# ITT Course Curriculum: BA(Hons) Secondary English Education with QTS\*

# Year 3

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## How to use this ITT curriculum

This ITT curriculum outlines what trainees on this course are expected to know and be able to do for each week they are on their ITT and the method by which trainee progression will be assessed. It is subject specific, informed by pertinent research and underpinned with the Core Content Framework and its associated evidence (as necessary for those seeking to be recommending for QTS at the conclusion of their ITT). It is sequential in its approach, mapped against the various components of the Core Content Framework and shows a purposeful integration of centre-based (university-based) learning into Professional Practice. There is no separate ‘Professional Practice’ curriculum for trainees to follow. Instead, there is one single one single curriculum which encompasses all the learning which should take place throughout the ITT course.

### If you are a trainee:

This is the curriculum you will follow each week throughout your ITT course both when you are at university and when you are on Professional Practice (these weeks are shown in orange). It provides the learning which will be delivered to you in your subject, the knowledge, and skills you will be expected to demonstrate each week and the questions which assist you, your tutor, and your mentor (during Professional Practice) in assessing if you are making progress or if further support is needed. **You need to complete every week of this curriculum to meet the necessary Standards required for QTS recommendation at the end of this course and to ensure you are able to transition into your Early Career Teaching (ECT) phase.**

### If you are a school-based expert colleague (mentor or lead):

This curriculum outlines what trainees in this subject should know and be able to do throughout their ITT. This includes the weeks when they are on Professional Practice being supported by their expert mentor (these weeks are shown in orange). There is no separate ‘Professional Practice’ curriculum, rather one single subject specific curriculum which encompasses every week of ITT allowing you to see the prior learning and what trainees can already do and understand prior to working with you. Throughout their course trainees will continue to have their learning delivered by Edge Hill colleagues (this will be online throughout Professional Practice). We ask our expert-colleagues to provide opportunities for trainees to demonstrate, practise, receive feedback, or get better at the skills which they are expected to be ‘able to do’ each week. We also ask mentors to assess the extent to which the trainee has made progress each week using the ‘key questions’ provided and completing the relevant section (2) on the Weekly Development Summary (WDS) during the weekly mentor meeting in addition to confirming on the form if the trainee is making sufficient progress. Additional support for mentors is available via the weekly communications and the [FoE mentor space.](https://sites.google.com/view/foementorspace/secondary-and-further-education/pp-paperwork)

## Rationale of curriculum coverage and sequence including use of pertinent research

The curriculum for BA(Hons) Secondary English Education with QTS ensures complete coverage of the ITT Core Content Framework and its associated evidence base (Department for Education, 2019) as appropriate for Secondary ITT and the QAA Benchmark Statement for English (2019). As the aim of the course is to produce highly competent, confident and creative secondary English teachers, our curriculum goes beyond the CCF and is enhanced by the Edge Hill University ITT Pillars (Fordham, 2018).

Building on Year 1 (present) and Year 2 (past), in Year 3, trainees turn to the future. Through a focus on hypothetical futures for educational theory, policy, and practice, this module moves trainees’ engagement with the concepts and principles of educational values to the forefront of the discipline (Biesta, 2009). Building upon Years 1 and 2, in Year 3 the curriculum provides opportunities for trainees to explore the possibilities in English teaching to develop as creative, independent, effective teachers demonstrated in their final Professional Practice (Ofsted, 2022; Sherrington, 2017; Rosenshine, 2012). A curricula focus on Studentship enables trainees to design and implement a small research project by gathering data ethically, analysing and reporting findings. Their research projects are designed to develop their practice, knowledge and understanding of how pupils learn.

In Year 3, trainees continue to develop their English subject knowledge, enabling trainees to develop expertise in those subjects most likely to feature in a secondary school curriculum. In Year 3, trainees are introduced to the most complex concepts and ideas in English study, drawing upon their previous study to take on new challenges. The modules introduce concepts such as film theory and its links to literature and the power of language in policy documentation.

