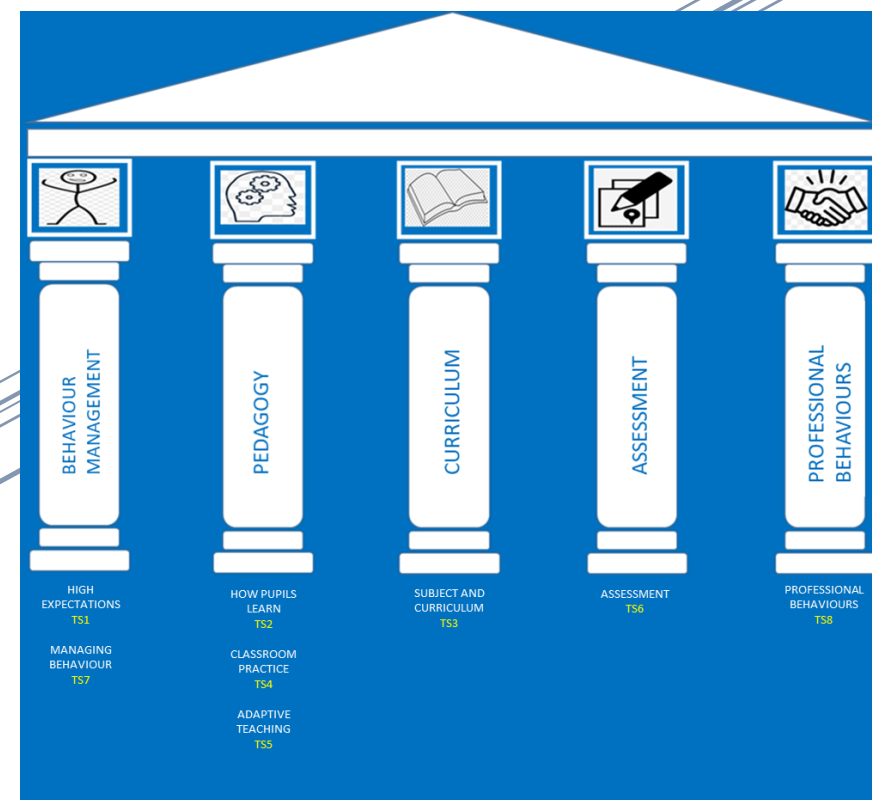
