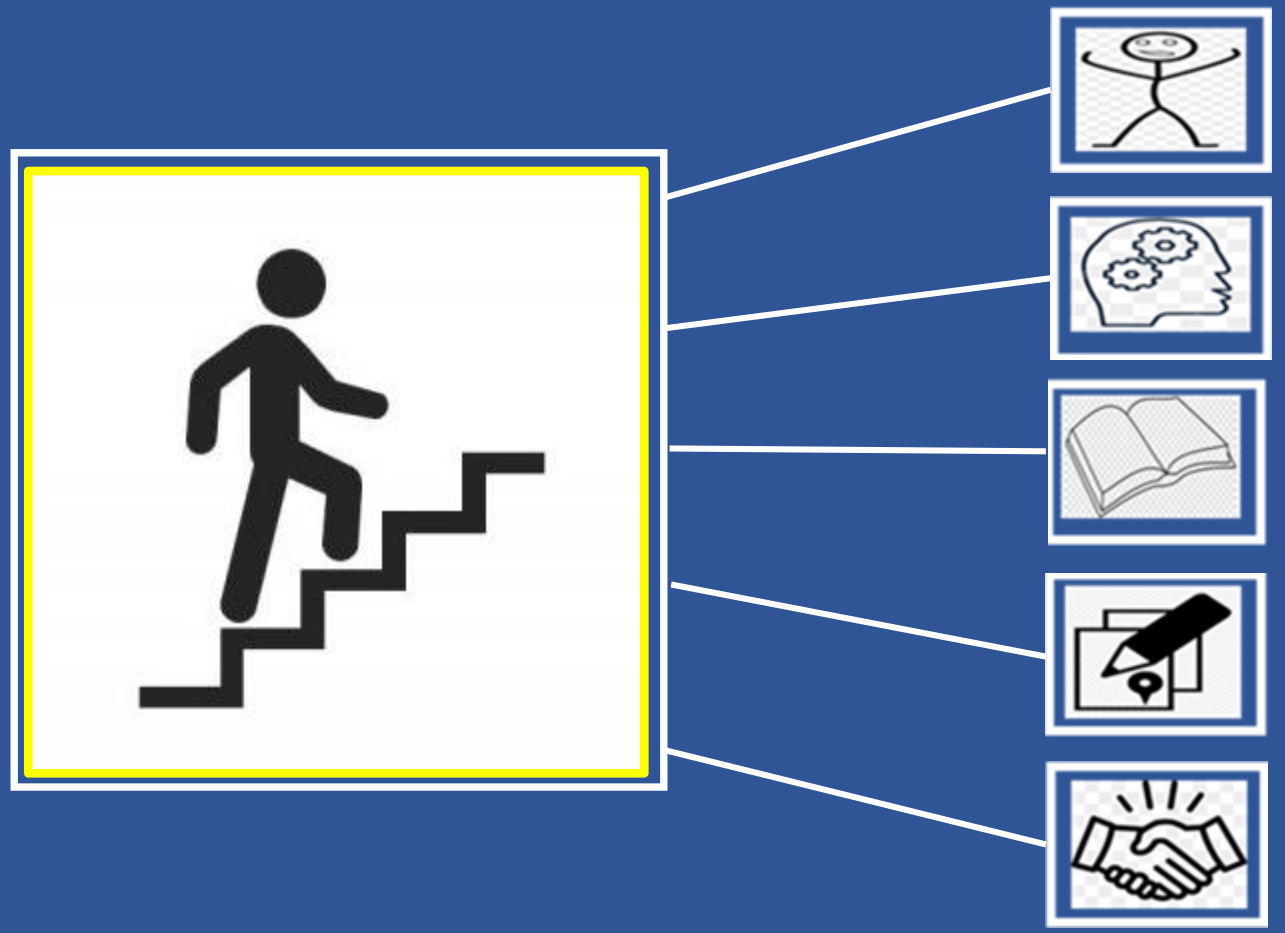
EARLY CAREER AT FLEGG HIGH ORMISTON ACADEMY



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

MISSION STATEMENT

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EARLY CAREER FRAMEWORK

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FLEGG HIGH ORMISTON ACADEMY

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EARLY CAREER FRAMEWORK
THE RATIONALE

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‘Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.’

Early Career Framework

EARLY CAREER FRAMEWORK
INTRODUCTION

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The NQT year is changing – in fact, it's becoming two years. Why the change? The DfE references the training that is undertaken in other 'esteemed professions' (e.g. medicine and law) and the support that those seeking a career in those areas receive in order to become a professional.

As the learning curve is steepest during the early years of teaching, the plan is to not remove the rug from beneath new teachers' feet quite so quickly. The expected outcome of this is to create great schools (as the document says, no school can be great without great teachers) as well as to react to the scarily high number of teachers who leave the profession after only one year.

*The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development. Our vision is for the ECF to build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.**

EARLY CAREER FRAMEWORK

THE PROFESSIONAL DEVELOPMENT PACKAGE

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The professional development package includes:

- funded 5% time off timetable in the second year of teaching, in addition to the existing 10% in the first year
- a range of high-quality, freely available curricula and training materials underpinned by the Early Career Framework
- funded training for NQTs and mentors of NQTs
- funded time for mentors to support NQTs

