	1. How does a quiz help to develop pupils' mental model? 2. Why is it important to revisit and recap knowledge over time? 3. How could you build further receival practice into the rest of the topic?

	The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to support them in either improving their current low stakes quiz or improving how they deliver the quiz and respond to pupils' answers.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 4: Helping pupils remember	
ECF links	2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 2.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. *2h. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.* *2i. Planning regular review and practice of key ideas and concepts over time.* *2j. Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.* *2k. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).* *3i. Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).* *3j. Using retrieval and spaced practice to build automatic recall of key knowledge.*	
Week 7		
Related online study materials: Session 5: Introduction to Metacognition	**Interaction: discussion** **Outcome:** To have developed your teachers understanding of self-regulated learning and metacognition and identified barriers to their pupils using these strategies. **Stimulus** During their online study, your teacher was introduced to metacognition and self-regulation. Discuss the information they covered. You may want to read pages 8-11 of the Metacognition	1. Have you heard of self-regulation or metacognition before? 2. Why will metacognition look different in different subjects?

	and Self-regulated Learning Guidance Report (linked below) ahead of the meeting and use this during your discussion too. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. To support you in probing their understanding, you may want to discuss/ask the following questions: • What is self-regulation and why is it important? • What's the difference between cognition and metacognition and how are they interconnected? • What three pieces of knowledge are important for metacognition? (Knowledge of task, knowledge of self, knowledge of strategies to approach the task) • How able do you think your pupils are at self-regulating their learning? The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** After discussing self-regulation and metacognition with your teacher, help them to identify potential barriers to their pupils' ability to self-regulate their learning. This could be things such as the pupil's awareness of their strengths and weaknesses, their ability to reflect on and adapt strategies they are using, their motivation and engagement with learning. This is an introduction to self-regulation and metacognition. Developing pupils' self-regulation and metacognition will also be built on throughout the rest of the programme.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 5: Introduction to Metacognition Additional reading: • Metacognition and Self-regulated Learning Guidance Report *(pages 8-11 would be particularly useful to read ahead of the mentor session)* • EEF podcast on Metacognition	
ECF link	4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	

Module 3 - What makes classroom practice effective?

Interaction	Teaching techniques to focus feedback on	Key questions/talking points
	Week 1	
Related online study materials: Module 2 - session 2: Considering how to introduce new knowledge to pupils Module 2 - session 3: Using worked and partially completed examples	 **Interaction: observation** **Outcome:** To have planned and practised effective explanations. **Stimulus** In the previous term, teachers learnt about effective explanations and how to prevent working memory overload by: • breaking down complex ideas or tasks into smaller steps • combining a verbal explanation with a relevant graphical representation • using worked or partially completed examples Observe your teacher delivering an explanation. You can focus on one specific area outlined above or multiple areas depending on the needs of your teacher. For example, if your teacher is really struggling with breaking down complex ideas or tasks into smaller steps', then this should be your sole focus. However, if they are confident with doing that but could improve just slightly, you may want to focus on this area and one other. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study materials to support you if needed. **Plan and practice ideas** Work with your teacher to support them in developing area(s) of effective explanations.	1. How did you find the pre-module quiz? 2. Why is retrieval practice so important? 3. How can you ensure retrieval practice is effective? 4. Why is it important to teach information in small steps? What resources can you draw upon to support you in doing this? 5. How can you make the steps in a process memorable for pupils? E.g. Name them, use mnemonics, link to memorable stories 6. Why are worked and partially completed examples useful? When might you use them?

	1. If focusing on breaking down complex ideas or tasks into smaller steps, you should ask your teacher to consider the following questions: • What knowledge am I assuming the pupils have? • Why have I chosen the steps that I have? Would it be beneficial to break them down further? • Even after breaking down the concept, am I introducing too much in one go and risking overloading my pupils? If so, what can I do? 2. If focusing on combining a verbal explanation with a relevant graphical representation, you should ask your teacher to consider the following points: • Which part of their explanation would benefit from a verbal explanation and relevant graphical representation? • Which image would be best to use and why? 3. If focusing on using worked or partially completed examples, you could ask your teacher to consider the following points: • Is the strategy that they identified the most effective? • Has the strategy been broken down into explicit steps that will help to reduce working memory load? • Can you teacher explain why they have chosen that strategy and those steps?	
Additional resources	To support you, information can be found in the online study materials in the following sessions: • Module 2 - session 2: Considering how to introduce new knowledge to pupils • Module 2 - session 3: Using worked and partially completed examples	
ECF links	2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. *2a. Taking into account pupils' prior knowledge when planning how much new information to introduce.* *2b. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* 2c. *Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).* 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. *4j. Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).*	

Week 2		
Related online study materials: Session 2: Explanations and modelling	**Interaction: observation** **Outcome:** To have planned and practised using 'Think Aloud' to model cognitive and metacognitive processes **Stimulus** Observe your teacher using 'Think Aloud', considering whether they: • Start the narration at the point of pupil understanding • Focus the narration around key teaching points • Model using key terminology **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to either improve the narration they used within the lesson or narrate 'Think Aloud' for an upcoming lesson. When doing so consider: • Starting narration at the point of pupil understanding • Focusing the narration around key teaching points • Modelling using key terminology	1. What is cognition and metacognition? 2. Why is 'Think Aloud' so important? Why is if often missed out in planning and teaching? 3. What are the key things to remember when planning for and using 'Think Aloud'? 4. How can you make the steps in a process memorable for pupils? E.g. Name them, use mnemonics, link to memorable stories
Additional resources	To support you, information can be found in the online study materials in the following sessions: • Module 2 – session 5: Introduction to metacognition and self-regulation • Module 3 – session 2: Using 'Think Aloud' Additional reading: • Metacognition and self-regulated learning	
ECF links	4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	

	4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. *4e. Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).* *4i. Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).* *4j. Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).*	
Week 3		
PRR **Related online study materials:** Session 3: Guided practice	**Interaction: discussion** **Outcome:** To have practised planning guided practice to build pupil independence. **Stimulus** In their online study materials, your teacher was asked to consider a lesson they will soon teach and plan to include guided practice. Review and discuss this plan with your teacher. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to support them to improve their guided practice plan. When doing so, consider the following points: • What will pupils need to know prior to guided practice? *This will inform what to include in their explanations and modelling.* • What key teaching points will the guided practice focus on? *These will be the parts pupils are asked to contribute to.* • What methods or strategies will you utilise? E.g. 'Think Aloud', partially completed examples	1. How successful should pupils be during practice and why? 2. How can you be sure pupils are being successful during guided practice? What might you do if many pupils are not? 3. How can you develop writing in your subject or phase? 4. How can you expose potential pitfalls during guided practice?

	• How does guided practice build on from your explanation and modelling? • How does this guided practice prepare pupils for their independent activity?	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 3: Guided practice	
ECF links	4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. *4d. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* *4e. Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).* *4i. Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).* *4k. Exposing potential pitfalls and explaining how to avoid them.* *4l. Planning activities around what you want pupils to think hard about.*	
Week 4		
Related online study materials: Session 3 Guided practice *and* Session 4: Independent practice	**Interaction: observation** **Outcome:** To have practised planning guided and independent practise. **Stimulus** Observe your teacher during guided and independent practise and consider: • Is the appropriate level of guidance and support provide during the early stages of practice – are pupils achieving a high success rate? • Does guided practice prepare pupils for independent practice? • Does independent practice focus on the material the teacher wants pupils to learn? • Are scaffolds provided for independent practise where necessary? E.g. worked/partially completed examples, checklists	1. How can you utilise collaboration to support pupil practise? 2. If pupils are demonstrating a low success rate during guided practice, what might you do? 3. If pupils are demonstrating a low success rate during independent practise, what might you do? 4. Why is it important to remove scaffolds over time, when pupils are ready?

	• If collaboration is used, is this having a positive impact on pupil learning? **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to support them to improve their guided practice and independent practice. When doing so, you can use the points outlined under 'stimulus' to support you.	5. How could you expose potential pitfalls? 6. How could you use homework as a form of practice? *N.B: Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.*
Additional resources	To support you, information can be found in the online study materials in the following sessions: • Session 3: Guided practice • Session 4: Independent practice	
ECF links	4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. 4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. *4b. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.* *4c. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.* *4d. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* *4e. Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).* *4k. Exposing potential pitfalls and explaining how to avoid them.* *4l. Planning activities around what you want pupils to think hard about.* *4o. Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).*	

Week 5		
Related online study materials: Session 5: Questioning	**Interaction: discussion** **Outcome:** To have planned and practised effective questioning to extend and challenge pupils. *N.B: this session will either occur in advance of the early career teacher training or after. Therefore, this session will either prepare teachers for the early career teacher training session or further build on their learning after it has occurred.* **Stimulus** In their online study materials, your teacher was asked to insert questions into a lesson plan that they will teach either this week or next week. Review your teachers plan. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to support them to improve their questioning and consider the following points: • Avoid self-report questions - ask questions that directly assess pupil understanding of the material being taught • Check whole class understanding • Provide appropriate wait time after asking a question to allow pupils to generate a response • Do not complete pupils' answers • Ask follow-up questions to extend and challenge pupils • Will pupils' benefit from scaffolds such as sentence frames when answering questions?	1. When should you check for pupil understanding? 2. What are the different ways you can check pupil understanding? 3. How can you use questions to extend and challenge pupils? 4. What scaffolds could you provide for pupil talk to increase the focus and rigour of dialogue?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 5: Questioning	

ECF links	4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. *4m. Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).* *4n. Providing appropriate wait time between question and response where more developed responses are required.* *4p. Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.*	
Week 6		
Related online study materials: Session 5: Questioning	**Interaction: observation** **Outcome:** To have planned and practised effective questioning to extend and challenge pupils. **Stimulus** In your last mentor session, you worked with your teacher to plan effective questioning into a lesson. Observe your teacher as they deliver this lesson. You may wish to focus on your teacher's ability to: • Avoid self-report questions - ask questions that directly assess pupil understanding of the material being taught • Check whole class understanding • Provide appropriate wait time after asking a question to allow pupils to generate a response • Not complete pupils' answers • Ask follow-up questions to extend and challenge pupils • Provide scaffolds for pupil talk to increase the focus and rigour of dialogue **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed.	1. When should you check for pupil understanding? 2. What are the different ways you can check pupil understanding? 3. How can you use questions to extend and challenge pupils? 4. What scaffolds could you provide for pupil talk to increase the focus and rigour of dialogue?