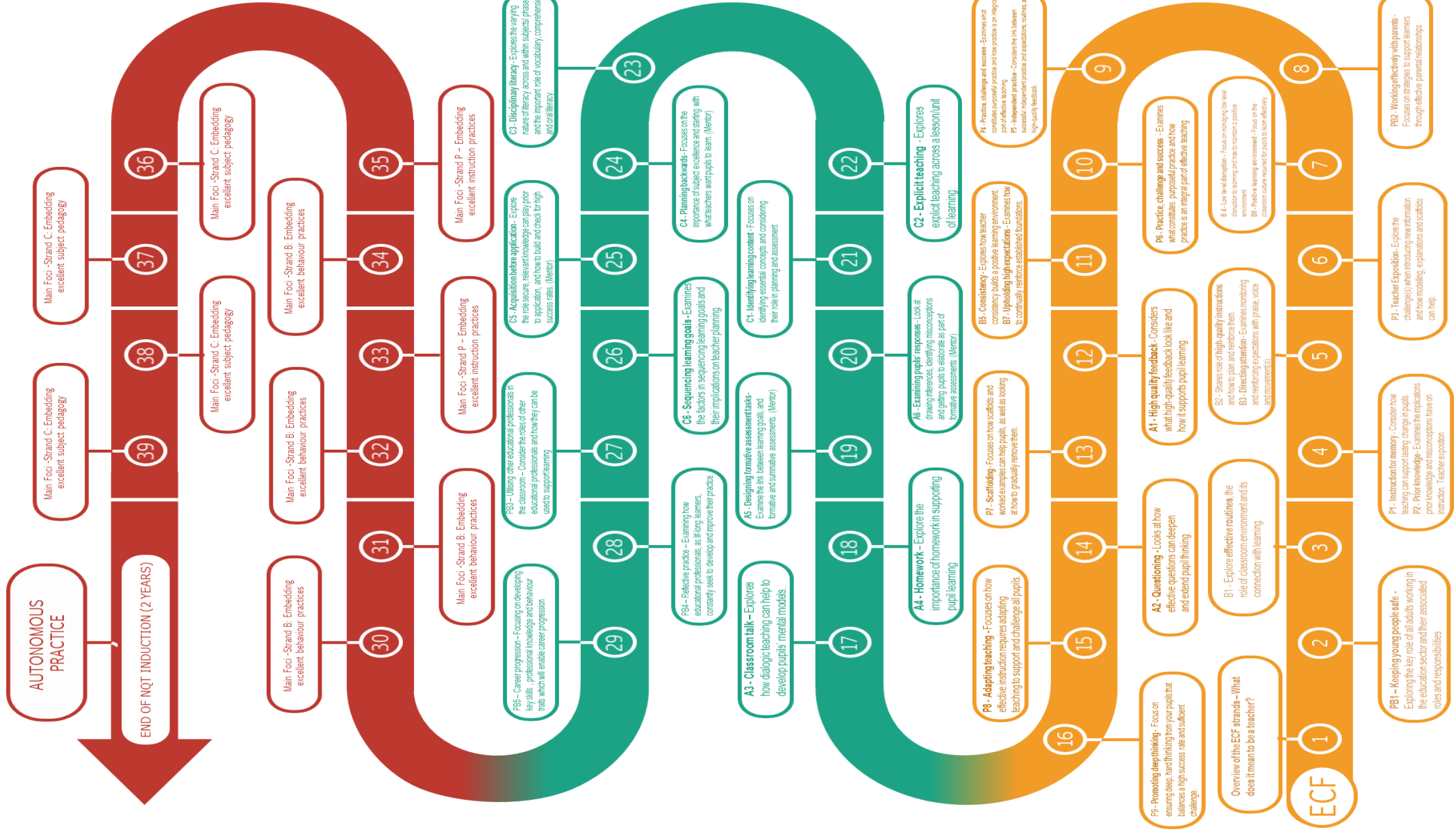