EARLY CAREER FRAMEWORK
THE STRUCTURE

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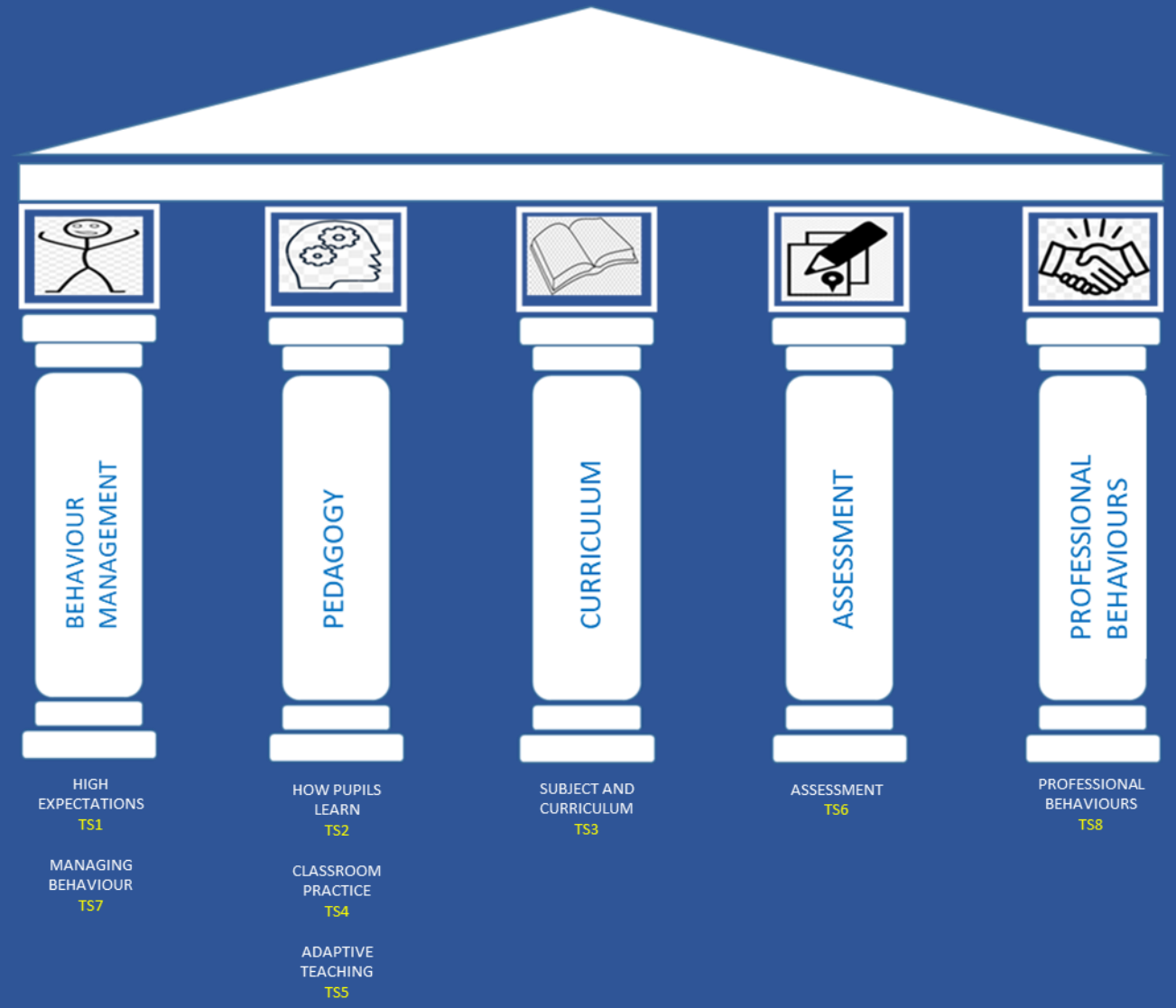
FRAMEWORK:

- 5 pillars – areas of focus
- 8 domains – linked to the Teacher Standards



- ✓ Not to be seen as an assessment framework
- ✓ Entirely evidence-based

EARLY CAREER FRAMEWORK
THE DESIGN

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TEACHER STANDARDS REFERENCE

- Links to the teacher standards to help the Early Career Teacher (ECT) understand where the framework fits within the wider expectations of professional practice.

‘LEARN THAT’ STATEMENT:

- Supported by high quality professional development.
- Grounded in evidence, informed by the literature review of best practice.
- Encourages Early Career Teachers (ECT) to be critical thinkers/embed reflective practices to ensure regular review/critiquing of evidence base.

‘LEARN THAT’ STATEMENT:

- Detailed expectations and practical guidance on how to apply and demonstrate the skills within school.
- A focus for the mentor to provide regular and supportive feedback.
- A model to inform independent reflection on professional learning.
- Supported by toolkits encompassing best practice and subject knowledge self-audits

High Expectations (Standard 1 – Set high expectations)

Learn that…	Learn how to…
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture.	**Communicate a belief in the academic potential of all pupils, by:** • *Using intentional and consistent language that promotes challenge and aspiration.* • *Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.* • *Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.* • *Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting*

- ✓ Practical guidance
- ✓ Links to the 8 Teacher Standards

EARLY CAREER FRAMEWORK
THE COMPONENTS – BEHAVIOUR MANAGEMENT (B)

FLEGG HIGH ORMISTON ACADEMY
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High Expectations (Standard 1 – Set high expectations)	
Learn that…	**Learn how to…**
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	**Communicate a belief in the academic potential of all pupils, by:** • Using intentional and consistent language that promotes challenge and aspiration. • Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. • Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. • Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes). **Demonstrate consistently high behavioural expectations, by:** • 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). • Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). • Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. • Acknowledging and praising pupil effort and emphasising progress being made.

HIGH EXPECTATIONS
TS1

MANAGING BEHAVIOUR
TS7

EARLY CAREER FRAMEWORK
THE COMPONENTS – BEHAVIOUR MANAGEMENT (B)

FLEGG HIGH ORMISTON ACADEMY
INSPIRE • ENCOURAGE • CREATE

Managing Behaviour (Standard 7 – Manage behaviour effectively)	
Learn that…	**Learn how to…**
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	**Develop a positive, predictable and safe environment for pupils, by:** • Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. • 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). • Giving manageable, specific and sequential instructions. • Checking pupils' understanding of instructions before a task begins. • Using consistent language and non-verbal signals for common classroom directions. • Using early and least-intrusive interventions as an initial response to low level disruption. • Responding quickly to any behaviour or bullying that threatens emotional safety. **Establish effective routines and expectations, by:** • 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). • Practising routines at the beginning of the school year. • Reinforcing routines (e.g. by articulating the link between time on task and success). **Build trusting relationships, by:** • 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. • Responding consistently to pupil behaviour. **Motivate pupils, by:** • Supporting pupils to master challenging content, which builds towards long-term goals. • Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. • Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

HIGH EXPECTATIONS
TS1

MANAGING BEHAVIOUR
TS7

EARLY CAREER FRAMEWORK

THE CURRICULUM PATH – BEHAVIOUR MANAGEMENT

FLEGG HIGH ORMISTON ACADEMY

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STRAND B

Mentoring

Coaching

Learn that ….

Learn how to …..

OVERVIEW

Introduces foundational elements of behaviour

BROADEN

B1 - Explore **effective routines**, the role of classroom environment and its connection with learning.
B2 - Shares role of **high-quality instructions** and how to plan and reinforce them.
B3 - Directing attention - Examines monitoring and reinforcing expectations with praise, voice and movement(s).
B 4 - Low level disruption - Focuses on managing low level disruption to learning and how to maintain a positive environment
B6 - Positive learning environment - Focuses on the classroom culture required for pupils to learn effectively.
B5 - Consistency - Explores how teacher consistency builds a positive learning environment.
B7 - Upholding high expectations - Examines how to continually reinforce established foundations.

DEEPEN

1. Subject specific pedagogy through mentor support
2. Further reading
3. Critique of contrasting theory in light of practice

EMBED

- Values and attitudes - Toolkit and Self Audit
- Starting teachers - behaviour toolkit (Bennett)
- Behaviour toolkit and self audit
- Lemov on behaviour and expectations - Toolkit
- Establishing Relationships David Didau – Toolkit
- Managing specific behaviour types– Toolkit (Rob Plevin)
- Classroom climate log – toolkit
- 5-minute-behaviour-fix-plan
- Teacher toolkit – behaviour

MASTER

- Subject CPL
- Whole school CPL
- Mentoring
- Coaching

HIGH EXPECTATIONS TS1

MANAGING BEHAVIOUR TS7

EARLY CAREER FRAMEWORK
THE COMPONENTS – PEDAGOGY (P)

FLEGG HIGH ORMISTON ACADEMY
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How Pupils Learn (Standard 2 – Promote good progress)

Learn that…	Learn how to…
1. Learning involves a lasting change in pupils' capabilities or understanding. 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. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 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. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	**Avoid overloading working memory, by:** • *Taking into account pupils' prior knowledge when planning how much new information to introduce.* • *Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* • *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).* **Build on pupils' prior knowledge, by:** • *Identifying possible misconceptions and planning how to prevent these forming.* • *Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).* • *Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.* • *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.* **Increase likelihood of material being retained, by:** • *Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.* • *Planning regular review and practice of key ideas and concepts over time.* • *Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.* • *Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).*

EARLY CAREER FRAMEWORK
THE COMPONENTS – PEDAGOGY (P)

FLEGG HIGH ORMISTON ACADEMY
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Classroom Practice (Standard 4 – Plan and teach well structured lessons)

Learn that…

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
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.
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
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.