	Plan and practice ideas Work with your teacher to support them to improve their questioning. You may wish to focus on one or two of the areas outlined above.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 5: Questioning	
ECF links	4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. *4m. Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).* *4n. Providing appropriate wait time between question and response where more developed responses are required.* *4p. Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.*	

Module 4 - How can you use assessment and feedback to greatest effect?

Interaction	Teaching techniques to focus feedback on	Key questions/talking points
Week 1		
Related online study materials: Session 1: What Makes Assessment Effective?	 **Interaction: discussion** **Outcome:** To have a clear purpose for any planned assessment opportunities. **Stimulus** In their online study materials, your teacher heard from Mike Walker, Chair of the Advisory Board at Evidence Based Education, explain that it is important to consider the purpose of the assessments teachers are planning and whether they have selected an assessment that is going to give them the data they need. During this section, your teacher was then asked to consider the assessment opportunities they have planned into their lessons already and reflect on their purpose. Discuss this activity with the teacher and decide whether the assessment opportunities are purposeful and will help them to decide what the next steps are for their pupils, and for them as the teacher. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Select an upcoming lesson and have your teacher practise planning purposeful assessment opportunities. Once they have finished their practise, discuss following questions for the assessment opportunity. 1. What are you trying to assess? 2. Why are you trying to assess this? 3. What are you going to do with the information? 4. How are you going to feed the information back to pupils?	1. How did you find the pre-module quiz? 2.What are you trying to assess? 3.Why are you trying to assess this? 4.What are you going to do with the information? 5.How are you going to feed the information back to pupils?

Additional resources	To support you, information can be found in the online study materials in the following session: • Session 1: What Makes Assessment Effective?	
ECF links	6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. *6a. Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).* *6d. Using assessments to check for prior knowledge and pre-existing misconceptions.*	
Week 2		
Related online study materials: Session 2: Planning for Effective Assessment	**Interaction: observation** **Outcome:** To have planned for and practised structuring questions to enable the identification of knowledge gaps and misconceptions **Stimulus** A question type that can be a useful tool for identifying knowledge gaps and misconceptions is a hinge question. A hinge question can take the form of an individual question, or multiple-choice question, and they are a check for understanding that allows you to gather assessment information from the whole class simultaneously. The reason they are called a hinge question is that they come at the 'hinge-point' of the lesson, this is a point where: 1. you move from one key idea/task/ or learning point to another. 2. understanding the content before the **hinge** is a prerequisite for the next part of the lesson. The results of the hinge question will determine whether you move on to the next chunk of learning, or work to consolidate, practise or reteach the previous concept further. They are also very useful at helping you to determine whether a pupil has met the lesson objective or not. Observe your teacher as they ask the hinge question and subsequently act on the information it gives them. Focus on the following: • A what point was the question asked? Why did your teacher ask it there?	1.What is the purpose of a hinge question? 2.Where are typical 'hinge-points' in a lesson? 3.What information were you hoping to gather from your question?

	• Did the question allow your teacher to ascertain a snapshot of all pupils' levels of understanding? • Did the question have any anticipated misconceptions built in? • What did your teacher do with the information they gathered? (e.g. The stopped the class or they worked with a small group) Did you agree with their decision? **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** The rest of the mentor interaction should focus on designing and practising a hinge question for an upcoming lesson. It could also be an opportunity to redesign and improve the question that your teacher displayed in the observed lesson.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 2: Planning for Effective Assessment	
ECF links	6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. *6a. Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).* *6f. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.*	

Week 3		
Related online study materials: Session 3: Monitoring Misconceptions	**Interaction: observation** **Outcome:** To have planned and practised the monitoring of pupil work for misconceptions during independent practice. **Stimulus** Despite careful planning and sequencing of knowledge, and in spite of checking for understanding at key points in the lesson, pupils can still develop misconceptions. It is often during independent practice when these come to light, and the teacher will discover there has been some misunderstanding earlier in the lesson. It is therefore essential that the teacher monitors independent practice and acts where appropriate. A good strategy to help monitor independent practice is to circulate around the class during the session. Some teachers move around the classroom checking to make sure pupils are 'on track'. However, this can often mean they are focusing on completion of work, as opposed to mastery of skills. When circulating effectively, the teacher will notice two things: • **Examples of success** (these could be showcased to the class) • **Examples of specific mistakes/errors** (these should be considered before the lesson) Teachers are encouraged to consider what the common mistakes/errors may be <u>ahead of the lesson</u> and therefore be tracking carefully to pick up these misconceptions quickly if they should arise. Observe your teacher as they circulate and subsequently act on the information it gives them. Focus on the following: • How have they shared what 'success' looks like with their pupils before the independent practice begins? • Could they pick out examples of success that they had observed, and who had specific mistakes/errors? • How did they respond when they spotted an example of a mistake/error? (e.g. stopping the class/individual correction). Did you agree with their feedback decision? **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions.	1.How do you share what success 'looks like' in a task with your pupils? 2.What would be the advantages of using a code system for monitoring independent practice? (An example of a simple code can be seen I Module 4: Session 3)

	The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** In the online study material, your teacher has been given an activity where they are asked to consider an upcoming lesson and identify potential errors and misconceptions that might be revealed during independent practice. A part of this interaction should be spent reviewing this activity and considering the common mistakes/errors they have identified. It is recommended that you practise how to respond when: 1. An individual pupil has an identified mistake/error Or 2. Stopping the class as the majority of pupils have an identified mistake/error.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 3: Monitoring Misconceptions	
ECF links	6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. *6g. Monitoring pupil work during lessons, including checking for misconceptions.*	
Week 4		
Related online study materials: Session 4: Making Feedback Purposeful and Manageable Part 1	**Interaction: observation** **Outcome:** To have planned for and practised giving effective verbal feedback. **Stimulus** Teachers are giving verbal feedback to pupils almost constantly throughout the day. In the online study materials however, your teacher has been directed to towards an example verbal feedback: • Group verbal feedback	1.What does verbal feedback usually look like in your classroom? 2.How do you know if your feedback is effective? 3.When do you give pupils time to act on the

	How the teacher gives verbal feedback to individual and the class will be the focus of this observation. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** During the 'practise' section of the mentor interaction, script and practise either: • An improved delivery of the feedback given in the observed lesson. Was it specific enough to support pupils to progress? • Look together at some pupil's work, then script and practise the verbal feedback that your teacher should give that pupil.	feedback that you give them?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 4: Making Feedback Purposeful and Manageable Part 1	
ECF links	6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6.6 Over time, feedback should support pupils to monitor and regulate their own learning. 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. *6n. Using verbal feedback during lessons in place of written feedback after lessons where possible.* *6o. Understanding that written marking is only one form of feedback.* *6p. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).*	

Week 5		
PRR **Related online study materials:** Session 5: Making Feedback Purposeful and Manageable Part 2	**Interaction: discussion** **Outcome:** To have planned for and practised the development of effective self-assessment. **Stimulus** Ahead of the mentor interaction, ask your teacher to bring with them an example of a self-assessment completed by a pupil in their class. In the online study material, teachers hear from Stuart Kime (from Evidence Based Education) explain what is needed to establish effective self-assessment in the classroom. He highlights five things: 1. Modelled self-assessment deliberately with clear examples 2. Share specific success criteria 3. Scaffold pupils thinking 4. Allow pupils time to use the success criteria independently 5. Plan opportunities for pupils to work independently to make the desired improvements. Through discussion with the teacher, establish to what extent they have been able to establish effective self-assessment with their pupils. How do they model? How do they scaffold? Are they planning for pupils to act on the feedback from the self-assessment? **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Ask the teacher to select an upcoming lesson in which the pupils will be asked to self-assess. Practise either: • Developing a success criteria that will be shared with pupils Or • Effectively modelling how the teacher would like pupils to self-assessment their work.	1.What does self-assessment look like in your classroom? 2.How do you model self-assessment? 3.How do you scaffold self-assessment to ensure the feedback is effective? 4.Have you included any metacognitive strategies into your practice?

Additional resources	To support you, information can be found in the online study materials in the following session: • Session 5: Making Feedback Purposeful and Manageable Part 2 Additional reading: • EEF Metacognitive Strategies	
ECF links	6.6 Over time, feedback should support pupils to monitor and regulate their own learning. *6j. Scaffolding self-assessment by sharing model work with pupils, highlighting key details.* *6k. Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.*	
Week 6		
Related online study materials: Session 6: Summative Assessment	**Interaction: discussion** **Outcome:** To have practised identifying pupils for support and making inferences on their performance. **Stimulus** In the online study material, teachers have been asked to complete an activity to be used as the stimulus for this session. The activity centres around the progress of an individual pupil over time. The teacher will have looked at the pupil's progress either over time, or in an individual test. Whilst discussing the activity with your teacher, consider together whether their inferences about the pupil's performance are accurate and consider strategies to support the pupil to make further progress. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Select another pupil to reflect upon. Ask the teacher to practise identifying strategies they could use to target this pupil and increase their progress.	1.Does pupil performance reflect their general pattern of performance? 2.Are you finding that the pupil is making mistakes or that they have fundamental errors in their knowledge? 3.Who are the pupils at risk of potentially moving into a lower grade boundary? 4.Who are the pupils that, if given targeted support, could move into the next grade boundary?

Additional resources	To support you, information can be found in the online study materials in the following session: • Session 6: Summative Assessment Additional reading: • Daisy Christodoulou, Making Good Progress – chapter 'Making Inferences'.
ECF links	6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. *6b. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).* *6c. Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.*

Module 5 – How do you support all pupils to succeed?