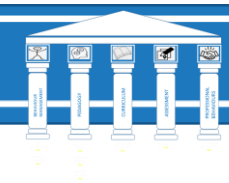
Commitment: At Flegg High Ormiston Academy we are committed to supporting the early career development of our teachers through high quality training informed by research and well evidenced pedagogy.



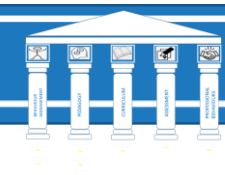


EARLY CAREER FRAMEWORK – THE CURRICULUM



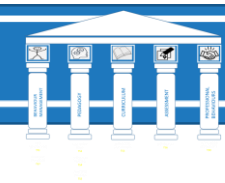


Unit	Strand	Content	Key Reading	Further Reading	Toolkits – a summary of best practice	Checklist tools for self-evaluation of peer coaching	
1	All Link	Overview of the ECF strands Core content	What does it mean to be a teacher? -Teaching in 2020 and self- efficacy -Values and attitudes -Well-being as a teacher -Link between evidence, theory and practice to inform practice	OAT Aims	Self-efficacy – further reading Growth Mind-set	Reducing Workload Values and attitudes Well-being	Values and attitudes Efficacy questionnaire
2	Professional behaviours Link	PB1 – Keeping young people safe Core content Prior learning – Maslow’s Hierarchy of Needs	- Exploring the key role of all adults working in the education sector and their associated roles and responsibilities in safeguarding young people	Flegg Safeguarding Policies Keeping children safe in Education	Safeguarding specifics		
3	Behaviour management Link	B1 – Effective routines Core Content Prior Learning – ITT Expectations of Behaviour	- Explore effective routines, the role of classroom environment and its connection with learning.	Tom Bennett – Beginner Teacher’s Behaviour Toolkit (1) Tom Bennett – Beginner Teacher’s Behaviour Toolkit (2) Flegg Policy Rogers – Establishment phase	David Didau - routines David Didau - Relationships Practical approaches to classroom management	Starting teachers Relationships - Didau Classroom climate Routines - Didau Lemov – behaviour and expectations	Starting teachers and behaviour Classroom climate
4	Pedagogy Link	P1 - Instruction for memory P2 - Prior knowledge Core Content Prior Learning – Instructions for Memory	- Consider how teaching can support lasting change in pupils. - Examine the implications prior knowledge and misconceptions have on instruction. Teacher exposition	Cognitive Load Theory Cognitive Load Theory PD The importance of prior knowledge	Make it stick book summary Cognitive Load Theory in Practice Memory and metacognition Additional reading list Applying the science of learning in the classroom	Cognitive Load Theory Make it stick toolkit Examples of memory techniques 8 Cognitive Ideas for the Classroom Using cognitive load theory to improve presentations	Using cognitive load to improve presentations
5	Behaviour management	B2 – High quality instruction	- Shares role of high-quality instructions and how to plan and reinforce them.	Bill Rogers – Ten Tips Flegg High – Respect for Learning	A review of behaviour standards	Behaviour toolkit and self audit Starting teachers	Starting teachers and behaviour Classroom climate



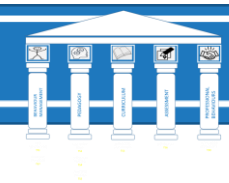
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	Link	B3 – Directing attention Core Content Prior learning - Routines	- Examines monitoring and reinforcing expectations with praise, voice and movement(s).	What's in a phrase?	and practices in our schools - Steer Managing Difficult Behaviour in Schools A practical guide by Tom Bennett	Relationships - Didau Classroom climate Routines - Didau Lemov – behaviour and expectations	Praise
6	Pedagogy Link	P3 - Teacher Exposition Core Content Prior Learning – Cognitive Load Theory	- Explore the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.	Rosenshine – Principles of Learning Rosenshine introduction (Tom Sherrington) - Workshop Modelling	Re-reading Graham Nuttall's Hidden Lives of Learners MARGE - A Whole-Brain Learning Approach for Students and Teachers- Shimamura Transformational learning practices – Dylan Wiliam	Rosenshine – Principles of Learning Toolkit Quality instruction Tom Sherrington – The Learning Rainforest How to guide – Kat Howard Scaffolding	Rosenshine Quality instruction Modelling
7	Behaviour management Link	B4 - Low level disruption B6 - Positive learning environment Core Content Prior learning – Direct Instruction	- Focus on managing low level disruption to learning and how to maintain a positive environment - Focus on the classroom culture required for pupils to learn effectively.	Positive relationships Managing specific behaviour types toolkit – Rob Plevin	Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement – Painesku et al Motivating pupils in your subject – Adam Boxer	Managing specific behaviour types – Rob Plevin Relationships - Didau	5 minute behaviour fix
8	Professional Behaviours Link	PB2 - Working effectively with parents Core Content Prior Learning - Routines	- Focuses on strategies to support learners through effective parental relationships	Educational Endowment Foundation working with parents guide	TES – Top tips and practical advice for ensuring that communication with parents is productive. Ofsted – Best practice parental engagement	Managing Parental Conversations Supporting parents and carers at home	
9	Pedagogy Link	P4 - Practice, challenge and success P5 - Independent practice	- Examines what constitutes purposeful practice and how practice is an integral part of effective teaching. - Considers the link between successful independent practice and	Rosenshine – sequencing and modelling (Tom Sherrington) - Workshop Marking and feedback Putting Students on the Path to Learning - Clark	Practice with purpose – Deans for Impact Dunning Kruger effect Test enhanced learning - Roediger	Rosenshine – Principles of Learning Toolkit David Didau - Planning	Rosenshine Modelling Retrieval practice