## Delivery of curriculum outcome(s) into composite and component elements

The Year 3 curriculum is designed to prepare trainees for the final Profession Practice where they will demonstrate they are developing into highly competent, creative English teachers. Trainees revisit key concepts, such as adaptive teaching to hone their skills in a range of strategies, whilst considering how these concepts do not work in isolation, but link together. For example, in Week 1, trainees consider how they can encourage all pupils, whatever their background to have aspirational goals, then in Week 4 the focus is on the deployment of TAs to support pupils and considers the pros and cons of direct instruction and enquiry learning in pupil learning. This is then developed in Week 7 where the focus is upon preparing all students for the terminal English exams. And then in Week 22 on Professional Practice when trainees will reflect upon their adaptive teaching in practice.

## How the curriculum enables trainees to develop their sense of social justice including the importance of inclusion and representation in their subject

Poor literacy is instrumental in limiting pupils’ success in school and beyond. The Social Mobility Commission Report states: ‘There is a fracture line running deep through … our education system. Those on the wrong side of this divide are losing out and falling behind’ (SMC, 2017). Davison (2020) argues English teaching is crucial in the success of pupils; in particular the importance of developing literacy. Trainees develop their knowledge and understanding of how to create accessible learning opportunities, designed to allow all learners to make progress. They are encouraged to critique our secondary curricula, considering if it privileges some trainees over others, design lessons and resources that are inclusive and explore representations of all groups, such as LGBTQIA and social classes in literature and non-fiction. For example in Week 3 when trainees critique our assessment practice in English and consider whether it benefits some groups over others.

## Opportunities to revisit key learning

As Trainees prepare for their final Professional Practice, there are many opportunities to revisit key learning. For instance, the use of AfL and effective feedback is revisited several times from different angles. In Week 2, trainees consider what research tells us about the effectiveness of AfL, then in Week 9 their focus is upon how they use data to support pupil progress. In Week 10, the importance of involving parents or carers in the progress of pupils is explored and in Week 11 the focus shifts to managing workload whilst still providing pupils with high quality feedback. This is then followed up in Weeks 24 and 25 whilst on Professional Practice. Trainees will reflect upon their assessment practices in English, their use of data and the effectiveness of their feedback.

## References

* Biesta, G. 2009 Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1).
* Daly, C and Davison, J. 2020 Debates in English Teaching
* Department for Education (DfE) 2019. ITT Core Content Framework <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf> (Last Accessed 03/08/22)
* Education and Training Foundation (ETF), 2022. Professional Standards for Teachers and Trainers – the ETF <https://www.et-foundation.co.uk/professional-standards/> (Last Accessed 03/08/22)
* Fordham, M. 2020 What did I mean by ‘the curriculum is the progression model’? <https://clioetcetera.com/2020/02/08/what-did-i-mean-by-the-curriculum-is-the-progression-model/>
* Ofsted Research review series: English 2022

<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english> (Last Accessed 13/09/22)

* Ofsted Improving literacy in secondary schools: a shared responsibility

<https://www.gov.uk/government/publications/improving-literacy-in-secondary-schools-a-shared-responsibility>

* Rosenshine, B. 2012 Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> (Last Accessed 13/09/22)
* Sherrington, T. 2017 *The Learning Rainforest: Great Teaching in Real Classrooms*
* Social Mobility Commission (SMC), 2017 Report State of the Nation 2017: Social Mobility in Great Britain
* The Quality Assurance Agency for UK Higher Education (QAA), 2019. Subject Benchmark Statement for English <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf> (Last Accessed 12/09/22)