Interaction	Practice focus	Key questions/talking points
	Week 1	
Related online study materials: Session 1: Supporting all pupils to access the curriculum – developing high-quality oral language	 **Interaction: discussion** N.B: the following session has been split into: • Early Years • Primary and Secondary **<u>Early years</u>** **Outcome:** To have planned for and practised Sustained Shared Thinking **Stimulus** In the online study materials, your teacher was asked to improve a teacher's interaction with a pupil building a tower, using the following elements of Sustained Shared Thinking: • clarifying ideas • using encouragement to extend pupils thinking • suggesting ideas • asking open questions • encourage pupils to respond in full sentences (although not included in Sustained Shared Thinking, this is a good way to develop pupils' language) Ask them to share this with you and review and discuss their response. The feedback in the online study materials might support you with this. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's	1. How did you find the pre-module quiz? **Early Years:** 1. What's the difference between talking at and talking with pupils? 2. What are some of the key features of Sustained Shared Thinking? 3. Why is it important to develop pupil's early literacy skills? **Primary/Secondary:** 1. Why is it important to develop pupil's literacy skills in any subject or phase? 2. What's the difference between Tier 1, 2 and 3 vocabulary and why is there an emphasis on teaching Tiers 2 and 3? 3. Which words might be important to teach and why? 4. How will teaching these words support pupils to access the curriculum?

	developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** With your teacher, use elements of Sustained Shared Thinking to improve the dialogue from their online study materials, or plan a new dialogue that they might use during an upcoming activity. The following elements of Sustained Shared Thinking that you might include are: • tuning in • showing genuine interest • asking children to elaborate • recapping • giving their own experience • clarifying ideas • using encouragement to extend thinking • suggesting • reminding • asking open questions • encourage pupils to respond in full sentences (although not included in Sustained Shared Thinking', this is a good way to develop pupils language) **<u>Primary and Secondary</u>** **Outcome:** To have planned for and practised teaching Tier 2 and/or Tier 3 vocabulary **Stimulus** During the online study material, your teacher was asked to identify Tier 2 and/or Tier 3 vocabulary that they think they should teach in an upcoming lesson. Review these words with your teacher, asking probing questions about their choices (see key questions/talking points column). **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed.	5. How will you teach this to pupils in a meaningful way? 6. How will you support pupils to remember it over time?

	Plan and practice ideas With your teacher, discuss the words they have chosen and amend or improve where necessary. Then plan how they will implicitly and explicitly teach these to pupils. You may want to consider using: • morphology • etymology • encouraging pupils to respond in full sentences	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 1: Supporting all pupils to access the curriculum – developing high-quality oral language Additional reading: • Preparing for Literacy - Early Years focused • Improving Literacy in Key Stage 1 • Improving Literacy in Key Stage 2 • Improving Literacy in Secondary Schools	
ECF links	3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. *3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.* *3r. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).*	
Week 2		
Related online study materials: Session 1: Supporting all pupils to access the curriculum – developing high-quality oral language	**Interaction: observation** **Outcome:** To have planned for and practised implicitly and explicitly teaching vocabulary. **Stimulus** In your last mentor session, you supported your teacher to plan to develop pupils' vocabulary. This week you should observe them developing pupils' vocabulary implicitly and/or explicitly.	1. What was the impact on implicitly/explicitly developing and/or teaching vocabulary? 2. How could you have developed pupils' vocabulary further?

And Session 2: Supporting all pupils to access the curriculum – developing reading and writing	What you look for may vary depending on the phase that your teacher teaches. There, suggested focuses have been separated into 'Early Years' and Primary and Secondary'. **<u>Early Years</u>** When observing your teacher, consider whether they use elements of Sustained Shared Thinking: • tuning in • showing genuine interest • asking children to elaborate • recapping • giving their own experience • clarifying ideas • using encouragement to extend thinking • suggesting • reminding • asking open questions • encourage pupils to respond in full sentences (although not included in Sustained Shared Thinking, this is a good way to develop pupils' language) **<u>Primary and Secondary</u>** When observing your teacher consider whether they: • Model using the word multiple times throughout the lesson. • Provide examples of what it means (in relation to the subject they are teaching if the word has multiple meanings if different subjects). • Provide pupils with an opportunity to practice using the vocabulary independently, in pairs or in groups. • Have vocabulary on display to support pupils using it if appropriate. • Hold high expectations, ensuring pupils use that vocabulary when they speak or write, correcting pupils where necessary. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed.	

	Plan and practice ideas Work with your teacher to plan and practise teaching vocabulary implicitly and explicitly. You may wish to focus on one or two of the areas outlined above.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 1: Supporting all pupils to access the curriculum – developing high-quality oral language Additional reading: • Preparing for Literacy - Early Years focused • Improving Literacy in Key Stage 1 • Improving Literacy in Key Stage 2 • Improving Literacy in Secondary Schools	
ECF links	3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. *3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.* *3r. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).*	
Week 3		
PRR **Related online study materials:** Session 3: Further developing prior knowledge	**Interaction: discussion** **Outcome:** To have planned for and practised pre-teaching key information. **Stimulus** During the online study materials, your teacher was asked to identify pupil(s) who would benefit from a pre-teaching session based on their understanding of the pupils they teach. They were then asked to create a rough plan for a pre-teaching session to be delivered in school by themselves or an additional adult, or to send home for parents or carers to deliver using the following points:	1. What does high quality teaching encompass? Why is it the first step in supporting all pupils to succeed? 2. What is adaptive teaching? 3. Why is prior knowledge so important? 4. What are the benefits of pre-teaching?

	• Identify the next lesson or topic where you think pupils will benefit from pre-teaching • Identify pupil(s) who will benefit from pre-teaching either based on their prior knowledge or your understanding of their needs • Identify key vocabulary or facts to include in the session • Plan how you, an additional adult or a parent or carer will deliver the session • Are there resources available that you could use? Review and discuss this plan. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to adapt and amend their current pre-teaching plan. When doing this, consider asking following questions: • Why have you chosen the pupils you have? How did you utilise formative assessment to identify their needs? • Why have you chosen that vocabulary or those facts? • How will this support pupils during the lesson? • How could you utilise a TA for these sessions? • Where could you find well-designed resources to support pre-teaching sessions?	6. How could working with the SENCO support you to support certain pupils? 7. How can you promote reading for pleasure in your classroom?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 3: Further developing prior knowledge	
ECF links	5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	

	5a. Identifying pupils who need new content further broken down. *5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.* *5f. Balancing input of new content so that pupils master important concepts.* *5g. Making effective use of teaching assistants.* *5h. Making use of well-designed resources (e.g. textbooks).* *5j. Building in additional practice or removing unnecessary expositions.* *8o. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).*	
Week 4		
Related online study materials: Session 4: Providing additional scaffolds	**Interaction: observation** **Outcome:** To have planned for and practised adaptive teaching to respond to pupils needs. **Stimulus** Observe your teacher and consider how they have adapted their lesson to support all pupils to succeed. Choose to focus on one of the following that your teacher has explored in the online study materials: • Scaffolding questioning • Scaffolding through guided group work with the teacher or TA • Using flexible grouping • Providing additional support **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher further adapt the lesson they taught to support all pupils to succeed. If you think there was nothing further that they could have done, practise should focus on adapting a	1. What might you do if many pupils demonstrated misunderstandings? 2. How did you plan to support all pupils to be successful? 3. What resources that already exist could you use to support pupils? 4. Who could you approach for further advice on supporting certain pupils? 5. What would you do if after the lesson, you identified that a group of pupils made many errors in their work during independent practice? 6. Share that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower

	future lesson to support all pupils to succeed. When doing this, you and your teacher might want to consider the following questions: • How is your adaptive teaching impacting upon pupils' motivation and engagement, especially low attaining pupils? • How are you maintaining high expectations for all pupils?	expectations for particular pupils.
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 4: Providing additional scaffolds	
ECF links	5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. *5a. Identifying pupils who need new content further broken down.* *5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.* *5g. Making effective use of teaching assistants.* *5k. Reframing questions to provide greater scaffolding or greater stretch.* *5l. Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.* *5m. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.*	

Week 5		
Related online study materials: Session 5: The SEND Code of Practice	**Interaction: discussion** **Outcome:** To have planned for and practised using the graduated approach to support a pupil. **Stimulus** In the online study materials, your teacher was introduced to an approach that puts the pupil at the heart of any adaptations to practice – the graduated approach. The graduated approach follows an 'assess, plan, do, review' cycle. It is designed to help teachers quickly assess where adaptations to practice are supporting pupil's learning, and crucially where they aren't. Your teacher has been considering which elements of the approach they have already been implementing into their practice. Discuss this activity with your teacher, praising their strengths and probing areas they are finding challenging. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to develop their graduated approach cycle for the pupil they identified in the online study materials. You might ask your teacher to consider how to also gain input from: • The SENDCo • Parents or carers • The pupil themselves • Relevant outside agencies You may also wish to share and discuss specific sections of the SEND Code of Practice such as relevant sections from: • Chapter 5 - expectations for early years settings such as nurseries.	1.Which stages of the graduated approach have you already started to implement into your practice, if any? 2.Identify colleagues who can support your teacher with practical strategies and ideas to help adapt their practice and overcome any learning barriers individual pupils may have. 3. Share that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

	• Chapter 6 - expectations for schools • Chapter 7 - statutory duties in post 16 institutions. If time is remaining, ask your teacher to identify another pupil who would benefit from the approach and practise planning the assess/plan phase with them.	
Additional resources	To support you, information can be found in the online study materials in the following sessions: • Session 5: The SEND Code of Practice • Session 6: Teaching pupils who require a greater level of support Additional reading: • The SEND Code of Practice	
ECF links	5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. *5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.* *5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.*	
Week 6		
Related online study materials: Session 6: Teaching pupils who require a greater level of support	**Interaction: observation** **Outcome:** To have planned and practised adapting elements of your teaching practice to further support the needs of a pupil with SEND. **Stimulus** In the online study materials, your teacher has seen further examples of teachers using the graduated approach to support the needs of pupils with SEND. The cycle has supported them to make adaptations to their practice and the learning environment that positively impacts upon the pupil and their progress.	1.What elements of your teaching practice do you feel are supporting all pupils to succeed? (Prompt your teacher to consider the 'universal' provision they are offering) 2.Where have you needed to offer targeted support to pupils, what did this look like and how did you know it was working?