Learn how to…

Plan effective lessons, by:
• Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
• Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.
• Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
• Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
• 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).

Make good use of expositions, by:
• Starting expositions at the point of current pupil understanding.
• Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.
• Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).

Model effectively, by:
• 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).
• Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).
• Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:
• Planning activities around what you want pupils to think hard about.
• 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).
• Providing appropriate wait time between question and response where more developed responses are required.
• 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).
• Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

HOW PUPILS LEARN
TS2

CLASSROOM PRACTICE
TS4

ADAPTIVE TEACHING
TS5

EARLY CAREER FRAMEWORK
THE COMPONENTS – PEDAGOGY (P)

FLEGG HIGH ORMISTON ACADEMY
INSPIRE • ENCOURAGE • CREATE

Adaptive Teaching (Standard 5 – Adapt teaching)	
Learn that…	**Learn how to…**
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils' differences ,including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 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. 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. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. 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.	**Develop an understanding of different pupil needs, by**: • Identifying pupils who need new content further broken down. • Making use of formative assessment. • Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead. • Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. **Provide opportunity for all pupils to experience success, by:** • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. **Meet individual needs without creating unnecessary workload, by**: • Making use of well-designed resources (e.g. textbooks). • Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge. • Building in additional practice or removing unnecessary expositions. • Reframing questions to provide greater scaffolding or greater stretch. • 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. **Group pupils effectively, by:** • Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. • Changing groups regularly, avoiding the perception that groups are fixed. • Ensuring that any groups based on attainment are subject specific.

EARLY CAREER FRAMEWORK

THE CURRICULUM PATH – PEDAGOGY

FLEGG HIGH ORMISTON ACADEMY

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STRAND P

Mentoring

Coaching

Learn that ....

Learn how to ....

OVERVIEW

Introduces foundational elements of pedagogy

BROADEN

P1 - Instruction for memory - Considers how teaching can support lasting change in pupils.
P2 - Prior knowledge - Examines the implications prior knowledge and misconceptions have on instruction. Teacher exposition
P3 - Teacher Exposition - Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.
P4 - Practice, challenge and success - Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.
P5 - Independent practice - Considers the link between successful independent practice and expectations, routines, and high-quality feedback.
P6 - Practice, challenge and success - Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.
P7 - Scaffolding - Focuses on how scaffolds and worked examples can help pupils, as well as looking at how to gradually remove them.
P8 - Adapting teaching - Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.
P9 - **Promoting deep thinking** - Focus on ensuring deep, hard thinking from your pupils that balances a high success rate and sufficient challenge.

DEEPEN

1. Subject specific pedagogy through mentor support
2. Further reading
3. Critique of contrasting theory in light of practice

EMBED

- Cognitive Load Theory – Summary Toolkit
- Using technology in the classroom- Toolkit
- Retrieval practice toolkit
- Using cognitive load theory to improve presentations-Toolkit
- Rosenshine's Principle of Instruction – Toolkit
- Dylan Wiliam toolkit
- Using Visuals –Toolkit
- Make it stick (book summary) - Toolkit
- Spacing toolkit
- Metacognition toolkit
- Lemov teach like a champion toolkit
- David Didau – Planning Toolkit
- Scaffolding toolkit
- Preparing for progress meetings – toolkit
- Tom Sherrington - The Learning Rainforest- Toolkit
- Quality instruction toolkit and self audit
- Effective HW toolkit
- ROSS MORRISON McGILL. MARK. PLAN. TEACH. - TOOLKIT
- Explaining Concepts – Toolkit
- SEND Toolkit
- Supporting disadvantage toolkit
- Supporting EAL students- Toolkit
- Supporting HPA students- Toolkit
- Supporting HPA students- Toolkit

MASTER

- Subject CPL
- Whole school CPL
- Mentoring
- Coaching

HOW PUPILS LEARN
TS2

CLASSROOM PRACTICE
TS4

ADAPTIVE TEACHING
TS5

EARLY CAREER FRAMEWORK
THE COMPONENTS – CURRICULUM (C)

FLEGG HIGH ORMISTON ACADEMY
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Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

Learn that…

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.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
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.
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
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.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
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.
10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

Learn how to…

Deliver a carefully sequenced and coherent curriculum, by:
• Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.
• Ensuring pupils' thinking is focused on key ideas within the subject.
• Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
• Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).
• Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

Support pupils to build increasingly complex mental models, by:
• Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.
• Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.
• Drawing explicit links between new content and the core concepts and principles in the subject.

Develop fluency, by:
• Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).
• Using retrieval and spaced practice to build automatic recall of key knowledge.

Help pupils apply knowledge and skills to other contexts, by:
• Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
• Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

Develop pupils' literacy, by:
• Supporting younger pupils to become fluent readers and to write fluently and legibly.
• Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
• Modelling reading comprehension by asking questions, making predictions, and summarising when reading.
• Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).
• Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing

SUBJECT AND CURRICULUM
TS3

EARLY CAREER FRAMEWORK

THE CURRICULUM PATH – CURRICULUM (C)

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STRAND C

Mentoring

Coaching

Learn that ….

Learn how to ….

OVERVIEW

Introduces foundational elements of curriculum

BROADEN

C1- Identifying learning content - Focuses on identifying essential concepts and considering their role in planning and assessment.
C2 - Explicit teaching - Explores explicit teaching across a lesson/unit of learning.
C3 - Disciplinary literacy - Explores the varying nature of literacy across and within subjects/ phases, and the important role of vocabulary, comprehension and oral literacy.
C4 - Planning backwards - Focuses on the importance of subject excellence and starting with what teachers want pupils to learn. (Mentor)
C5 - Acquisition before application - Explore the role secure, relevant knowledge can play prior to application, and how to build and check for high success rates. (Mentor)
C6 - Sequencing learning goals - Examines the factors in sequencing learning goals and their implications on teacher planning.