| Week (starting 3.10.22) | For the subject they are training in trainees should know that:  *(max 3 bullet points)* | For the subject they are training in trainees should be able to:  *(max 3 bullet points)* | Key questions  *(2-3 as indicators of progress)* | CCF | Method of Assessment |
| --- | --- | --- | --- | --- | --- |
| 1  *Introduction and SK Audit*  *How do we inspire pupils to succeed?* | * A culture of mutual trust and respect supports effective relationships. * High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | * provide opportunities for pupils to articulate their long term goals and helping them to see how these are related to their success in school. * support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. * Strengthen pedagogical and subject knowledge by participating in wider networks. | *1 What do we mean by ‘to succeed’?*  *2 How do we support pupils in setting/managing aspirational goals?* | HE5,6 | WDS |
| CCF evidence base | Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press. | | | | |
| 2  *AfL theories and strategies* | * 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. * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. * Over time, feedback should support pupils to monitor and regulate their own learning. | * Provide appropriate wait time between question and response where more developed responses are required. * Reframe questions to provide greater scaffolding or greater stretch. * Discussing and analysing with expert colleagues how pupils’ responses to feedback can vary depending on a range of social factors | *1 What does research tell us is beneficial about AfL?*  *2 Why is questioning ‘an essential tool’?*  *3 What AfL strategies have you used / observed when on placement last year?* | CP6  A1,6 | WDS |
| CCF evidence base | \*Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\_Marking\_Review\_April\_2016.pdf. | | | | |
| 3  *Equality and opportunity in approaches to assessment* | * Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. * Working with colleagues to identify efficient approaches to assessment in English is important; assessment can become onerous and have a disproportionate impact on workload * Guides, scaffolds and worked examples, such as guided reading or writing frames, can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. | * how to balance input of new content so that pupils master important concepts. * Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. * Build in additional practice or removing unnecessary expositions | *1 Consider assessment in English. Does it favour some pupils over others? Which skills are valued over others? Why?*  *2 How can we support pupils to learn more and remember more in English?* | CP4  A2,7 | WDS |
| CCF evidence base | Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. Review of Research in Education, 34, pp. 254-284. | | | | |
| 4  *Collaborative learning and assessment* | * Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning English. * 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. | * ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher * Preparing teaching assistants for lessons under supervision of expert colleagues. | *1 What is the relationship between direct instruction and enquiry learning?*  *2 How should we as teachers and our TAs support pupils during group tasks in English lessons?* | CP1  PB5 | WDS |
| CCF evidence base | Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order MetaAnalyses. Review of Educational Research (Vol. 86). https://doi.org/10.3102/0034654316675417. | | | | |
| 5  *Assessing non-written work: S+L* | * Learning involves a lasting change in pupils’ capabilities or understanding in English. * Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. * Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. | * use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples) * accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. | *1 What examples of non-written assessments have you used / observed on placement?*  *2 How was formal non-written assessment undertaken in your placement setting last year?*  *2 Was it different for KS3 and KS4?* | HPL1,7,9 | WDS |
| CCF evidence base | Allen JP, Pianta RC, Gregory A, Mikami AY, Lun J (2011) An interaction-based approach to enhancing secondary school instruction and student achievement. Science 333(6045):1034-1037 https://doi.org/10.1126/science.1207998. | | | | |
| 6  Academic Achievement Week | * Secure subject knowledge helps English teachers to motivate pupils and teach effectively. * Before using assessments, English teachers should be clear about the decision it will be used to support and be able to justify its use. |  | *What have you learned about the transition to KS5 from your visit to a Post-16 setting?* |  | WDS |
| CCF evidence base | Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283. | | | | |
| 7  *GCSE Specs and Terminal Exams* | * In order for pupils to think critically, they must have a secure understanding of knowledge within the English topic they are being asked to think critically about. * 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. * Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | * choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. * how to design 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). * how to support younger pupils to become fluent readers and to write fluently and legibly. | *1 How can we best prepare pupils for terminal examinations? Alongside their English subject knowledge, what other skills need to be developed?*  *2 Look at the range of Literature on the AQA and Eduqas specs. Is it inclusive? How might we approach teaching this inclusively?* | SCK6,9, 10 | WDS |