	The teacher has also been introduced to the concept of universal, targeted and specialist provision as a model of how support can be tightened around a pupil who requires a greater level of support. During the observation, focus on how the teacher has adapted their practice is support a pupil with a learning need. What was the reasoning behind these targeted adaptions and how effective are they in promoting pupil progress? **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Based on the outcome of the observation, you may wish to focus and practise elements of the teachers: • Questioning • Scaffolding • Grouping • Explanations	3.Where do you feel you need further support with your knowledge of SEND strategies? 4. Where have you been able to build relationships with stakeholders? (e.g. Pupil, TA, specialist support services, parents or carers) 5.How have you included the pupil, as the key stakeholder, in discussions around their learning?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 6: Teaching children who require a greater level of support. Additional reading: • A useful website to access is the 'What Works?' SEND gateway, which is supported by NASEN (National Association for Special Educational Needs). The information and interventions on this site have been peer-reviewed and subjected to a panel process in order to be included. The resources are broken down into each of the four broad areas of need, and then further categorised into universal, targeted and specialist support.	
ECF links	5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	

	5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. *5a. Identifying pupils who need new content further broken down.* *5b. Making use of formative assessment.* *5c. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.* *5d. Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.* *5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.* 8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.

Module 6 – How to design a coherent curriculum

Interaction	Practice focus	Key questions/talking points
	Week 1	
Related online study materials: Session 1: What is the purpose of a curriculum?	**Interaction: discussion** **Outcomes**: • To have made a final decision on a topic for the scheme of work your teacher will design throughout this module. • To have offered guidance on where and who your teacher can go to for high-quality resources. Your teacher will bring to this session ideas about what topic they'd like to design a scheme of work on. Ideally this will be a scheme of work they will teach to pupils. Given we're already in the summer term, it might make sense for them to design a scheme of work they will teach next academic year.	1. How did you find the pre-module quiz? 2. Recap the outcome of this module: to design a scheme of work. 3. Which schemes of work that you have taught have you found most helpful/supportive? Why? 4. What previous experience do you have of designing a scheme of work? 5. What topic are you thinking of choosing for your unit of work? Why? 6. Discuss which colleagues are best placed to share their expertise and experience of teaching the chosen topic. 7. Share your top recommendations for high-quality teaching and learning resources.
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 1: What is the purpose of a curriculum?	
ECF links	3.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. *3b. Ensuring pupils' thinking is focused on key ideas within the subject.* *3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.*	

	3d. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content). *3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.*	
Week 2		
Related online study materials: Session 2: Identifying concepts, knowledge and skills	 **Interaction: discussion** **Outcome:** To have identified the concepts, knowledge and skills in a scheme of work **Stimulus** During the online study materials, your teacher was asked to identify the concepts knowledge and skills for their scheme of work and to record this to share with you. The following guidance questions were provided: • What essential concepts, knowledge and skills do you want pupils to learn in this scheme of work? • What Tier 2 and Tier 3 vocabulary will need to be revisited or taught to pupils? You could also think about: • Is there additional knowledge, skills or values that would support or enrich the learning in this scheme? • An estimate of how much time will be needed to teach and learn this scheme *(there may be existing time restrictions, in which case you will need to prioritise the most important concepts, knowledge and skills)* Record your responses in a format that suits you (e.g. note-form, table, diagram etc.) Review and discuss the responses. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some	1. What big ideas of the subject or key concepts is this scheme building upon? 2. What follows this scheme and what new content do pupils need for successful learning in the future? 3. What concepts, knowledge and skills have you identified and why? 4. What concepts, knowledge and skills did you decide not to include and why? 5. What Tier 2 and Tier 3 vocabulary have you identified and why? 6. Have you included any additional knowledge, skills or values that would support and/or enrich the learning in this scheme? If so, why? 7. How much time do you estimate will be needed to teach this scheme of work?

	practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to improve the identification of concepts, knowledge and skills for their scheme of work.	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 2: Identifying concepts, knowledge and skills	
ECF links	3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. *3a. Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.* *3g. Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.* *3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.*	
Week 3		
Related online study materials: Session 3: Sequencing teaching and learning	**Interaction: discussion** **Outcome:** To have developed the sequencing of teaching and learning in a scheme of work **Stimulus** During the online study materials, your teacher was asked to sequence the essential concepts, knowledge, skills and vocabulary in their scheme of work. They were given the following points to guide them: • Begin to organise the content (concepts, knowledge, skills) into a logical order • Identify where you will be introducing new content (including new vocabulary) • Identify the explicit links to draw between this new content and the core concepts and principles in the subject (i.e. pupils' prior knowledge and the big ideas of the subject) • Identify assessment opportunities	1. Will pupils master foundational knowledge and the knowledge required for later content? 2. Is the flow of the curriculum logical and coherent? 3. Do the learning objectives ensure that pupils' thinking is focused on the key ideas within the subject? 4. Is there enough time for the content to be well-taught, e.g. enough time for pupil practice and formative assessment? 5. If assessment opportunities are identified, is the purpose of the

	They were then asked to: • Formulate learning objectives to be achieved across the scheme of work • Begin to estimate the time it will take to teach each learning objective (an objective could run over a number of lessons) • Plan in assessment opportunities Review and discuss their teaching and learning sequence. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Work with your teacher to improve their teaching and learning sequence.	assessment clear? Is the approach to assessment efficient?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 3: Sequencing teaching and learning	
ECF links	3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. *3b. Ensuring pupils' thinking is focused on key ideas within the subject.* *3g. Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.* *3h. Drawing explicit links between new content and the core concepts and principles in the subject.* 6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 6.3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	

Week 4		
PRR **Related online study materials:** Session 4: Helping pupils master important concepts, knowledge and skills – Part 1	**Interaction: discussion** **Outcome:** • To have identified common misconceptions in a scheme of work • To have developed teaching strategies to help pupils to master important concepts, knowledge and skills **Stimulus** In the online study materials, your teacher was asked to review the concepts in your sequence of work and reflect on the following questions: • What common misconceptions are pupils likely to have? • What would help pupils to develop their thinking and to master the concepts? • Can you identify any analogies, illustrations, examples, explanations or demonstrations that could help? Review and discuss their responses. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Select an identified analogy, illustration, example, explanation or demonstration and practise developing its effectiveness for developing pupil understanding. N.B. Teachers were asked to reflect on any need for subject knowledge development to effectively develop this scheme of work. If your teacher has identified a need for subject knowledge development, discuss the best steps to address it.	1. Why are pupils likely to have the misconceptions identified? 2. What teaching strategies would help pupils to develop their thinking i.e. analogies, illustrations, examples, explanations or demonstrations? Why? 3. Are there experienced colleagues who could help to identify or refine powerful analogies, illustrations, examples, explanations or demonstrations? 4. Are their existing resources or materials which could provide or help develop, powerful analogies, illustrations, examples, explanations or demonstrations?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 4: Helping pupils master important concepts, knowledge and skills – Part 1	

	Additional reading: • The Science of Learning, Deans for Impact.	
ECF links	3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. *3e. Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.* *3i. Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).*	
Week 5		
Related online study materials: Session 5: Helping pupils master important concepts, knowledge and skills – Part 2	**Interaction: discussion** **Outcome:** • To have developed the teacher input, guided practice and independent practice across a scheme of work And/or • To have developed the interleaving of concrete examples and non-examples into a scheme of work **Stimulus** In the online study materials, your teacher was asked to review their scheme of work, considering the questions below: • With a focus on your learning objectives, where do you need to build in time for teacher input, guided practice and independent practice? • Where would it be helpful to interleave concrete examples and non-examples to support pupils' understanding of an abstract concept? They were asked to prepare to share their evolving scheme of work with you. Review and discuss their scheme of work. **Praise, probe and set precise actions**	1. Where and why have you built in time for teacher input, guided practice and independent practice? 2. What are pupils practising and why? 3. Is there enough space for pupils to be guided in their practice before working independently? 4. Where and why have you interleaved concrete examples and non-examples? (*If appropriate to the scheme of work)* 5. What are the abstract concept(s) you want pupils to understand?

	Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Practise either: • Building in time for teacher input, guided practice and independent practice across the scheme of work • Interleaving concrete examples and non-examples across the scheme of work	
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 5: Helping pupils master important concepts, knowledge and skills – Part 2 **Additional reading:** • The Science of Learning, Deans for Impact.	
ECF links	*3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.* *3l. Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.*	
Week 6		
Related online study materials: Session 6: Supporting pupils to build increasingly complex mental models	**Interaction: discussion** **Outcome:** To have built spaced exposition and practice into a scheme of work To have built retrieval practice into a scheme of work **Stimulus** In the online study materials, your teacher was asked to review their scheme of work, considering the questions below: • Where will you build on pupils' prior knowledge? • Where would it support pupils' understanding to use worked and partially completed examples • *How will you build in spaced exposition and practice?*	1.Where will you draw explicit links between the new content and the core concepts and principles of the subject? 2.Have you included worked and partially completed examples? Where/why? 3.Have you built in spaced exposition and practice? Where/why?

	• *Where will you build in retrieval practice?* When thinking about the last two questions, they were promoted to think more broadly about where their scheme fits into the wider curriculum. For example, they may have wanted to include practice of information taught in a previous scheme of work, or the retrieval of knowledge previously taught. They were informed that working with colleagues to facilitate this, will support the overall sequencing and coherence of their curriculum. They were then asked to prepare to share their evolving scheme of work with you. Review and discuss their scheme of work. **Praise, probe and set precise actions** Refer to the Feedback Model outlined earlier in this handbook to support you with praising, probing and setting precise actions. The following practise should be focused around the outcomes of the probe and precise actions, so that it is specific to your teacher's developmental needs. However, below are some practise ideas based on the online study content to support you if needed. **Plan and practice ideas** Practise either: • Improving the spaced exposition and practice in the scheme of work • Improving planned retrieval practice across the scheme of work	4.What knowledge are you asking pupils to recall and why throughout the scheme? 5.Does your scheme ask pupils to practise or recall knowledge/skills from previous schemes of work? Why/why not? 6.How have you balanced exposition, repetition, practice of critical skills and knowledge over the course of the scheme?
Additional resources	To support you, information can be found in the online study materials in the following session: • Session 6: Supporting pupils to build increasingly complex mental models	
ECF links	*3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.* *3i. Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).* *3j. Using retrieval and spaced practice to build automatic recall of key knowledge.*	

Week 7		
	Interaction: discussion **Outcome:** reflect on progress made and next steps for improvement. Congratulate your teacher on designing their own scheme of work and praise its strengths. Discuss whether they would be interested in further opportunities to design curriculum next academic year. Have a reflective conversation with your teacher, using the key questions to guide you. Where appropriate (or sought by your teacher) share your feedback and observations on your teacher's development this year.	1. How do you feel you have progressed throughout the year? 2. How has this impacted upon your pupils? 3. What are your greatest successes so far? 4. What aspect of your development have you found most challenging this year? 5. What do you think are your next steps for further improvement?
Additional resources	Use relevant information in the online study materials to support you.	
ECF links	*8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.* *8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.*	

Year 2 of the Early Career Framework Programme

In the second year of the programme, the early career teacher will have a mentor interaction every two weeks, they will engage with online study materials, and they will access two CPD training sessions each half-term.