DEEPEN

1. Subject specific pedagogy through mentor support
2. Further reading
3. Critique of contrasting theory in light of practice

EMBED

- Closing the reading gap – toolkit
- Closing the vocabulary gap - toolkit
- Curriculum- Toolkit and Self Audit
- Literacy by David Didau- Toolkit
- Literacy by David Didau- Toolkit
- Oracy toolkit

MASTER

- Responsibility for aspects of curriculum assessment
- Subject CPL
- Whole school CPL
- Mentoring
- Coaching

HOW PUPILS LEARN TS2

CLASSROOM PRACTICE TS4

ADAPTIVE TEACHING TS5

EARLY CAREER FRAMEWORK
THE COMPONENTS – ASSESSMENT (A)

FLEGG HIGH ORMISTON ACADEMY
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Assessment (Standard 6 – Make accurate and productive use of assessment)

Learn that…	Learn how to…
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 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. 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. 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. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a 8. disproportionate impact on workload.	**Avoid common assessment pitfalls, by**: • 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). • 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). • Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments **Check prior knowledge and understanding during lessons, by:** • Using assessments to check for prior knowledge and pre-existing misconceptions. • Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitoring pupil work during lessons, including checking for misconceptions. **Provide high-quality feedback, by**: • Focusing on specific actions for pupils and providing time for pupils to respond to feedback. • Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). • Scaffolding self-assessment by sharing model work with pupils, highlighting key details. • Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

ASSESSMENT
TS6

EARLY CAREER FRAMEWORK

THE CURRICULUM PATH – ASSESSMENT (A)

FLEGG HIGH ORMISTON ACADEMY

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STRAND A

Mentoring

Coaching

Learn that ….

Learn how to ….

OVERVIEW

Introduces foundational elements of assessment

BROADEN

A1 - High quality feedback - Considers what high-quality feedback look like and how it supports pupil learning
A2 - Questioning - Looks at how effective questions can deepen and extend pupil thinking
A3 - Classroom talk – Explores how dialogic teaching can help to develop pupils' mental models.
A4 - Homework – Explore the importance of homework in supporting pupil learning
A5 - Designing formative assessment tasks - Examine the link between learning goals, and formative and summative assessments. (Mentor)
A6 - Examining pupils' responses - Look at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments (Mentor)

DEEPEN

1. Subject specific pedagogy through mentor support
2. Further reading
3. Critique of contrasting theory in light of practice

EMBED

- 5 minute AfL plan
- Assessment-For-Learning-Toolkit
- Live marking toolkit
- Pose, Pause, Pounce, Bounce Toolkit
- Q Matrix Toolkit
- Questioning toolkit and self audit
- The-7-Stage-Feedback-Plan-by-@TeacherToolkit-Slides
- Verbal Feedback -Toolkit (UCL Study)

MASTER

- Subject CPL
- Responsibility for part of subject curriculum
- Whole school CPL
- Mentoring
- Coaching

ASSESSMENT
TS6

EARLY CAREER FRAMEWORK
THE COMPONENTS – PROFESSIONAL BEHAVIOURS (PB)

FLEGG HIGH ORMISTON ACADEMY
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Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

Learn that…

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
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.
7. Engaging in high-quality professional development can help teachers improve.

Learn how to…

Develop as a professional, by:
• Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
• Strengthening pedagogical and subject knowledge by participating in wider networks.
• Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
• Engaging critically with research and discussing evidence with colleagues.
• Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

Build effective working relationships, by:
• Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.
• Seeking ways to support individual colleagues and working as part of a team.
• Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
• Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
• Sharing the intended lesson outcomes with teaching assistants ahead of lessons.
• Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
• Knowing who to contact with any safeguarding concerns.

Manage workload and wellbeing, by:
• Using and personalising systems and routines to support efficient time and task management.
• Understanding the right to support (e.g. to deal with misbehaviour).
• Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
• Protecting time for rest and recovery.

PROFESSIONAL BEHAVIOURS
TS8

EARLY CAREER FRAMEWORK

THE CURRICULUM PATH – PROFESSIONAL BEHAVIOURS

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STRAND PB

Mentoring

Coaching

Learn that ….

Learn how to …..

OVERVIEW

Introduces foundational elements of professional behaviours

BROADEN

PB1 – Keeping young people safe - Exploring the key role of all adults working in the education sector and their associated roles sand responsibilities
PB2 - Working effectively with parents - Focuses on strategies to support learners through effective parental relationships
PB3 – Uutilising other educational professionals in the classroom – Consider the roles of other educational professionals and how they can be used to support learning
PB4 – Reflective practice – Examining how educational professionals, as lif-long learners, constantly seek to develop and improve their practice.
PB5 – Career progression – Focusing on developing key skills , professional knowledge and behaviour traits which will enable career progression

DEEPEN

1. Subject specific pedagogy through mentor support
2. Further reading
3. Critique of contrasting theory in light of practice

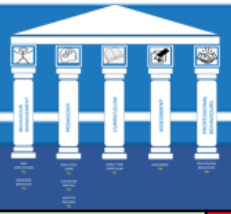
EMBED

- 5 Minute Assembly Planner- Toolkit
- Managing parental conversations – toolkit
- Post-16 transitions-Overview and Toolkit
- Post-16 transitions-Overview and Toolkit)
- Reducing workload - Dfe Toolkit
- Research and Intervention Planning- Toolkit
- Teaching assistant toolkit
- Values and attitudes - Toolkit and Self Audit
- Well-Being Planner- Toolkit

MASTER

- Responsibility for aspects of curriculum/pastoral welfare
- Subject /pastoral CPL
- Whole school CPL
- Mentoring
- Coaching

PROFESSIONAL BEHAVIOURS TS8



EARLY CAREER FRAMEWORK – LEARNING AND TEACHING CORE CONTENT

FLEGG HIGH ORMISTON ACADEMY
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1. Challenge

In order to plan a challenging lesson we need to understand the nature of progress in the subject discipline

• Change your timescale on how you think about progress e.g. don't think on a term by term basis, think about the progress through key stages

• We want to ensure students are equipped with a well-developed toolbox of skills to deploy.

Know thy subject

• Recognise the importance of teachers staying on top of their subject knowledge

• Carry out an honest subject-knowledge audit. Consider what your strengths and weaknesses are and create a strategy to overcome the target areas. This could be on a department scale and utilising meetings to teach each other difficult concepts.

• Utilise other schools and try and bring the cost of CPD down or focus on using articles to improve subject knowledge e.g. Teaching Geography

Agree Excellence

• To be able to agree on excellence it is imperative that you are able to recognise what the key strands of your subject are.

• Consider what you would define as an 'excellent practitioner' in your subject area.

• Expectations must be high but you must offer he support to ensure students can meet them.

2. Explanation

Good-quality explanation sits at the heart of what we do. It is through explanation that we can allow our subject to come alive within the classroom.

• Our job as specialists is to provide the link between the canon of knowledge about our subject and our subjects.

Plan Carefully

• Explaining something well takes thought, care and planning.

• Utilise notes within your lesson when explaining difficult concepts – this avoids you thinking that your subject knowledge is much better than it is.

Consider 5 questions:

1. What else do the students need to know if they are going to understand this?
2. How can this explanation help them to picture what is being said?
3. What will they struggle with the most and how will we support them with this?
4. What must they remember at the end of this explanation?
5. How can this be explained in a way that will support their working memory?

Know what they know

• Try to adapt your explanation to take into account misconceptions that students are likely to have and to address them before they become embedded.

• Check what the students have learnt through low-stakes quizzes, so we can see what they have actually remembered and can recall on demand.

Use analogies

• Students are more likely to remember your explanation of a new concept if they can relate it to something well-known.

• The aim of the analogy is to make the abstract more concrete.

3. Modelling

Modelling is tricky business. Too little can leave students unsure of the expectations you have for their work and blind to what a finished piece should look like.