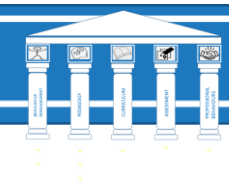
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		<p>Core Content Prior Learning – Rosenshine’s Principles of Instruction</p>	<p>expectations, routines, and high-quality feedback.</p>		<p>Test enhanced learning - McDaniel Improving Students’ Learning With Effective Learning Techniques - Dunlosky</p>	<p>Dylan Wiliam - Planning</p>	
10	<p>Pedagogy Link</p>	<p>P6 - Practice, challenge and success Core Content Prior Learning – Rosenshine’s Principles of Instruction</p>	<p>- Examines what constitutes purposeful practice and how practice is an integral part of effective teaching - Developing a metacognitive approach in pupils</p>	<p>Rosenshine – stages of practice (Tom Sherrington) - Workshop Retrieval practice – Kate Jones (Book summary)</p>	<p>Retrieval Practice Guide Metacognition and self-regulation Benefits from retrieval practice are greater for students with lower working memory capacity Metacognitive strategies in student learning: Do students practise retrieval when they study on their own? - Karpicke</p>	<p>Rosenshine – Principles of Learning Metacognition Retrieval practice Transfer of knowledge and retrieval practice Retrieval Practice Guide</p>	<p>Rosenshine Modelling Retrieval practice</p>
11	<p>Behaviour management Link</p>	<p>B5 - Consistency B7 - Upholding high expectations Core Content Prior Learning – Working Effectively with Parents</p>	<p>- Explores how teacher consistency builds a positive learning environment. - Examines how to continually reinforce established foundations.</p>	<p>Tom Bennett – Beginner Teacher’s Behaviour Toolkit (1) Tom Bennett – Beginner Teacher’s Behaviour Toolkit (2) Bill Rogers – Ten Tips Flegg High – Respect for Learning</p>	<p>Dfe – Below the radar Motivation Interventions in Education: A Meta-Analytic Review - Lazowski</p>	<p>Managing specific behaviour types – Rob Plevin Relationships - Didau Starting teachers Relationships - Didau Classroom climate Routines - Didau Lemov – behaviour and expectations</p>	<p>5 minute behaviour fix Starting teachers and behaviour Classroom climate</p>
12	<p>Assessment Link</p>	<p>A1 - High quality feedback Core Content Prior Learning – Cognitive Load Theory</p>	<p>- Considers what high-quality feedback look like and how it supports pupil learning</p>	<p>Feedback PD Educational Endowment Fund – Review of Marking Power of feedback - Hattie</p>	<p>Lemov - Feedback Educational Endowment Fund - Embedding Formative Assessment Developing the theory of formative</p>	<p>Assessment for learning Live marking Verbal feedback 7 stage feedback plan</p>	<p>10 feedback techniques - William Verbal feedback Assessment for learning</p>