| CCF evidence base | Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>. | | | | |
| 8  *Post -16 Provision* | * Secure subject knowledge helps English teachers to motivate pupils and teach effectively. | * Collaborate with colleagues to share the load of planning and preparation and making use of shared resources. | *1 How does planning and delivering English lessons differ with Post-16 learners?*  *2 Consider your subject knowledge audit – how confident are you in delivering the different A Level syllabi?* | SCK2 | WDS |
| CCF evidence base | Hanushek, E. (1992) The Trade-off between Child Quantity and Quality. Journal of Political Economy, 100(4), 859–887. | | | | |
| 9  *Using Data Effectively* | * Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. * 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. | * Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments * record data only when it is useful for improving pupil outcomes | *1 How do you use data gathered from English assessment?*  *2 How is assessment data used by the Department and wider school?* | A1,4 | WDS |
| CCF evidence base | Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, https://doi.org/10.1111/j.1468-0084.2011.00666.x. | | | | |
| 10  *Reporting to parents and other stakeholders* | * 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. * Building effective relationships is easier when pupils believe that their feelings will be considered and understood. * Effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. | * communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling * Seek opportunities to engage parents and carers in the education of their children * liaise with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations. * Engage parents, carers and colleagues in informal and formal settings. | *1 How was progress communicated to parents in your placement school last year?*  *2 How can we build effective relationships with parents and carers?* | A4  MB5  PB4 | WDS |
| CCF evidence base | Sadler, D. (1989) Formative assessment and the design of instructional systems. Instructional Science, 18(2), pp.119-144. | | | | |
| 11  *Managing marking workload* | * Identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. * High-quality feedback can be written or verbal | * Identify efficient approaches to marking and alternative approaches to providing feedback * Reduce the opportunity cost of marking. * Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes. | *1 How did experienced colleagues in your placement school last year manage their marking workload?*  *2 What strategies have you tried to reduce marking workload?* | A5,7 | WDS |
| CCF evidence base | Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/485075/DFE-RR456A\_- \_Workload\_Challenge\_Analysis\_of\_teacher\_consultation\_responses\_sixth\_form\_colleges.pdf. | | | | |
| 12-13  Christmas break | | | | | |
| 14  *Assignment Workshop* | * DSLs and other specialist colleagues have valuable expertise and can ensure that appropriate support is in place for pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. | * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report | *1 What are you looking forward to on placement?*  *2 What are your priorities for your own development as an English teacher?* | PB 6 |  |
| CCF evidence base | Jussim, L. & Harber, K., (2005) Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies, Personality and Social Psychology Review 2005, Vol. 9, No. 2, 131–1557 | | | | |
| 15  Assessment Week | | | | | |
| 16  Start of Consolidation Placement 1 | * Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. * Trainees have a responsibility to keep children safe in their placement school, and they have a role to play alongside the DSL and other staff. * In English, as in other subjects, pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | 1. Model courteous and aspirational behaviour.  2. Use inspirational and consistent language that promotes challenge, aspiration, resilience, and praises pupil effort. Set tasks which stretch pupils, but which are achievable.  3. Create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of a daily routine.  4. Contact the DSL and related colleagues and have a clear understanding of how to report safeguarding concerns (and what such concerns may look like). | * What have you learnt about the importance of having high expectations? * How has your understanding of managing behaviour developed this week? Can you link this to any learning from your university learning? * Have you been able to identify any effective/ineffective practice during your observations this week? What was it? Why did it work/not work? | HE1  MB6 | WDS |
| CCF evidence base | Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. https://doi.org/10.3102/0034654318759268. | | | | |