The aim of the second year will be to secure and further develop the early career teacher's pedagogical knowledge and skills in their subject and/or phase. To facilitate this aim, the early career teacher will engage with a development each half term, meaning they will undertake six cycles in total. An overview of one of these cycles can be found below.

Development Cycle	Week 1	**Retrieve** Self-directed study (45 mins)	
		In week one of the cycle, the early career teacher will be asked to retrieve knowledge from some specific year one module content in preparation for their first training session. As their mentor you will direct them towards the specific module and session content to be retrieved.	
	Week 1/2	**Extend** Training session one (90 mins)	**Refocus** Mentor interaction one (60 mins)
		Training session one will be subject and phase specific and will have a foundation in the concepts retrieved by the early career teacher. However, the session will extend and challenge their understanding and thinking further to support their continued development.	During this first interaction of the cycle, the mentor and early career teacher will discuss the content of training session one and decide on a CPD subject focus for development over the course of the cycle.
	Week 2/3	**Demonstration** Training session two (60 mins)	**Deconstruction** Mentor interaction two (60 mins)
		Training session two will take the form of a demonstration provided by an expert colleague who exemplifies good practice in the focus area. The demonstration might take the form of a discussion around planning for	After the demonstration from an expert colleague, interaction two gives the mentor and teacher space to deconstruct what was observed and formulate a plan of how to

Development Cycle		example, or an observation of an expert colleague. It is highly recommended that the mentor and early career teacher attend the demonstration together in order to facilitate a developmental follow up conversation.	integrate any new learning into practice.
	Week 3/4/5	**Integration** Integrate into their own practice	
		The early career teacher should now have time to integrate new learning from training session one and two into their practice.	
	Week 5/6	**Feedback** Mentor interaction three (80 mins)	
		The final mentor interaction of the cycle will take the form of a lesson observation with a specific focus around the integrated new practice. The teacher should receive clear and consistent feedback using the instructional coaching model. Time should also be spent discussing the training and retrieval focus of the next development cycle.	

Each cycle begins with a retrieval of knowledge from the online study materials covered in the first year of the programme. As their mentor, you will direct the early career teacher towards the 'Retieve' focus, using the information in the table below. These foundational concepts will link to the content delivered in training session one, which will be delivered by the school. The concepts and knowledge shared in this training session will run as a theme through the rest of the development cycle. From this session, the early career teacher will decide, with your support, on an area of their practice to develop through this cycle. This development area must link closely to the online study materials and the content covered in training session one.

Training session two gives the early career teacher an opportunity to receive a demonstration from an experienced colleague exemplifying best practice in their subject/phase. This demonstration may take the form of a lesson observation, or a discussion around planning or behaviour, for example. The demonstration should be linked to the early career teacher's area for development for this cycle and should be arranged by you or the early career teacher. For example, if the teacher was aiming to develop their ability to plan retrieval and spaced practice into their curriculum sequence, a useful demonstration would be to discuss with an expert colleague in their subject/phase how they built these opportunities into their curriculum sequence and lessons, view some planning documents, and then observe the teacher administering a low-stake retrieval quiz to their class.

‘Retrieve’ focus

Each half term, the early career teacher will be asked to retrieve some specific knowledge from the self-directed study materials they accessed in the first year of the programme. The concepts they will be asked to revisit will form the basis of their development cycle for that half term. Training session one should be designed with these sessions, and their corresponding ECF standards, in mind. It is the responsibility of the SLT/ Induction Lead to organise training session one, and your role will be to support with the implementation of the rest of the cycle. Your mentor interactions for that half term will be focused around these ECF areas, and you should work to develop your early career teacher’s pedagogical and subject matter expertise further.

It is important to note that standard 5: ‘Adaptive Teaching’, runs through each development cycle, as at all times teachers need to be considering how to adapt their practice to ensure all pupils are able to succeed.

As their mentor, you will be responsible for sharing these foci with your early career teacher.

Half-term	Development cycle focus and training session one title	Related online study material
Autumn 1	Helping pupils to journey from extrinsic to intrinsic motivation in your subject/phase.	**Related sections of:** Module 1 - Session 5: Developing pupils’ intrinsic motivation Module 5 - Session 3: Further developing prior knowledge Module 5 – Session 4: Providing additional scaffolds
Autumn 2	Integrating strategies to support the working memory into your classroom practice	**Related sections of:** Module 2 – Session 2: Considering how to introduce new knowledge to pupils
Spring 1	Using meaningful and memorable explanations in your subject/phase	**Related sections of:** Module 2 – Session 2: Considering how to introduce new knowledge to pupils Module 3 – Session 2: Explanations and modelling
Spring 2	Anticipating and addressing common misconceptions in your subject/phase.	**Related sections of**: Module 4- Session 2: Planning for effective assessment Module 4 - Session 3: Monitoring misconceptions
Summer 1	Developing Literacy skills in your subject/phase.	**Related sections of:** Module 5 – Session 2: Supporting all pupils to access the curriculum – developing reading and writing

Summer 2	Teaching key concepts through a range of powerful analogies, illustrations and demonstrations within a subject area.	**Related sections of:** Module 2- Session 2: Considering how to introduce new knowledge to pupils Module 6 - Session 2: Identify concepts, knowledge and skills. Module 6 - Session 4: Helping pupils master important concepts, knowledge and skills - Part 1

Mentor interactions

As outlined in the development cycle, in year 2 there are three mentor interactions per half-term. Each interaction in the cycle has a different purpose, which is detailed below.

Mentor interaction one **(60 mins)**	**Refocus** During this interaction the mentor and early career teacher should discuss the content of training session one. They should also decide on a focus for development for this cycle. The focus should be one that will develop both the early career teacher's subject and pedagogical knowledge.
Mentor interaction two **(60 mins)**	**Deconstruction** After your early career teacher has had a demonstration from an expert colleague, you and your teacher should deconstruct what was observed and discuss how to integrate this into the early career teacher's practice. It is strongly recommended that you also attend the demonstration in order to facilitate a meaningful and accurate deconstruction.
Mentor interaction three **(80 mins)**	**Feedback** In the final mentor interaction of the cycle, the early career teacher should be observed implementing their learning from both training sessions. They should receive clear and consistent feedback using the instructional coaching model. As this interaction is 80 minutes, there is also time for you to discuss the teacher's next steps and also to look ahead and share the 'revisit' focus for the next development cycle.

To support you to have purposeful discussions with your early career teacher, we have created a guidance document that can be found in appendix E. For each interaction it gives you some clear prompt questions to help generate and focus the discussion. It also outlines the Early Career Framework links that are the basis of training session 1, which you should reference and try to exemplify during your interactions.

In addition, in appendix F you will also find a worked example of development cycle 3, which focuses on a secondary science teacher called Ali. This example illustrates each element of the development cycle and the role that the mentor plays to support Ali.

Appendices

Appendix A - Early Years challenging behaviour case study

Pupil background
Pupil A is in Reception. He hasn't been to a nursery prior to attending Reception. He joined at the beginning of the year. He doesn't have a mother but lives with his dad and two older brothers who attend the same school. His dad engages with school when he can. He works shifts so sometimes is unavailable to speak to at the beginning or end of the day. When this happens, his sister collects his children from school. Is dad is concerned about his son's behaviour and regularly asks for ways to support his son both at school and at home.

The incident
Pupil A occasionally demonstrates aggressive behaviour. In the past, he has thrown items in the classroom such as pencils or building blocks but has never harmed another pupil until this incident. He was exploring Numicon in the sandpit in the outdoor learning area. Another pupil came over to join him. Immediately, Pupil A shouted "No" and then threw the Numicon piece at that child's face and bit his arm leaving a bruise.

Teacher response
My immediate response was to ask Pupil A to spend 5 minutes in the time out area to let him calm down and think about what he had done wrong. Whilst he was in time out, I asked my TA to inform a senior leader of the incident because this was very serious and put another pupil in danger. Therefore, she would need to phone both parents immediately to informed them of what had happened. After Pupil A had spent 5 minutes in time out, I had a restorative conversation with him where we referred to the classroom rules that we had set at the beginning of the year. When creating these rules as a class in September, pupils were asked to think about and share how they wanted to feel in the classroom and then think about behaviours that would help them to feel that way. So, I asked Pupil A to reflect on how he might have made the boy he had hurt feel and whether this was meeting our classroom rules. We then discussed what he could do to make amends with the boy. Together, we decided that he should draw a picture and write a letter of apology to say sorry and then give it to the boy he had hurt.

As I mentioned, during the afternoon, the senior leader called both parents. First, she phoned the parents of the boy who was hurt to make them aware of what had happened and explained how we were dealing with the situation. Then she phoned Pupil A's father and asked him to attend a meeting after school so I could discuss the situation with him and how to go forwards. At the end of the day, before attending the meeting with Pupil A's father, I ensured I took the time to speak to the parents of the pupil who had an injured arm. Whilst his parents were concerned about their pupil's wellbeing, they understood that the situation was being dealt with appropriately by staff members in the school.

When Pupil A's father came into school, I sat with him and his child and discussed what happened in the classroom. As this behaviour seemed to be getting more aggressive, we discussed possible next steps for a course of action. I knew other stakeholders would need to be involved in these next steps. Initially, I suggested that I speak to a pastoral member of staff as his behaviour seemed to be a way of communicating frustration or anger that he was feeling. I also suggested that I would speak to the SENDCo about the incident and discuss whether there was something they might be able to do to support Pupil A's ability to regulate their emotions and reduce their violent and aggressive behaviour.