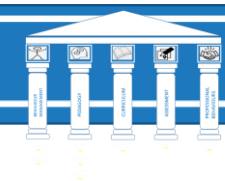
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					assessment – Black and Wiliam		
13	Pedagogy Link	P7 – Scaffolding Core Content Prior Learning	- Focuses on how scaffolds and worked examples can help pupils, as well as looking at how to gradually remove them.	The effects of scaffolding in the classroom: Janneke van de Pol 10 methods to scaffold – Teacher Toolkit	Scaffolding PD Scaffolding strategies	How to guide – Kat Howard Scaffolding	Modelling
14	Assessment Link	A2 - Questioning Core Content Prior Learning - Modelling	- Looks at how effective questions can deepen and extend pupil thinking	Skilful questioning: The beating heart of good pedagogy - Doherty Rosenshine and questioning (Tom Sherrington) - Workshop	Cold calling - Lemov Working Inside the Black Box: Assessment for Learning in the Classroom – Black and Wiliam	Questioning Questioning – Tom Sherrington Pose, pause, pounce, bounce	Socratic Questioning Question dice
15-16	Pedagogy Link	P8 - Adapting teaching Core Content Prior Learning – OAT Aims	- Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	Differentiation vs adaptive instruction - Myatt Inclusive practice Teaching to the top EEF High Quality SEN teaching SEN Code of Practice (for reference)	Teaching Strategies and Approaches for Pupils with Special Educational Needs - Davis Student fear of failure SEND details on specific needs HPA - Sutton Trust	Disadvantaged SEND HPA EAL ASD Struggling students	Disadvantaged HPA SEND EAL
17	Pedagogy Link	P9 - Promoting deep thinking - Core Content Prior Learning – Adapting Teaching	Focus on ensuring deep, hard thinking from your pupils that balances a high success rate and sufficient challenge.	Think hard Questioning for challenge	Think hard resources	Think hard planning sheet	HAP attributes Think Hard PLC Think Hard Checklist
18	Assessment Link	A3 - Classroom talk Core Content Prior Learning - Questioning	– Explores how dialogic teaching can help to develop pupils’ mental models.	Educational Endowment Fund – Dialogic Teaching Why talk is important in the classroom	Oracy strategies Cracking the academic code	Use of language in the classroom Oracy	Oracy
19	Assessment Link	A4 – Homework Core Content	– Explore the importance of homework in supporting pupil learning	Homework PD What is the point of HW?	Ofsted on Hw EEF on HW	Remote learning toolkit 7 tips to support reading at home	Homework



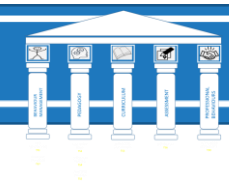
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		Prior Learning – Classroom Talk			Engaging parents and carers in home learning		
20	Assessment Link	A5 - Designing formative assessment tasks Core Content Prior Learning - Homework	- Examine the link between learning goals, and formative and summative assessments. (Mentor)	Developing the theory of formative assessment – Black and Wiliam	Formative assessment: Confusions, clarifications, & prospects for consensus - Black and Wiliam	Assessment for learning	10 feedback techniques - Wiliam Assessment for learning
21	Assessment Link	A6 - Examining pupils' responses – Core Content Prior Learning – High Quality Feedback	Look at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments (Mentor)	Feedback to feed forward Comprehension skill, inference-making ability, and their relation to knowledge - Cain et al	Subject specific resources Assessment and learning – Harlen et al Feedback, performance, and learning - Wiliam Feedback - Wiliam	Assessment for learning Live marking Verbal feedback 7 stage feedback plan	10 feedback techniques - Wiliam Verbal feedback Assessment for learning
22	Curriculum Link	C1- Identifying learning content Core Content Prior Learning – Cognitive Load Theory	- Focuses on identifying essential concepts and considering their role in planning and assessment	The National Curriculum Starting Curriculum Redesign	Pixl spotlight on curriculum English Baccalaureate Curriculum questions - Sherrington Subject specific resources Retrieval techniques	Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice	Curriculum Retrieval practice
23	Curriculum Link	C2 - Explicit teaching Core Content Prior Learning – Curriculum Design	- Explores explicit teaching across a lesson/unit of learning.	What is the difference between planning for learning and lesson-planning? -Enser	Curriculum, pedagogy, and assessment, in that order - Wiliam Subject specific resources Retrieval techniques Deepening knowledge through vocabulary learning – Beck et al	Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice	Curriculum Retrieval practice Modelling
24	Curriculum Link	C3 - Disciplinary literacy	- Explores the varying nature of literacy across and within subjects/ phases, and the important role of	Literacy across the curriculum Literacy – David Didau	Subject specific resources	Literacy Literacy - Didau	Reading gap Vocabulary gap EEF Literacy Poster