• Be aware however, that we do not just want to show them a finished article; we want to develop their metacognition, the ways in which they think about their learning so they understand WHY their work should look like this.

• It is important that we don't miss out on steps or assume a level of prior knowledge.

• For students to believe that they can be successful, they first need the support that will allow them to experience the feeling of success

• Might be worth you keeping evidence of 'excellent work' in a portfolio so that you are able to refer to these during lessons.

Choosing to model

• When students are exposed to a new skill it would be extremely beneficial for you to model it very thoroughly – working step by step.

• The next time they encounter the same skill you can just run through the basics once more and focus more on the common errors.

• We don't necessarily need to lower our expectations but we do need to model exactly how to reach it.

Using exemplars

An exemplar is a piece of work that demonstrates the standard you are expecting – this is why you need to have an idea in your mind of what an excellent piece of work looks like at each different stage.

• Instead of just showing them examples, we need to break exemplars down into their component parts so that students can see how they work and why they are of a high standard

• Use exemplars focused on subject specific skill rather than generic task completion. This will avoid students trying to mimic or copy the work and instead think hard about their answer.

4. Practice

The aim of practice to ensure that students have learnt what we intended them to learn; that there has been a change in their long-term memory. But it is essential to remember that practice doesn't make perfect it makes it permanent. Students may practice a large amount but be doing something wrong, this includes embedding mistakes.

The following strategies consider the ways in which we can ensure that practice leads to secure learning:

The testing effect

• We are expecting students to remember a lot! Some of which include tier 3 words – these are words students are unlikely to encounter in everyday life. We need to ensure we are offering support and regular recall on using this terminology.

• We also need students to recall a wealth of information regarding case studies and examples. This can be done through recall in the form of low-stake quizzes. The idea here is to ensure students are recalling information from their long term memory to their working memory to strengthen their ability to recall it in the future.

Look both ways

• We need to plan our curriculum carefully and make the links between content explicit at every opportunity.

• Students need to learn the content and be able to recall it in the future. This means looking forward as well as back.

To make connection explicit we could

• Provide students with a topic overview

• Use knowledge quizzes at the start of a lesson

• Ask students themselves to make links between the topics

• Provide a corridor display showing the big picture

• Use of questioning

5. Feedback

We look for feedback from various sources all the time, including exerts and our own instincts, so that we can improve.

• Effective feedback is said to contribute to eight months of additional progress for students

• If the wrong feedback is given, students make less progress then they otherwise would have made.

• Feedback about a specific task is often best given immediately after, however feedback on the process of the work or student's self-regulation tasks, are often best delayed.

Put down the pen

• One of the big issues with feedback is that it has become associated with just one form, that of written comments on students' work. The issue with this is that it results in us correcting the work rather than the student.

• When giving generic feedback e.g. include the death toll of X, you run the risk of students not being able to answer other questions of a similar format.

• For feedback to be effective it has to be received in the right way – this can lead to students believing they can make the necessary improvements and make progress.

• Time is a finite resource and should be budgeted just like anything else. Spending hours marking books with three coloured pens will have a detrimental impact on you're the time you could spend on planning and improving your subject knowledge.

Whole class feedback

• This allows us to comment on common areas that many students are making and show them how to do things differently.

• When giving WCF you can incorporate examples of excellent work and add commentary on why it is of the standard a teacher should expect.

• This type of feedback takes less time than marking a set of books and becomes quicker the more you do it.

• The feedback although applicable to many students becomes less personal as every student is finding mistakes and correcting.

6. Questioning

Questioning is a vital part of any lesson. Rosenshine found that effective teachers ask significantly more questions than less effective ones.

• Teachers ask questions for three main reasons: to check understanding, to improve recall and to deepen thinking.

• There are excellent geographical questions asked by students which cut to the heart of many topics, but answering them in class is near impossible – it is worth making a note of these questions and checking at the end of the topic to see whether students can now answer them themselves.

Plan your questions

• Always take the time to plan your questions; otherwise there is always a risk that your questioning becomes a guessing game.

• It is worthwhile considering the particular threshold concepts students will encounter and may cause issues.

• You also need to think about how you are going to direct different questions. This is one reason why it is very important to know your class, as questioning allows you to address their specific strengths and weaknesses.

• By planning questions in advance you can carefully consider their exact purpose and ensure that we carefully consider their exact purpose and ensure that we ask the right type of question at the right time to the right student.

Go off-piste

Although lessons benefit from careful planning, we have to acknowledge the dynamic nature of the classroom

• Questioning is a phase in the lesson when misconceptions re often revealed – when this occurs it would be negligent to continue the lesson without addressing and correcting the misconceptions.

• It is important however to have a deep well of knowledge to draw on and be well-practised at delivering clear and concise explanation before we can go off plan and address misconceptions.

EARLY CAREER FRAMEWORK – LEARNING AND TEACHING CORE CONTENT

FLEGG HIGH ORMISTON ACADEMY
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1. Challenge

Plan across Key Stages

• To increase the level of challenge in our lessons we can look ahead through key stages and think about incorporating higher level skills further down the school.

• For learning to be effective, we want to break it down into smaller manageable pieces that students can practise and improve upon.

• Fertile questions become the starting point to planning a sequence of lessons.

• Combining small steps of deliberate practice that lead to secure leaning.

• Regularly revisiting fertile questions means that key threshold concepts can be recalled resulting in strengthening the retention of information.

Cross the threshold

• The barrier to setting challenging questions; they are inevitably based on a huge amount or prior knowledge.

• Threshold concepts – transformative, troublesome, irreversible, integrated, bounded and discursive.

• How to use threshold concepts – structure your programme of study, planning a sequence of learning, test the concepts, close the gaps and revisiting links between different parts of the discipline.

Wider Engagement

• Subject knowledge and application of knowledge is all around us and we can help ensure our students seize the opportunity to see this.

• Make knowledge readily available to them but in an accessible and meaningful way e.g. Local Associations or university talks.

• Give students an opportunity to take their knowledge further and allow their curiosity to take shape e.g. through the use of a 'super curriculum'.

2. Explanation

• The analogy enables students to be able to picture what that abstract idea might look like if made physical, so analogies are best drawn from things they have seen or experienced themselves.

Tell stories

• The use of stories can also aid the process of making an abstract concept more concrete and can help make your explanation stick. For C's of storytelling – causality, conflict, complication and character (Daniel Willingham)

• We should build these into our explanations if we want students to remember

• Be cautious of the fact that the stories you pick are mainly based on your own experiences and subject knowledge – this is why our subject knowledge is so important to keep updated and relevant.

Case studies and examples

• The selection of the best possible case study or example can make an explanation all the more powerful and memorable.

• Try to avoid selecting the same locations or examples to typify content every time – this will create a risk that students will have a shallow understanding of certain places.

• As teachers we need to ensure we regularly update our schemes of work to reflect our changing planet.

Support working memory

• If we give students to much new information, we can run the risk of overloading their memory and much of what we say will be forgotten.

• When discussing new topics or content it is essential we avoid the possibility of distractions e.g. making sure students know when is an appropriate time to ask questions.

• Distractions from within an explanation can be most difficult to target – this is why it is good to plan your explanations beforehand.