Over the following weeks, I worked with Pupil A's father and the SENDCo to identify ways to help Pupil A manage his behaviour and aggression. We then used the graduated approach to monitor the progress of his success and the strategies we were using.

Appendix B - Primary challenging behaviour case study

Pupil background

This pupil is in year 6. He joined the school halfway through year 4 and comes from a have a challenging background. His parents are separated and have been for the duration of his time at our school. Both parents hold very different views on behaviour and as a result have different expectations of their child which can confuse him as it muddles the boundaries we try to set at school. His mother is approachable and willing to try and support him in school but often makes excuses for his lack of engagement or disruptive behaviour, often blaming the lesson for not being engaging or challenging enough for him, whereas their father is very strict and holds extremely high expectations of him. He sees his father every other weekend and I always notice a difference in his behaviour after spending time with his father. I have no contact with his father as his mother is his primary carer. He has very low self-esteem and resilience.

The incident

The pupil regularly demonstrates challenging behaviour across a range of settings throughout the day. On one occasion, I was teaching long division, explaining the steps and asking pupils to attempt further questions on their whiteboards. Whilst I was teaching, I could see he was not tracking me or following my explanation. When asked to complete examples on his whiteboard, he rested his head on his arms and ignored my request.

Teacher response

During the explanation, when I noticed he wasn't tracking me, I called his name and said a simple instruction, "Eyes on the board, thank you". He did not respond to this. When I asked pupils to complete an example on their whiteboards, I went over to his desk and quietly asked him to begin an example on his whiteboard. He ignored my request. I then gave him two options, sometimes known as a deferred consequence; "You can complete this question on your whiteboard now, or you can sit with me during your lunch time and do it". I then walked off to give him time to think about his next action. I went around the class, supporting other pupils with their working out and noticed that he had begun to complete the example on his whiteboard. When everyone had completed the example, we went through it as a class. When he demonstrated positive learning behaviours, I ensured I recognised those and rewarded him using positive and precise praise. I asked to speak with him at the end of the lesson quickly to discuss why he was refusing to engage during the lesson and how we can prevent that from happening again.

I found building trust and respect whilst addressing negative learning behaviours is very important otherwise this pupil tends to shut down completely and his behaviours escalate quite quickly.

Appendix C - Secondary challenging behaviour case study

Pupil background
The student (Student A) is in Year 11. He and his twin brother (Student B) have officially attended the school since arriving in Year 8 following their parents' divorce, but both have low attendance, with the student in question on the verge of persistent non-attendance in Year 10. The boys live with their mother, though Student B has spent periods living with their father. Mother is personally supportive, but struggles to influence the behaviour of the boys, often accepting their misbehaviour or non-attendance in order to maintain her own relationship with them and avoid the risk of them returning to their father. Father refuses to interact with school. Both boys are socially active, with reports of smoking, drinking and anti-social behaviour outside of school. Both students are theoretically bright, but have limited motivation and concentration, content gaps due to absence, and a tendency to react aggressively or 'walk out' when challenged.

The incident
Student A and Student B are both in the same class for their English lessons, and regularly distract each other when present. Student B's attendance has been noticeably higher than his brother's. In the run-up to a set of mock exams, both students, following some pressure on and support from both parents, were going through a phase of regular attendance. While revising poetry, some of which Student A had not studied due to absence, Student A was distracted by Student B. When reprimanded, Student B focused on the work in question. Student A continued to attempt to catch his brother's attention. He refused to engage with the tasks given, rejected support offered, and eventually threw his pen across the table, asserted that he couldn't do it and couldn't see the point, added "Fuck this", and walked out of the lesson.

Teacher response
Obviously, the immediate response needed to be pastoral and follow the school behaviour system. In terms of my actions as the class teacher, before the next lesson, I reached out to both parents to emphasise the importance of his participation, the upcoming exams as a formative experience and avenue for success, and the range of support avenues available to him. Mother responded positively, father could not be contacted.

I re-arranged the seating plan to limit the ability of Student B and Student A to make eye contact. Student A was seated next to a similarly able and reliable student with full attendance and an approachable manner. I also made a point of bumping into Student A 'spontaneously' around the school beforehand to ensure a positive interpersonal dynamic at the beginning of the lesson.
On his arrival into the lesson, I ensured that early tasks matched his ability and avoided 'crunch points' of unfamiliar content early on, promoting a positive attitude on his part and opportunities on my part to give praise. Tasks involved some interaction, but with frequent opportunities for verbal contact with me. Early work also linked thematically to later work, building a platform for Student A to participate, and with quiet prompts and support given both individually and to Student A with his partner to diminish any perceived threat or loss of face. Links were made in the lesson between familiar topics he could access and content missed so that he could see the holistic picture. Group and paired tasks were organised to ensure that compartmentalised content facilitated his participation while also filling in content gaps from his peers. Praise was emphasised, but clear boundaries were also asserted consistently and gently throughout the lesson to de-escalate potential confrontation without simply ignoring issues.

Additional support was also provided in terms of feedback during and after the lesson, some home-learning materials and pointers towards online resources. Following the lesson, pastoral staff, SLT and home were all contacted to ensure that Student A was praised through available routes for his attendance, resilience, effort and progress, with the hope of reinforcing these behaviours.

To summarise, the important factors were to see and access the wider contextual factors influencing the student's behaviour (ensuring home buy-in, as much as possible), prevent environmental distractions, emphasise his skills and ability, confirm and build confidence through familiar content while interweaving missed content (and providing wider low-threat opportunities for filling content gaps), de-emphasise potential 'flash' points within the lesson, and establish a firm but positive dynamic and set of learning behaviours to promote longer-term success.

Appendix D: A weekly sequence of learning and support

To support with the successful running of this programme in your school, below is a suggested week-by-week sequence of activity across the year.

For each week of the school year it identifies:

- The online session the early career teacher should complete
- The focus of the weekly mentor interaction and related links to the Early Career Framework
- The identified topic of the early career teacher's training sessions and the weeks in which they could be scheduled

By following this sequence whilst implementing this programme, it will ensure your early career teacher has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the sessions and resources supplied to their mentor.

Year 1

Module 1: How can you create a powerful learning environment? Half term 1 – Weeks 1-7			
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
1	Introduction	Interaction: discussion Focus: ways of working	
2	Session1: Establishing classroom routines	Interaction: observation Focus: entry and settling routines	
3	Session 2: Creating a positive and respectful classroom environment	Interaction: observation Focus: precise praise and acknowledgement	
4	Session 3: Addressing low-level disruption	Interaction: observation Focus: positive and least invasive behaviour management strategies	
5 PPR	Session 4: Addressing persistent and challenging behaviour	Interaction: discussion Focus: addressing persistent and challenging behaviour	ECT training session 1: Using praise and consequences effectively

6	Session 5: Developing pupils' intrinsic motivation	Interaction: observation Focus: motivating pupils to engage	
7	Session 6: Holding high expectations and maintaining engagement	Interaction: observation Focus: increasing pupil participation	Training session 2: Holding high expectations of all pupils
Module 2: How do pupils learn? Half term 2 - Weeks 8-14			
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
8	Session 1: The working and long-term memory	Interaction: discussion Focus: identifying key prior knowledge and vocabulary	
9	Session 2: Considering how to introduce new knowledge to pupils	Interaction: observation Focus: breaking complex material and explanation into small steps	
10	Session 3: Using worked and partially completed examples	Interaction: observation Focus: Combining verbal explanation and graphical representation	ECT Training session 1: Avoiding working memory overload by combining verbal explanation and graphical representation and worked/partially completed examples
11		Interaction: observation Focus: worked or partially completed examples	
12 PPR	Session 4: Helping pupils remember	Interaction: discussion Focus: low-stakes retrieval quiz	
13		Interaction: observation Focus: low-stakes retrieval quiz	ECT Training session 2: Using spaced and retrieval practice is build long term memory

14	Session 5: Introduction to metacognition	Interaction: discussion Focus: self-regulation and metacognition	
13-16	Formal assessment 1		
Module 3: What makes classroom practice effective? Half term 3 - Weeks 15-20			
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
15	Session 1: Review of pervious learning	Interaction: observation Focus: effective explanations	
16	Session 2: Explanations and modelling	Interaction: observation Focus: thinking aloud	ECT Training session 1: Using examples and non-examples
17 PPR	Session 3: Guided practice	Interaction: discussion Focus: guided practise	
18	Session 4: Independent practice	Interaction: observation Focus: guided and independent practise	
19	Session 5: Questioning	Interaction: discussion Focus: questioning	ECT Training session 2: Using questioning to extend and challenge pupils
20		Interaction: observation Focus: questioning	
Module 4: How can you use assessment and feedback to greatest effect? Half term 4 - Weeks 21-26			
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
21	Session 1: What makes assessment effective?	Interaction: discussion Focus: assessment opportunities	
22	Session 2: Planning for effective assessment	Interaction: observation Focus: anticipating and identifying misconceptions through questioning	ECT training session 1: Structing

			questioning to anticipate and identify misconceptions.
23	Session 3: Monitoring misconceptions	Interaction: observation Focus: Monitoring independent practice	
24	Session 4: Making feedback purposeful and manageable part 1	Interaction: observation Focus: verbal feedback	
25 PPR	Session 5: Making feedback purposeful and manageable part 2	Interaction: discussion Focus: self-assessment	ECT training session 2: Peer and Self-Assessment
26	Session 6: Summative assessment	Interaction: discussion Focus: Making judgements based on performance	
Module 5: How can you support all pupils to succeed? Half term 5 - Weeks 27-32			
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
27	Session1: Supporting all pupils to access the curriculum – developing high-quality oral language	Interaction: discussion Focus: developing pupils' vocabulary	
28	Session 2: Supporting all pupils to access the curriculum – developing reading and writing	Interaction: observation Focus: implicitly and explicitly teaching vocabulary	
29 PPR	Session 3: Further developing prior knowledge	Interaction: discussion Focus: pre-teaching	ECT training session 1: Developing pupils' language comprehension and writing in your subject or phase
30	Session 4: Providing additional scaffolds	Interaction: observation Focus: adaptive teaching	
31	Session 5: The SEND code of practice	Interaction: discussion Focus: graduated approach	