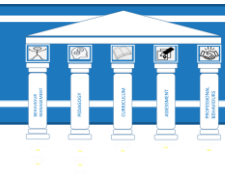
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		Core Content Prior Learning - Modelling	vocabulary, comprehension and oral literacy.	Flegg Literacy Policy	EEF – Improving Literacy Across the Curriculum Reading reconsidered - Lemov Million word gap Why closing the word gap matters	Subject knowledge audits Closing the vocabulary gap Closing the reading gap Oracy	Vocabulary of key literacy terms
25	Curriculum Link	C4 - Planning backwards Core Content Prior Learning – Literacy across the curriculum	- Focuses on the importance of subject excellence and starting with what teachers want pupils to learn. (Mentor)	Knowing your subject: The role of disciplinary knowledge in effective teaching - Enser	Spacing - Kornell The effect of interleaved practice - Taylor Subject specific resources Retrieval techniques	Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice	Curriculum Retrieval practice
26	Curriculum Link	C5 - Acquisition before application Core Content Prior Learning – Literacy across the curriculum	- Explore the role secure, relevant knowledge can play prior to application, and how to build and check for high success rates. (Mentor)	Rosenshine (Tom Sherrington) - Workshop Cognitive load theory - implications for medium and long term planning	Subject specific resources Retrieval techniques	Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice	Curriculum Retrieval practice
27	Curriculum Link	C6 - Sequencing learning goals Core Content Prior Learning – Cognitive Load Theory	- Examines the factors in sequencing learning goals and their implications on teacher planning.	Spiral Curriculum - Bruner	Subject specific resources Retrieval techniques The Blooms Buster Facilitating a multidimensional curriculum Achievement of 15-year-olds in England: PISA 2018 Results -Executive Summary	Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice	Curriculum Retrieval practice
28	Professional Behaviours	PB3 – Utilising other educational	– Consider the roles of other educational professionals and how they can be used to support learning	Making best use of teaching assistants - EEF	NEU Guidance 7 steps to using TAs effectively - TES	Teaching support	EEF summary document



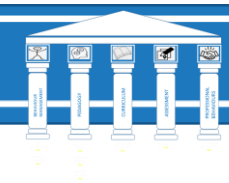
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	Link	professionals in the classroom Core Content Prior learning - Safeguarding		Making best use of teaching assistants: TA and pupil interactions - EEF	Achieving Outstanding Classroom Support in your Secondary School'.		Ten reasons to improve the use of teaching assistants
29	Professional Behaviours Link	PB4 – Reflective practice Core Content Prior learning – Using teaching support effectively	– Examining how educational professionals, as life-long learners, constantly seek to develop and improve their practice. - Plan to embed high quality theory into sustainable practice - Working towards autonomous practice	Coaching overview	Coaching Peer observation	Research and intervention planning Coaching questions Balance wheel 0-10 discussion document	
30	Professional Behaviours Link	PB5 – Career progression Core Content Features of reflective practice	– Focusing on developing key skills, professional knowledge and behaviour traits which will enable career progression	Coaching overview	Coaching Peer observation Job interviews Job applications	Preparing for appraisal Coaching questions Balance wheel 0-10 discussion document	
31	Behaviour management Link	Main Foci -Strand B: Embedding excellent behaviour practices Core Content Prior learning - Routines	-Explore the nuanced nature of behaviour management and embed strategies to develop and reinforce practice -Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy	Managing Difficult Behaviour in Schools A practical guide by Tom Bennett	Steer Report Subject specific resources	Behaviour toolkit and self audit Starting teachers Relationships - Didau Classroom climate Routines - Didau Lemov – behaviour and expectations Managing specific behaviour types – Rob Plevin	Starting teachers and behaviour Classroom climate
32	Behaviour management Link	Main Foci -Strand B: Embedding excellent behaviour practices Core Content	-Explore the nuanced nature of behaviour management and embed strategies to develop and reinforce practice	Managing specific types of behaviour behaviour - Plevin	Practical approaches to behaviour management in the classroom Subject specific resources	Behaviour toolkit and self audit Starting teachers Relationships - Didau Classroom climate Routines - Didau	Starting teachers and behaviour Classroom climate