• Support students through your explanation by making notes of key points on the board while you're talking so they have something to refer back to – a visualiser can help with this.

3. Modelling

• Help them to identify a logical structure and discuss how this comes from planning an answer before you begin writing.

Going Live

Models can be created in advance, but we can also produce them live, working through the steps with the class in real time e.g. producing a graph.

• Live model starter sentences when setting extended answers. This might help students understand the key components that makes up a great answer

• Live modelling allows us to show how we make correction and edits to our work and that we do this as an on-going process.

Search and Destroy

• It is often useful to provide models at a range of standards and to unpick the features that make one more successful than another. This is extremely useful when dealing with mock exams when students seem to contain an amalgamation of the errors they made.

• We are trying to develop self-regulation in students

• Ask students to create success criteria for a model answer you are using and then when giving them a similar question they are able to apply the same skills.

• They will develop an excellent understanding of the standard required and, importantly the experience of applying this understanding to a range of questions.

Talk the walk

• Encourage the students to think like a specialist from your discipline

Removing the scaffolding

• If your students have become over-reliant on support, you might want to look again at how you are using modelling.

• Students should be able to refer back to previous experiences of working with the aid of a model and apply this when they encounter something similar again.

• Using, and removing scaffolding takes careful planning and a long view through the curriculum.

4. Practice

Micro-details

To enable students to get better at something, it would be better to help them practice the component parts and improve each aspect.

• Take into consideration however, that to effectively practice we need to equip the students with the knowledge and skills to do this. • Show them various different methods for completing a task and work with them in various contexts.

• Treat it like a drill – students practice smaller components of a task until they have mastered a skill.

• For this to be most successful your strategies will need effective explanation and modelling. Return to fertile questions

• At the heart of enquiry-based learning should involve setting powerful, or fertile, questions.

• By framing a topic as a fertile question, students are taught to link together different pieces of relevant knowledge and draw on things they have learn in the past.

Functional fitness

There are things we can, and should do to prepare students for important exams but there is no better preparation than teaching them well. • If students practise specific past exam questions then there is a danger that we are just preparing them to answer those questions. We need to look beyond the exam questions and the specification to explore the underlying subject knowledge

• Do not allow the exam paper to become the curriculum.

• We practice because it enables us to learn; we don't learn to enable us to practice.

Support self-regulation

There is a natural tension between our desire to see what students are able to do by themselves and the need to intervene to make sure they are getting it right.

• Self-regulation is the ability of students to reflect on their own work and make improvements to it.

• By being aware of these areas of misunderstanding, we can pre-empt them and intervene appropriately.

• Some strategies that can be used to encourage self-regulation include; creating success criteria, asking students to proofread their own work, using peer assessment and encouraging self-testing to practise recall.

5. Feedback

Personal review

• Feedback on a task is often best given live, as we want to pick up on any misconceptions before they become embedded.

• There are three approaches you could take when addressing mistakes; tell the student what mistake they have made and how to correct it, place a dot on their work and tell them to find the mistake or stop the lesson if a number of students appear to have the same problem.

• Mass misunderstanding tends to indicate a need to remodel or re-teach what they need to do before they try again.

• One-to-one coaching cannot be replicated with written comments. Even doing a review with only one student will identify wider issues in your class.

Peer pressure

• Ensure you do not expect students to be able to peer-mark without having modelled the correct and most effective way to do it.

• Make sure the students have a very clear success criteria in mind and preferably an exemplar piece of work for comparison.

• The combination of peer feedback followed by self-assessment can lead to a much deeper reflection about what makes a good piece of work and more opportunities for students to apply what they learnt in their practice.

Responsive teaching

Feedback is a constant process and that it works both ways: informing both the teacher and the student.

• Using quick low-stake quizzes at the start of your lesson enables you to get instant feedback about how your students are doing. However, assign an exploratory task to each of the questions and get the students to complete it if they got it wrong.

• Sometimes quizzing or other forms of assessment, reveals a more significant difficulty that the whole class is having and needs to be addressed by reteaching.

• We need to recognise feedback as an intrinsic part of every lesson.

Building self-regulation

Ultimately, we want to get to the point where students are able to monitor their own learning, reflect on what they have done and act on this reflection.

• In the fast pace of the classroom we need to find the time if we are going to develop learners who can eventually continue their journey without us

6. Questioning

. Socratic questions

• **Socratic questions are designed to challenge the accuracy and completeness of students' thinking about a topic.**

Socratic questions are designed to achieve six different purposes: Classify their thinking, Probe assumptions, Demand evidence, Consider alternative viewpoints, Explore implication and Question the question.

Hinge questions

Hinge questions are often framed as multiple-choice questions, as the potential answers are limited and can be chosen in a way that is actually very revealing.

• Daisy Christodoulou explains that multiple choice questions are often dismissed as being too simple, but as long as all the potential answers appear plausible they can be fiendishly tricky.

• Planning in these hinge questions can be useful to quickly identify whether students have the understanding of the topic needed to proceed with the lesson.

Involving everyone

One potential problem with questioning is making the assumption that we have be led to believe that a whole class has fully understood a topic on the basis of just a couple of students answering questions.

• To avoid this you can ask students at random. Once students realise they could be called upon to answer a question, they are more incentivised to pay close attention to what is being said or to ask for clarification

• To use mass participation you could use strategies such as: mini-whiteboards, quiz apps, sticky notes, homework planners etc.