32	Session 6: Teaching pupils who require a greater level of support	Interaction: observation Focus: adapting practice and learning environments to support targeted pupils	ECT training session 2: High-quality universal provision and the graduated approach
Module 6: How can you plan a coherent curriculum? Half term 6 - Weeks 33-39			
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
33	Session 1: What is the purpose of a curriculum?	Interaction: discussion Focus: deciding topic for scheme of work and where to go for expert guidance	
34	Session 2: Identifying concepts, knowledge and skills	Interaction: discussion Focus: identifying the concepts, knowledge and skills in a scheme of work	ECT training session 1: Identifying the essential concepts, knowledge and skills of a subject
35	Session 3: Sequencing teaching and learning	Interaction: discussion Focus: developing the sequencing of teaching and learning in a scheme of work	
36 PPR	Session 4: Helping pupils master important concepts, knowledge and skills – Part 1	Interaction: discussion Focus: common misconceptions and strategies to master concepts, knowledge and skills	
37	Session 5: Helping pupils master important concepts, knowledge and skills – Part 2	Interaction: discussion Focus: developing practice and concrete examples/non-examples into a scheme of work	
38	Session 6: Supporting pupils to build increasingly complex mental models	Interaction: discussion Focus: building spaced exposition, practice and retrieval practice into a scheme of work	ECT training session 2: Critical thinking in a subject area
39		Interaction: discussion Focus: reflection on the year and next steps for improvement	

5;12;17; 25;29; 36	Professional Progress Review (PPR)
36-38	Formal Assessment 2

Teach First

Year 2:

Development cycle 1: Helping pupils to journey from extrinsic to intrinsic motivation in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training session focus**
40	Sections of: Module 1 - Session 5: Developing pupils' intrinsic motivation Module 5 - Session 3: Further developing prior knowledge Module 5 – Session 4: Providing additional scaffolds		
41		Interaction: Discussion Focus: Decide upon an area of development	Helping pupils to journey from extrinsic to intrinsic motivation in your subject or phase
42		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
43			
44		Interaction 3: Observation Focus: Area of development linked to building motivation	
45			
46			

Development cycle 2: Breaking materials into small steps in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training session focus**
47	Sections of: Module 2 – Session 2: Considering how to introduce new knowledge to pupils		
48		Interaction: Discussion Focus: Decide upon an area of development	Integrating strategies to support the working memory into your classroom practice
49		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
50			
51		Interaction: Observation Focus: Area of development linked to breaking materials into small steps	
52			
53			

Development cycle 3: Using meaningful and memorable explanations in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training session focus**
54	Sections of: Module 2 – Session 2: Considering how to introduce new knowledge to pupils Module 3 – Session 2: Explanations and modelling		

55		Interaction: Discussion Focus: Decide upon an area of development	Using meaningful and memorable explanations in your subject or phase
56		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
57			
58		Interaction: Observation Focus: Area of development linked to meaningful and memorable explanations	
59			
Development cycle 4: Anticipating and addressing common misconceptions in you subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training session focus**
60	Sections of: Module 4- Session 2: Planning for effective assessment Session 3: Monitoring misconceptions		
61		Interaction: Discussion Focus: Decide upon an area of development	Anticipating and addressing common misconceptions in you subject or phase
62		Interaction: Discussion	Demonstration

		Focus: Deconstructing the approach from the demonstration	
63			
64		Interaction: Observation Focus: Area of development linked to meaningful and memorable explanations	
65			
Development cycle 5: Developing literacy skills in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
66	Sections of: Module 5 – Session 2: Supporting all pupils to access the curriculum – developing reading and writing		
67		Interaction: Discussion Focus: Decide upon an area of development	Developing literacy skills in your subject or phase
68		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
69			
70		Interaction: Observation Focus: Area of development linked to developing literacy in their subject or phase	
71			

Development cycle 6: Teaching key concepts through a range of powerful analogies, illustrations and demonstrations within a subject area			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
72	Sections of: Module 2- Session 2: Considering how to introduce new knowledge to pupils Module 6 - Session 2: Identify concepts, knowledge and skills. Module 6 - Session 4: Helping pupils master important concepts, knowledge and skills - Part 1		
73		Interaction: Discussion Focus: Decide upon an area of development	Teaching key concepts through a range of powerful analogies, illustrations and demonstrations within a subject area
74		Interaction: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
75			
76		Interaction: Observation Focus:	
77			
78			
43;49;56;62;68;73	Professional Progress Reviews		
75-78	Formal Assessment 3		

Appendix E

To support you to have purposeful discussions with your early career teacher, we have created a guidance document that can support you to structure your conversations. For each interaction they give you some clear prompt questions to help generate and focus the discussion. It also outlines the Early Career Framework links that are the basis of training session one, which you should reference and try to exemplify during your interactions

Development cycle 1	
Training session title	**Suggested training session outcomes**
Helping pupils to journey from extrinsic to intrinsic motivation in your subject/phase.	By the end of this session early career teachers will: • Articulate what impacts upon pupils' motivation • Identify strategies for helping all pupils to journey from extrinsic to intrinsic motivation in a specific subject • Identify a pupil that they teach that is less motivated than their peers in a specific subject • Identify two to three strategies to implement to help increase that pupil's motivation
ECF links	7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. *7m. supporting pupils to master challenging content, which builds towards long-term goals* *7n. Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.* *7o. Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically* 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.

	5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. *5f. Balancing input of new content so that pupils master important concepts.* *5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.* *5j. Building in additional practice or removing unnecessary expositions.* *5k. Reframing questions to provide greater scaffolding or greater stretch.*
	Discussion prompts
Mentor interaction 1 **Refocus**	• What is the difference between intrinsic and extrinsic motivation? • Which of your pupils exhibits intrinsic motivation? How can you tell? • What impacts on your pupils motivations? • How does motivation change depending on the topic you are teaching? (prompt further for answers around flexible grouping) • What have you done so far to address motivation issues in pupils? (prompt further for answers around responsive teaching) • How do you show pupils what success looks like in a given task? • What were the motivational strategies that were outlined in the training session? • Which strategies do you think would have an impact on the pupils you teach? • Let's agree now on a focus for this development cycle.
Mentor interaction 2 **Deconstruction**	• Share your thoughts on how the demonstration has helped you to know how you could encourage pupils to be more intrinsically motivated? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now integrate into your own practice?
Mentor interaction 3 **Feedback**	• The Feedback Model: Praise – Probe – Precise Actions – Plan - Practise

Development cycle 2	
Training session title	**Suggested training session outcomes**
Integrating strategies to support the working memory into your classroom practice	By the end of this session early career teachers will: • Have articulated why it is important to avoid working memory overload • Have identified two tricky concepts in their subject or phase. • Have considered the prior knowledge needed by pupils to access these concepts • Have worked collaboratively to break the material in these tricky concepts into smaller steps • Have considered the most effective way to teach these steps, taking into account pupils working memory capacity
ECF links	2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. *2b. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* 2d. *Identifying possible misconceptions and planning how to prevent these forming.* 2e. *Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).* *2f. Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.* *2g. Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.* *2i. Planning regular review and practice of key ideas and concepts over time.* 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. *4g. Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.* 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success *5a. Identifying pupils who need new content further broken down.*

	Discussion prompts
Mentor interaction 1 **Refocus**	• What were the tricky concepts you identified for your subject/phase? Why do you think these are tricky concepts for pupils to grasp? • Select one tricky concept, what prior knowledge would pupils need to have in their long-term memory to support their understanding of this concept? • How did you break down one of the tricky concepts into smaller steps? • Why does breaking down content into smaller steps support a pupil's working memory? • Why is it important to avoid overloading the working memory? • How else could you support your pupil's working memory? (prompt for - clear expositions /retrieval and spaced practice, combining graphics and visuals etc) • How could the development of metacognitive strategies support the working memory? • Let's agree now on a focus for this development cycle.
Mentor interaction 2 **Deconstruction**	• Share your thoughts on how the demonstration has helped you to know how you could avoid overloading the working memory? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now work to integrate into your own practice?
Mentor interaction 3 **Feedback**	• The Feedback Model: Praise – Probe – Precise Actions – Plan - Practise

Development cycle 3	
Training session title	**Suggested training session outcomes**
Using meaningful and memorable explanations in your subject/phase	By the end of this session early career teachers will: • Identify abstract concepts in a specific subject • Explain why it is important to make abstract concepts concrete • Identify different ways to make concepts meaningful and memorable • Consider how to incorporate these strategies into explanations • Plan to incorporate one strategy into an explanation
ECF links	4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.

	4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. *4f. Starting expositions at the point of current pupil understanding.* *4h. Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).* *4i. Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).* *4j. Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).* 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. *5f. Balancing input of new content so that pupils master important concepts.* *5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.* *5j. Building in additional practice or removing unnecessary expositions.*
	Discussion prompts
Mentor interaction 1 **Refocus**	• What abstract concepts did you identify in training session 1? • Why is it important to make abstract concepts concrete? • How have you made the abstract concrete in your lessons? • What strategies did training session 1 identify that could help make concepts meaningful and memorable? • How do you currently model concepts to your pupils? • How do you identify pupil's prior knowledge and build on this in your models? • Which strategies do you think would have an impact on the pupils you teach? • Let's agree now on a focus for this development cycle.
Mentor interaction 2 **Deconstruction**	• Share your thoughts on how the demonstration has helped you to know how to use meaningful and memorable explanations? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now integrate into your own practice?
Mentor interaction 3 **Feedback**	• The Feedback Model: Praise – Probe – Precise Actions – Plan - Practise

Development cycle 4	
Training session title	**Suggested training session outcomes**
Anticipating and addressing common misconceptions in your subject/phase.	By the end of this session early career teachers will: • Have identified two or three common misconceptions in their subject • Examined the foundational knowledge pupils would need to have in order to avoid these misconceptions occurring • Observed a modelled demonstration of how to effectively introduce one of these misconceptions • Identify strategies for anticipating and addressing misconceptions • Discussed how to support pupils to develop self-regulation and metacognitive skills around the identifying of misconceptions.
ECF links	2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. *2g. Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.* 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable *3e. Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.* 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. *4k. Exposing potential pitfalls and explaining how to avoid them.* *5f. Balancing input of new content so that pupils master important concepts* *5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge* *6d. Using assessments to check for prior knowledge and pre-existing misconceptions.* *6e. Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).* *6g. Monitoring pupil work during lessons, including checking for misconceptions.*
	Discussion prompts
Mentor interaction 1	• What were the common misconceptions that were identified in training session 1?