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		Prior learning – Direct Instruction	-Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy		Subject specific resources	Lemov – behaviour and expectations Managing specific behaviour types – Rob Plevin	
33	Behaviour management Link	Main Foci -Strand B: Embedding excellent behaviour practices Core Content Prior Learning – Working Effectively with Parents	-Explore the nuanced nature of behaviour management and embed strategies to develop and reinforce practice -Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy	Attachment theory	An introduction to attachment theory and implications for behaviour Subject specific resources	Attachment Disorders and Mental Health	
34	Pedagogy Link	Main Foci -Strand P – Embedding excellent instruction practices Core Content Prior Learning – OAT Aims	-Explore the intricacies of successful instructional practice to aid long term memory -Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy	Supporting the progress of disadvantages students SEND Needs – Use for specific foci within own classes Subject specific resources	Teaching Strategies and Approaches for Pupils with Special Educational Needs - Davis Student fear of failure SEND details on specific needs HPA - Sutton Trust Subject specific resources	Supporting disadvantaged pupils SEND HPA EAL ASD Struggling students	Learning and teaching core content Retrieval practice Modelling
35	Pedagogy Link	Main Foci -Strand P – Embedding excellent instruction practices Core Content Prior Learning – Instructions for Memory	-Explore the intricacies of successful instructional practice to aid long term memory -Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy	EEF Teaching and Learning Toolkit Subject specific resources	Make it stick book summary Cognitive Load Theory in Practice Memory and metacognition Additional reading list Applying the science of learning in the classroom Subject specific resources	Cognitive Load Theory Rosenshine – Principles of Learning Metacognition Retrieval practice Transfer of knowledge and retrieval practice How to guide – Kat Howard Scaffolding	Learning and teaching core content Retrieval practice Modelling



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36	<p>Pedagogy</p> <p>Link</p>	<p>Main Foci -Strand P – Embedding excellent instruction practices</p> <p>Core Content Prior Learning – Cognitive Load Theory</p>	<p>-Explore the intricacies of successful instructional practice to aid long term memory</p> <p>-Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy</p>	<p>EEF Teaching and Learning Toolkit Subject specific resources</p>	<p>Re-reading Graham Nuttall’s Hidden Lives of Learners MARGE - A Whole-Brain Learning Approach for Students and Teachers- Shimamura Transformational learning practices – Dylan Wiliam Subject specific resources</p>	<p>Cognitive Load Theory Rosenshine – Principles of Learning Metacognition Retrieval practice Transfer of knowledge and retrieval practice How to guide – Kat Howard Scaffolding</p>	<p>Learning and teaching core content Retrieval practice Modelling</p>
37	<p>Curriculum</p> <p>Link</p>	<p>Main Foci -Strand C: Embedding excellent subject pedagogy</p>	<p>-Explore the key tenets that underpin successful pedagogy to aid long term recall in your subject specialism</p> <p>-Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy</p>	<p>Subject specific resources</p>	<p>Pixl spotlight on curriculum English Baccalaureate Curriculum questions - Sherrington Subject specific resources Retrieval techniques</p>	<p>Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice</p>	<p>Curriculum Retrieval practice</p>
38	<p>Curriculum</p> <p>Link</p>	<p>Main Foci -Strand C: Embedding excellent subject pedagogy</p>	<p>-Explore the key tenets that underpin successful pedagogy to aid long term recall in your subject specialism</p> <p>-Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy</p>	<p>Subject specific resources</p>	<p>Curriculum, pedagogy, and assessment, in that order - Wiliam Subject specific resources Retrieval techniques Deepening knowledge through vocabulary learning – Beck et al</p>	<p>Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice</p>	<p>Curriculum Retrieval practice</p>
39	<p>Curriculum</p> <p>Link</p>	<p>Main Foci -Strand C: Embedding excellent subject pedagogy</p>	<p>-Explore the key tenets that underpin successful pedagogy to aid long term recall in your subject specialism</p> <p>-Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy</p>	<p>Subject specific resources</p>	<p>Subject specific resources EEF – Improving Literacy Across the Curriculum Reading reconsidered - Lemov</p>	<p>Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory</p>	<p>Curriculum Retrieval practice</p>



EARLY CAREER FRAMEWORK – THE CURRICULUM

					Million word gap Why closing the word gap matters	Retrieval practice	
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