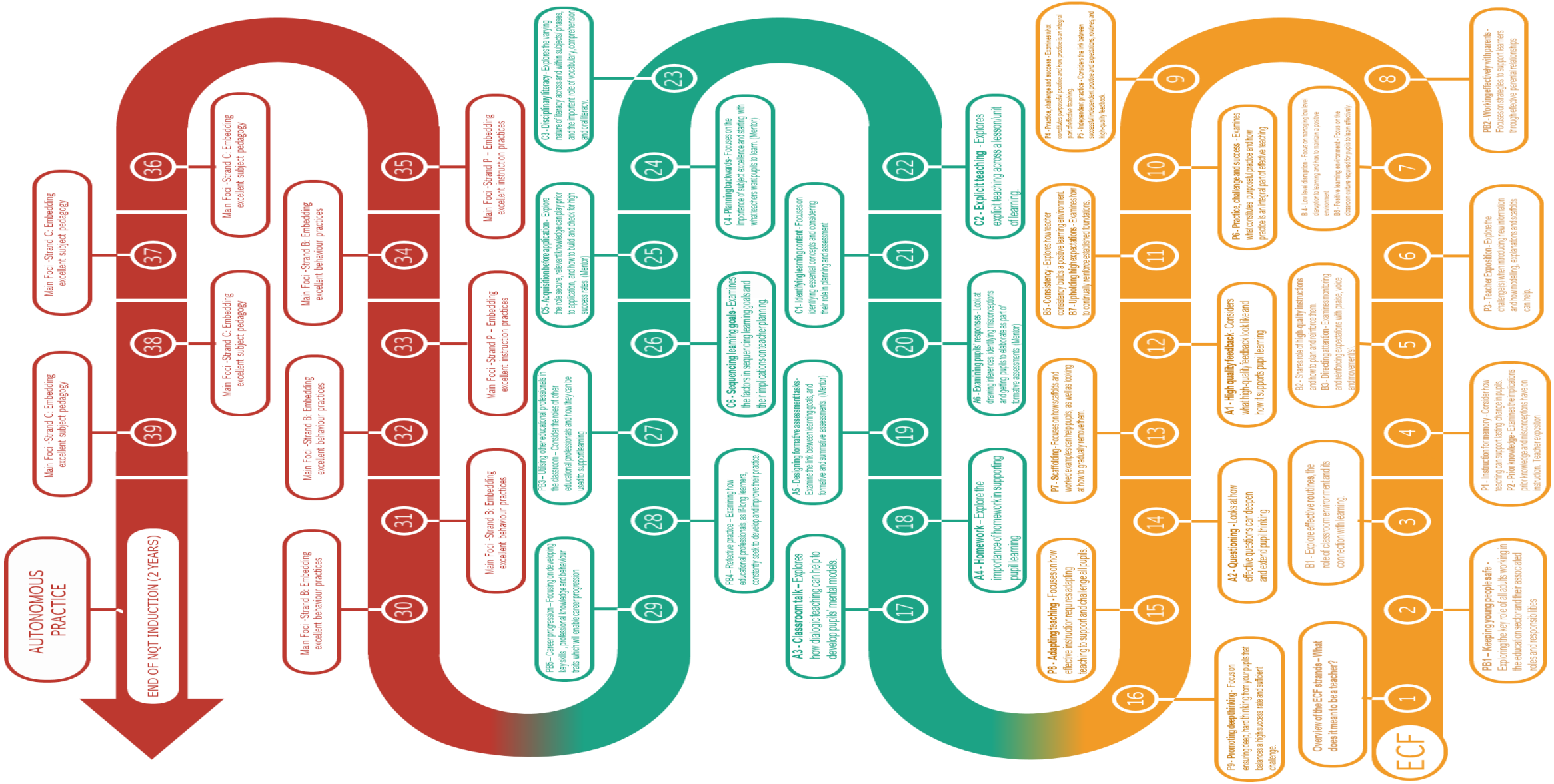
Asking questions

We want our students to look at the world around them and ask questions. • The first step in encouraging questioning is to equip students with the knowledge to explore and to interrogate, and to question with.

• The next step in encouraging students to ask questions is to model it

• Once the process has been modelled, we need to give students the opportunity to ask questions At the start of a topic you could pose a fertile question and ask students to develop the enquiry questions that they would need to answer this fully. This will help in creating mental hooks and links between what they already know about the issue and what they will learn.

EARLY CAREER FRAMEWORK – THE CURRICULUM



EARLY CAREER FRAMEWORK – THE CURRICULUM

FLEGG HIGH ORMISTON ACADEMY
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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
1	**All**	Overview of the ECF strands	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**	PB1 – Keeping young people safe	- 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**	B1 – Effective routines	- 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**	P1 - Instruction for memory P2 - Prior knowledge	- 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 B3 – Directing attention	- Shares role of high-quality instructions and how to plan and reinforce them. - Examines monitoring and reinforcing expectations with praise, voice and movement(s).	Bill Rogers – Ten Tips Flegg High – Respect for Learning What's in a phrase?	A review of behaviour standards and practices in our schools - Steer Managing Difficult Behaviour in Schools A practical guide by Tom Bennett	Behaviour toolkit and self audit Starting teachers Relationships - Didau Classroom climate Routines - Didau Lemov – behaviour and expectations	Starting teachers and behaviour Classroom climate Praise
6	**Pedagogy**	P3 - Teacher Exposition	- 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

EARLY CAREER FRAMEWORK – THE CURRICULUM

FLEGG HIGH ORMISTON ACADEMY
INSPIRE • ENCOURAGE • CREATE

Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
7	**Behaviour management**	B4 - Low level disruption B6 - Positive learning environment	**- 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 – Paunesku et al Motivating pupils in your subject – Adam Boxer	Managing specific behaviour types – Rob Plevin Relationships - Didau	5 minute behaviour fix
8	**Professional Behaviours**	PB2 - Working effectively with parents	**- 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**	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 expectations, routines, and high-quality feedback.**	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 Test enhanced learning - McDaniel Improving Students' Learning With Effective Learning Techniques - Dunlosky	Rosenshine – Principles of Learning Toolkit David Didau - Planning Dylan Wiliam - Planning	Rosenshine Modelling Retrieval practice
10	**Pedagogy**	P6 - Practice, challenge and success	**- Examines what constitutes purposeful practice and how practice is an integral part of effective teaching** **- Developing a metacognitive approach in pupils**	Rosenshine – stages of practice (Tom Sherrington) - Workshop Retrieval practice – Kate Jones (Book summary)	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	Rosenshine – Principles of Learning Metacognition Retrieval practice Transfer of knowledge and retrieval practice Retrieval Practice Guide	Rosenshine Modelling Retrieval practice
11	**Behaviour management**	B5 - Consistency B7 - Upholding high expectations	**- Explores how teacher consistency builds a positive learning environment.** **- Examines how to continually reinforce established foundations.**	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	Dfe – Below the radar Motivation Interventions in Education: A Meta-Analytic Review - Lazowski	Managing specific behaviour types – Rob Plevin Relationships - Didau Starting teachers Relationships - Didau Classroom climate Routines - Didau Lemov – behaviour and expectations	5 minute behaviour fix Starting teachers and behaviour Classroom climate
12	**Assessment**	A1 - High quality feedback	**- Considers what high-quality feedback look like and how it supports pupil learning**	Feedback PD Educational Endowment Fund – Review of Marking Power of feedback - Hattie	Lemov - Feedback Educational Endowment Fund - Embedding Formative Assessment Developing the theory of formative assessment – Black and Wiliam	Assessment for learning Live marking Verbal feedback 7 stage feedback plan	10 feedback techniques - Wiliam Verbal feedback Assessment for learning

EARLY CAREER FRAMEWORK – THE CURRICULUM

FLEGG HIGH ORMISTON ACADEMY
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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
13	Pedagogy	P7 - Scaffolding	- 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	A2 - Questioning	- 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	P8 - Adapting teaching	- 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	P9 - Promoting deep thinking -	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	A3 - Classroom talk	– 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	Pedagogy	P7 - Scaffolding	- 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

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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
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** Core Content Prior Learning - Modelling	- Explores the varying nature of literacy across and within subjects/ phases, and the important role of vocabulary, comprehension and oral literacy.	Literacy across the curriculum Literacy – David Didau Flegg Literacy Policy	Subject specific resources EEF – Improving Literacy Across the Curriculum Reading reconsidered - Lemov Million word gap Why closing the word gap matters	Literacy Literacy - Didau Subject knowledge audits Closing the vocabulary gap Closing the reading gap Oracy	Reading gap Vocabulary gap EEF Literacy Poster Vocabulary of key literacy terms