Refocus	• Why do you think these common misconceptions occur? • What foundational knowledge would pupils need to have securely in place to support pupil from not developing a misconception? • How can developing metacognitive strategies, such as how to evaluate their learning, help when addressing misconceptions? • How have you anticipated a misconception with your current class? • How have you monitored work to assess whether misconceptions are forming? • Which strategies from training session 1 do you think would have an impact on the pupils you teach? • What would you like to see more exemplification of in training session 2? • Let's agree now on a focus for this development cycle.
Mentor interaction 2 **Deconstruction**	• Share your thoughts on how the demonstration has helped you to know how you could anticipate and address common misconceptions? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now integrate into your own practice?
Mentor interaction 3 **Feedback**	• The Feedback Model: Praise – Probe – Precise Actions – Plan – Practise

Development cycle 5	
Training session title	**Suggested training session outcomes**
Developing Literacy skills in your subject/phase.	By the end of this session early career teachers will: • Explain what disciplinary literacy means and why it is so important • Identify how to develop pupils' comprehension in a specific subject • Identify how to develop writing in a specific subject • Consider how to incorporate these strategies into their practice • Plan to incorporate one strategy into a lesson
ECF links	3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. *3n. Supporting younger pupils to become fluent readers and to write fluently and legibly.*

	3o. Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. *3p. Modelling reading comprehension by asking questions, making predictions, and summarising when reading.* *3r. Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).* *3s. Teaching different forms of writing by modelling planning, drafting and editing.* 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
	Discussion prompts
Mentor interaction 1 **Refocus**	• What is disciplinary literacy and why is it so important? • What strategies did training session 1 give you for developing pupils' writing and comprehension skills? • How have you been developing these skills so far in your practice? • Which strategies do you think would have an impact on the pupils you teach? • What would you like to see more exemplification of in training session 2? • Let's agree now on a focus for this development cycle.
Mentor interaction 2 **Deconstruction**	• Share your thoughts on how the demonstration has helped you to know how develop Literacy skills in your subject/phase? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now integrate into your own practice?
Mentor interaction 3 **Feedback**	• The Feedback Model: Praise – Probe – Precise Actions – Plan - Practise

Development cycle 6	
Training session title	**Suggested training session outcomes**
Teaching key concepts through a range of powerful analogies, illustrations and	By the end of this session early career teachers will: • Understand why powerful analogies, illustrations and demonstrations can help pupils to learn key concepts • Identified three to four powerful analogies and/or illustrations and/or demonstrations within their subject area

demonstrations within a subject area.	• Consider where and how to incorporate these analogies/illustrations/demonstrations into their teaching
ECF links	3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. *3b. Ensuring pupils' thinking is focused on key ideas within the subject.* *3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.* *5i. Making use of well-designed resources (e.g. textbooks).* *5j. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge*
	Discussion prompts
Mentor interaction 1 **Refocus**	• What was your key learning from training session 1? • What were the analogies and/or illustrations and/or demonstrations shared within the training session and what made them powerful? • How could you incorporate these into your teaching practice? • Which strategies do you think would have an impact on the pupils you teach? • What would you like to see more exemplification of in training session 2? • Let's agree now on a focus for this development cycle.
Mentor interaction 2 **Deconstruction**	• Share your thoughts on how the demonstration has helped you to know how to teach concepts through a range of powerful analogies, illustrations and demonstrations? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now integrate into your own practice?
Mentor interaction 3 **Feedback**	• The Feedback Model: Praise – Probe – Precise Actions – Plan - Practise

Appendix F - Development cycle 3 worked example

This example will focus on a secondary science teacher called Ali.

<table>
<tr><th colspan="2">Week 1</th></tr>
<tr><td colspan="2">Retrieve

Self-directed study (45 mins): Retrieve specific Y1 module content and knowledge.</td></tr>
<tr><td colspan="2">The ECF Mentor Handbook highlights that Ali needs to be directed to revisit Module 3 – Session 2: Explanations and Modelling, in preparation for this development cycle. Her mentor can see that training session 1 is focused on using meaningful and memorable explanations. She reflects with Ali that her development would most benefit from a revisiting of how to give effective explanations of new material, in Ali's case, particularly when explaining new scientific concepts. She shares this information with Head of Science, who will be delivering training session 1 so they can factor this into their session design.</td></tr>
<tr><th colspan="2">Week 2</th></tr>
<tr><td>Extend

Training session 1 (90 mins)

Training session title: Using meaningful and memorable explanations in secondary science

By the end of this session early career teachers will:

• Identify abstract concepts in a specific subject
• Explain why it is important to make abstract concepts concrete
• Identify different ways to make concepts meaningful and memorable
• Consider how to incorporate these strategies into explanations
• Plan to incorporate one strategy into an explanation</td><td>Refocus

Mentor interaction 1 (60 mins)

Suggested discussion prompts:

• What abstract concepts did you identify in training session 1?
• Why is it important to make abstract concepts concrete?
• How have you made the abstract concrete in your lessons?
• What strategies did training session 1 identify that could help make concepts meaningful and memorable?
• How do you currently model concepts to your pupils?
• How do you identify pupil's prior knowledge and build on this in your models?
• Which strategies do you think would have an impact on the pupils you teach?
• Let's agree now on a focus for this development cycle.</td></tr>
<tr><td>This training session is led by the Head of Science in Ali's school, with a group of science ECTs. In the session they identify some key abstract scientific concepts in Biology, Chemistry and Physics and the Head of Science explains why it is important to make abstract scientific concepts concrete, revisiting learning from Module 3 (Session 2:</td><td>Ali's mentor uses the suggested discussion prompts to support Ali to reflect on the training session and to help her to agree the most helpful focus for the development cycle.</td></tr>
</table>

Explanations and modelling) and training session 1: Using examples and non-examples. Drawing upon the *Education Endowment Foundation (2018) Improving Secondary Science Guidance Report*, the Head of Science focuses on using models to help pupils develop a deeper understanding of scientific concepts. Ali explores the different models that science teachers use and why they must be selected with care, learning that the ideas that models are based on should be familiar to pupils, as otherwise this can confuse them further; and how it is important that pupils understand how models differs from the idea being taught and learn the underlying idea rather than the model. In the training session they explore three different models to represent electrical current and plan how to incorporate these models into an explanation.	Through the discussion Ali reflects that she thinks that her teaching so far, has sometimes led to pupils learning the model rather than the concept it is meant to explain, and that she has sometimes reinforced this because she is happy that they have learnt the model and unsure of how to prevent this from happening. Her mentor prompts her to think about any strategies from the training session which could support pupils towards a better understanding of the abstract concept. Ali says that one strategy that was suggested is to explicitly direct pupils to the similarities and differences between the model and the concept and that another strategy was to give them first-hand experience with a wide range of model types, then challenge them to compare existing models. They decide therefore, that Ali's focus for development should be effectively using models as concrete representations of abstract concepts.
Week 3	
Demonstration Training session 2 (60 mins) Ali's mentor arranges for them both to go and observe Joel, an experienced science teacher in the department who will be able to demonstrate good practice in this area. The mentor explains to Joel beforehand that Ali will be looking for how Joel uses models to help him to explain abstract models to pupils, without confusing pupils or leading to misconceptions developing about the concept.	**Deconstruction** Mentor interaction 2 (60 mins) • Share your thoughts on how the demonstration has helped you to know how to use meaningful and memorable explanations? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both training sessions, what will you now integrate into your own practice?
Joel selects 30 minutes of an appropriate lesson for Ali to observe and they arrange to discuss the lesson after school. Ali watches the lesson and makes notes about what she notices. Joel encourages her to speak to pupils too. In the discussion afterwards, Joel talks through his planning for the lesson and Ali has the opportunity to ask questions. Ali had noticed that Joel had spent time questioning pupils, about the similarities and differences	Ali's mentor uses the discussion prompts to support her to reflect on Joel's demonstration, and to think about what learning from both training sessions she wants to integrate into her practice to develop her focus area. Ali reflects that Joel had chosen to use a model that was based on an idea that he knew was familiar to pupils and this avoided confusing pupils further, and this had also been a feature of the first training session. Another thing that struck her was how explicitly and regularly he directed pupils to the similarities and differences between

between the concept and the model, and she wondered how often he did this. Joel explained that whenever using a model, he always planned in time to critique it – encouraging pupils to comment on the model and suggest improvements. This helped support their understanding of the abstract concept, but also gave him insight as a teacher into how useful pupils found a particular model.	the model and the concept, this was not currently something she did. Ali and her mentor decide that Ali will review her upcoming schemes of work for opportunities to use models as concrete representations of abstract concepts and she will then: • Try to provide more than one model to represent the abstract concept • Explicitly direct pupils to draw out the similarities between the concept and the model/s and to discuss where the model is different from the concept • Reflect after the lesson on the model/s – were they clear or confusing? Could the model be improved for future use?
Week 3/4/5	
Integration Early career teacher to integrate new learning from training session 1 and 2 into their practice.	
Ali now spends time integrating the practices she has identified with her mentor. She draws on her learning from the training sessions and from resources recommended by Joel, her mentor and the Head of Science to help her. Ali's mentor asks to come and observe a lesson where she can show how she has implemented her learning.	
Week 5/6	
Feedback Teacher to receive clear and consistent feedback, using the instructional coaching model. Discussion of next steps for teacher. Some time spent discussing training and focus of next half-term.	
Ali's mentor observes 30 minutes of her lesson and then they meet so Ali can get feedback using the instructional coaching model. Ali was praised for using more than one model, and for successfully getting pupils to draw out the similarities and differences between the models and the concepts. Ali's mentor then guides her with questioning to reflect on her practice and they select an area for development, which is to prompt pupils to elaborate when responding to questioning to check that their answer stems from secure understanding. They set action steps, then plan and practise this for a future lesson. Ali and her mentor then look ahead to next term's focus which is 'Anticipating and addressing common misconceptions in your subject/phase.' With the support of the Mentor Handbook, Ali's mentor directs Ali to revisit Module 4 - Session 2: Planning for effective assessment.	