| 17  Consolidation Placement2 | * English Teachers’ expectations can affect pupil outcomes; setting goals that challenge and stretch pupils to know and remember more of the English curriculum is essential. * English Teachers can influence pupils’ resilience and beliefs about their ability to succeed in English, by ensuring all pupils have the opportunity to experience meaningful success. | 1. Give clear, manageable, specific and sequential instructions for tasks and behaviour which use consistent language and/or non-verbal signals  2. Check pupils’ understanding of a task before it begins and address any misconceptions  3. Reinforce established school and classroom routines which maximise time for learning  4. Engage with parents/carers and colleagues in helping to support and manage pupil behaviours (for example, strategies to best support specific pupils) | * What knowledge and understanding of the issues related to HE and MB have you gained through your academic reading? How does this relate to your current practice? * How have your expectations of pupils’ learning and progress developed and/or changed in light of your previous placement experience? * How can you ensure pupils are motivated? | HE3  MB4 | WDS |
| CCF evidence base | Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539. | | | | |
| 18  Consolidation Placement3 | * Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. * The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | 1. Respond consistently and decisively to pupil behaviour (inc. the use of rewards, praise and sanctions)  2. Motivate pupils via the use of challenging content which builds towards pupils’ long-term goals and aspirations  3. Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically | * How does the behaviour policy in your school operate?  How well does it work? Are there exceptions? Does it reach all children? – If not, what adaptations might need to be made and why? * Based on your experiences and academic reading, what promotes high expectations and/or a high level of behaviour management? * What are your areas of development with regards setting high expectations and managing behaviour? What impact will these developments have on the learning in your classroom? | HE2  MB3 | WDS |
| CCF evidence base | Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. <https://doi.org/10.1016/j.edurev.2018.10.001>. | | | | |  |  |
| 19  Consolidation Placement4 | * Ensuring pupils master foundational concepts and knowledge in English before moving on is likely to build pupils’ confidence and help them succeed. * In English, as 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 the English curriculum to facilitate this process is important. | 1. Plan and deliver a carefully sequenced curriculum which encompasses the school’s vision for its knowledge, skills and values.  2. Support pupils in building increasingly complex mental schemas over a period of time  3. Draw explicit links between new content and the core knowledge in the subject area  4. Revisit the big ideas of the subject and teach key concepts through a range of examples | * How does the curriculum in your subject area promote the wider vision, values and skills of the school? * What is the rationale behind the curriculum sequence and design in your subject area? You may find it useful to liaise with the HOD about this. * Critically review your subject knowledge for this setting and suggest ways you could develop this. | SCK1,3,7 | WDS |
| CCF evidence base | Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage. | | | | |
| 20  Half Term | | | | | |
| 21  Consolidation Placement 5 | * Pupils are likely to struggle to transfer what has been learnt in other subjects to English. * Requiring pupils to retrieve knowledge previously learnt in English from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | 1. Use retrieval and spaced practice to build recall of key knowledge over time  2. Provide tasks that support pupils to learn key ideas securely (such as low-level retrieval tasks) and keep the complexity of a task to a minimum so that attention is focused on content  3. Interleave concrete and abstract examples via the use of examples, analogies, or metaphors.  4. Balance exposition of new content, repetition, practice of new skills and knowledge | * What effective/ineffective practice have you observed with regards the retrieval and spaced practice of subject knowledge content? What was it? Why did it work/not work? * How has university teaching and/or independent study contributed to your knowledge and understanding about a particular topic? * Critically reflect on your progression so far against the EHU ITE pillars. | SCK5,8  HPL8 | WDS |
| CCF evidence base | Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27. https://doi.org/10.1016/j.tics.2010.09.003. | | | | |
| 22  Consolidation Placement 6 | * Regular purposeful practice of what has previously been taught in English can help consolidate material and help pupils remember what they have learned. * High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding in English and extend their vocabulary. * Flexibly grouping pupils within the English 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. | 1. How to support collaborative/paired/group work so that engagement and motivation are not negatively affected.  2. Discuss how the placement school changes groups regularly and ensures any groups based upon attainment are subject specific.  3. Plan, regularly review and practice key concepts over time (for example, through the use of effective discussions and/or structured talk activities)  4. Design practice and retrieval tasks that provide the right level of support so that pupils experience a high success rate when attempting challenging work | * How effectively do all pupils learn in your lessons? How do you know this? What promotes the learning? What hinders? * Critically reflect on how well you have adapted your teaching this week. * Why is it important to talk about *adaptive* teaching rather than *differentiated* teaching? | HPL7  CP7  AT5 | WDS |