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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
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** Link	**PB3 – Utilising other educational professionals in the classroom** **Core Content** Prior learning - Safeguarding	– Consider the roles of other educational professionals and how they can be used to support learning	Making best use of teaching assistants - EEF Making best use of teaching assistants: TA and pupil interactions - EEF	NEU Guidance 7 steps to using TAs effectively - TES Achieving Outstanding Classroom Support in your Secondary School'.	Teaching support	EEF summary document Ten reasons to improve the use of teaching assistants

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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
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 Prior learning – Direct Instruction	-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 specific types of behaviour behaviour - Plevin	Practical approaches to behaviour management in the classroom Subject specific resources 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

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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
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
36	**Pedagogy** **Link**	**Main Foci -Strand P – Embedding excellent instruction practices** **Core Content** Prior Learning – Cognitive Load Theory	-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	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	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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Unit	Strand		Content	Key Reading	Further Reading	Toolkits	Checklist tools
38	**Curriculum** Link	**Main Foci -Strand C: Embedding excellent subject pedagogy**	-Explore the key tenets that underpin successful pedagogy to aid long term recall in your subject specialism -Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy	Subject specific resources	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
39	**Curriculum** Link	**Main Foci -Strand C: Embedding excellent subject pedagogy**	-Explore the key tenets that underpin successful pedagogy to aid long term recall in your subject specialism -Identify key facets of this strand and utilise to develop own practice whilst working towards autonomy	Subject specific resources	Subject specific resources EEF – Improving Literacy Across the Curriculum Reading reconsidered - Lemov Million word gap Why closing the word gap matters	Curriculum Subject knowledge audits Spacing and interleaving Cognitive Load Theory Retrieval practice	Curriculum Retrieval practice

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A

AfL -
Assessment for Learning (also known as formative assessment) - the process of gathering evidence through assessment to inform and support next steps for a students' teaching and learning

Assessment for learning -
Known as AfL for short, and also known as formative assessment, this is the process of gathering evidence through assessment to inform and support next steps for a students' teaching and learning

Attainment grouping -
Also known as ability grouping, the practice of grouping students according to measures of attainment

B

Baseline assessment -
When referring to early years education, a measurement of a child's performance conducted within a few weeks of them starting school in Reception, with a focus on literacy and numeracy.

C

Classroom climate -
The social, emotional, intellectual and physical environment of a classroom

CLT -
Cognitive Load Theory - the idea that working memory is limited and that overloading it can have a negative impact on learning, and that instruction should be designed to take this into account

Cognitive Load Theory -
Abbreviated to CLT, the idea that working memory is limited and that overloading it can have a negative impact on learning, and that instruction should be designed to take this into account

Cognitive Science -
The study of the human mind, such as the processes of thought, memory, attention and perception

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Comparative judgement -
An approach to marking where teachers compare two students' responses to a task and choose which is better, then repeat this process with other pieces of work

D

Department for Education -
The ministerial department responsible for children's services and education in England

DfE -
Department for Education - a ministerial department responsible for children's services and education in England

Dialogic teaching -
The effective use of talk for teaching and learning, involving ongoing talk between teachers and students

Direct instruction -
A method of instruction in which concepts or skills are taught using explicit teaching techniques, such as demonstrations or lectures, and are practised until fully understood by each student

Discovery learning -
Allowing learners to discover key ideas or concepts for themselves

Diversity -
The recognition of individual differences in terms of race, ethnicity, gender, sexual orientation, socio-economic status, physical ability, religious beliefs and other differences

G

Growth mindset -
The theory, popularised by Carol Dweck, that students' beliefs about their intelligence can affect motivation and achievement; those with a growth mindset believe that their intelligence can be developed

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I

Inclusion -
An approach where a school aims to ensure that all children are educated together, with support for those who require it to access the full curriculum and contribute to and participate in all aspects of school life

Initial teacher training -
Abbreviated to ITT, the period of academic study and time in school leading to Qualified Teacher Status (QTS)

Interleaving -
An approach to learning where, rather than focusing on one piece of content at a time (known as blocking) then moving on to the next, students alternate between related conceptsITT -
Initial teacher training - the period of academic study and time in school leading to Qualified Teacher Status (QTS)

L

Learning styles -
Theories relating to the idea that individuals learn best in different ways and teaching should be tailored to their learning styles – these have been widely debunked by research

Left/right brain dominance -
The theory that each side of the brain controls different types of thinking – an example of a neuromyth

M

Mark schemes -
Criteria used for assessing pieces of work in relation to particular grades

MAT -
Multi-academy trust - a group of schools working in collaboration, governed by a single set of members and directors

Meta-analysis -
A quantitative study design used to systematically assess the results of multiple studies in order to draw conclusions about that body of research

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Multi-academy trust -
Abbreviated to MAT, a group of schools working in collaboration, governed by a single set of members and directors

N

Neuromyths -
Common misconceptions about the brain

O

Ofsted -
The Office for Standards in Education, Children's Services and Skills – a non-ministerial department responsible for inspecting and regulating services that care for children and young people, and services providing education and skills

Overlearning -
Engaging in repeated practice of concepts beyond the point where a learner has already understood the key idea

P

Peer-reviewed journal -
A journal in which research papers are evaluated by experts in the field

PISA -
The Programme for International Student Assessment, a worldwide study by the Organisation for Economic Co-operation and Development (OECD), intended to evaluate educational systems by measuring 15-year-old school students' knowledge and skills

Point of mastery -
The point at which a learner has a high level of understanding of a given concept or domain

Programme for International Student Assessment -
Abbreviated to PISA, a worldwide study by the Organisation for Economic Co-operation and Development (OECD), intended to evaluate educational systems by measuring 15-year-old school students' knowledge and skills

Pupil Premium -
Additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities

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R

Reliability -
In assessment, the degree to which the outcome of a particular assessment would be consistent – for example, if it were marked by a different marker or taken again

S

Scaffolding -
Progressively introducing students to new concepts to support their learning

SENCO -
A special educational needs coordinator – a teacher who is responsible for special educational needs at school

Spacing effect -
The benefit to learning of including gaps between study and revision sessions

T

TA -
Teaching Assistant - an adult that assists the teacher in the classroom

Teaching Assistant -
An adult that assists a teacher in the classroom

Teachmeet -
An organised but informal event to bring teachers together and share practice

Threshold concept -
A key concept which, once understood, can transform the student's perception of the area of study, and without which the student's learning cannot progress

TIMSS -
Trends in International Mathematics and Science Study – a series of international assessments of the mathematics and science knowledge of students around the world

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Transfer -
The processes of applying learning to new situations
V
Validity -
In assessment, the degree to which a particular assessment measures what it is intended to measure, and the extent to which proposed interpretations and uses are justified
Virtual learning environment -
An online system that allows teachers to share resources with students via the internet
VLE -
Virtual Learning Environment – an online system that allows teachers to share resources with students via the internet

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IMPORTANT WEB LINKS

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https://www.ambition.org.uk/ - Ambition Institute
https://earlycareer.chartered.college/ - Chartered College Early Years Framework (free membership for ITTs)
https://teacherhead.com/ - Tom Sherrington (@teacherhead)
https://learningspy.co.uk/ - David Didau
https://educationendowmentfoundation.org.uk/- Education Endowment Foundation