| CCF evidence base | Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They’re Not Magic. Review of Educational Research, 81(2), 267–301. https://doi.org/10.3102/0034654311405999. | | | | |
| 23  Consolidation Placement 7 | * Teaching assistants (TAs) can support pupils more effectively in English when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. * Adapting teaching in English 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. * Guides, scaffolds and worked examples, such as guided reading or writing frames, can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. | 1. Under the supervision of expert colleagues, make effective use of TAs, additional support staff and specialist support (e.g. SENCO, DSL)  2. Plan for the use of TAs in lessons, recognising this is in addition to, rather than replacement of, support from the teacher.  3. Decide whether intervention work with small groups within a lesson is more effective than planning different lessons for different groups of pupils.  4. Reframe questions to provide greater scaffolding or greater challenge. | * How successful are you at making use of specialist support (such as TA’s) in your lessons? How could this be developed? * Critically reflect on your use of modelling and scaffolding. * What knowledge and understanding of teaching pupils for whom English is an additional language  have you gained through your academic reading? How does this relate to your current practice and/or setting? | PB5  CP4  AT4 | WDS |
| CCF evidence base | Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge. | | | | |
| 24  Consolidation Placement 8 | * To be of value, teachers use information from assessments in English to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. * Marking and assessment are not synonymous: high-quality feedback can be written or verbal | 1. Record data only when it is useful for the purpose of improving pupil outcomes  2. Utilise cost marking strategies (e.g. using abbreviations or codes) when providing written feedback, recognising that marking is only one form of feedback.  3. Where possible, use high quality verbal feedback during lessons and written feedback after lessons.  4. Identify effective approaches to marking and alternative approaches to providing feedback | * How well are you balancing the demands of assessment procedures? Have you identified any practice which is highly effective and not onerous? * Have you (ether in observations or your own lessons) identified any effective practice with regards verbal feedback? What was it? What impact did it have? * Critically reflect on how your setting collects and utilises assessment data. Does this assist with improving pupil outcomes? | A4,5 | WDS |
| CCF evidence base | Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9. | | | | |
| 25  Consolidation Placement 9 | * Anticipating common misconceptions in English is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of when misconceptions are likely to arise is valuable. * It is important to identify efficient approaches to assessment, particularly in English where staff may teach large numbers of pupils; assessment can become onerous and have a disproportionate impact on workload. | 1. Prioritise the marking of errors relating to misunderstandings/misconceptions rather than careless mistakes made whilst working.  2. Provide feedback which takes into account the range of factors which can impact on pupils’ understanding of the feedback (such as their age or the message the feedback contains)  3. Provide accurate assessment and feedback to pupils in line with external benchmarking (such as GCSE or A level requirements) | * How effective is your written feedback to pupils? To what extent to you focus on correct misconceptions rather than careless mistakes? * How has your understanding of summative assessment practice developed? Think specifically about those which prepare pupils for GCSE and/or A level outcomes. * Reflect on a lesson you taught this week. How did you ensure it was sequenced so that it built on prior knowledge and prepared pupils for the next step? | AT4  A5 | WDS |
| CCF evidence base | Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322. | | | | |
| 26  Consolidation Placement 10 | * Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. * Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. * Engaging in high-quality professional development can help RE teachers improve. | 1. Engage parents/carers in the education of their children (including effective use of parents’ evenings)  2. Critically engage with research and use evidence to critique practice  3. Identify areas for development and engage in appropriate CPD with clear intentions for pupil outcomes  4. Build effective working relationships by working with colleagues as part of a team | * How effective is your communication to parents/carers in relation to pupil’s achievements and well-being? * Have you been involved with any CPD to improve teaching outside of your programme of ITT? If not, what could this look like? What CPD may you find it useful to engage with in the future (during your ECT phase for example)? * How has your understanding of ‘professionalism’ developed since the start of your ITT programme? What insights have you made? | PB1,4,7 | WDS |
| CCF evidence base | Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9. | | | | |
| 27-28 Easter Break |  | | | | |
| **End of Year 3** | | | | | |