

Principles for inclusive practice

Have high expectations for all students

Anticipate possible barriers to learning and make adaptations to practice



Notice and know the needs of the child you teach

Specific needs
Inclusion register
Past reports
Talk to other professionals
Involve pupils in their learning
Involve parents

Equality Act 2010 - SEND Code of Practice - Keeping children safe in education – National Curriculum

Postgraduate Primary PLD

The modules which comprise our Initial Teacher Education courses are structured into three curriculum areas: *professional learning and development*; *subject and curriculum knowledge*; and *school-based training* (placement). Each curriculum area is represented by a model/framework to provide a frame of reference for the content and intention of the modules that are aligned to the area. Underpinning each area is the ITT Core Content Framework 'Learn that' and 'learn how to' statements. Over the three stages of training student teachers acquire knowledge, understanding and skill in relation to the five core areas of practice – behaviour management, pedagogy, curriculum, assessment and professional behaviours - to best enable the pupils they teach to participate, learn, enjoy and make progress. Student teachers' knowledge, understanding and skills is applied to the context in which they are practising and assessed at each Progress Review Point (see Progress Review Point Profiles). Meeting the Teachers' Standards as a by-product, at Final Assessment student teachers have learned the curriculum and are



ready to begin their Early Career Teacher induction having developed our partnership's values and attributes which recognises the importance of sustained and structured professional learning.

- *Professional learning and development* is represented through our inclusive practice model, informed by: the [ITT Core Content Framework](#); [Keeping Children Safe in Education](#); the [National Curriculum](#) statement on inclusion (section 4); [SEND code of Practice](#); and the [Equality Act 2010](#) . The curriculum area seeks to enable student teachers to develop a secure knowledge-base for inclusive practice and high-quality teaching for all. We explicitly use the following terms: inclusion; inclusive practice; anticipating and removing barriers to learning; adaptive practice; protected characteristics (age; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation); enabling access and participation. We interrogate substantive knowledge, including the concept and practice of social justice within one's classroom. Our centre-based approach is one of reflective, critical pedagogy predicated on a how children learn.

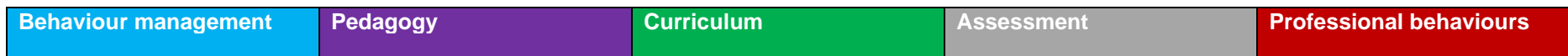
PLD Assessment (PGCE only)

Equality and achievement in education:

How do we respond to pupils' needs and overcome potential barriers to learning so that all pupils make progress and achieve in mainstream primary education?

5 Core Areas of the ITE Curriculum

The five core areas are underpinned by the [ITT Core Content Framework](#)



Phase 1: towards Progress Review Point 1

Date	Taught course: Your development as a teacher Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Professional Behaviours			
<p>During the week of induction: ROLES & YOUR LEARNING</p> <p>EXPECTATIONS</p>	<p>...effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</p> <p>...reflective practice is an essential part of professional development. It is supported by feedback from, and observation of, experienced colleagues, engagement in/awareness of professional debates, and learning from educational research.</p> <p>... a teacher is expected to demonstrate consistently high standards of personal and professional conduct.</p> <p>...knowledge about safeguarding responsibilities and legislation (including PREVENT) are an essential aspect of your professional development.</p> <p>... it is important to manage workload and wellbeing by protecting time for rest and</p>	<p>Lofthouse (2018) A virtuous circle: making the most of mentoring https://impact.chartered.college/article/lofthouse-virtuous-circle-mentoring/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf</p>	<p>Develop as a professional, by: Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes.</p> <p>Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.</p> <p>Activities: <i>Notice how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach during your Weekly Mentor Meeting (WMM).</i></p> <p>Complete Phase 1 SEND focus task</p> <p><u>(For PGCE students this should take place in your first week in school)</u></p>

WELLBEING	recovery and being aware of the sources and resources available to support good mental wellbeing.		
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Date	Taught course: Motivation and learning Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Behaviour Management			
16/9/21	<p>...learning involves a lasting change in pupils' capabilities or understanding</p> <p>...teachers can influence pupils' resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success</p> <p>...pupils' investment in learning is also driven by their prior experiences, and perceptions, of success and failure and that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</p> <p>...pupils are motivated by intrinsic factors (related to their identity and values – self-determination theory) and extrinsic factors (related to reward – behaviourist theories)</p> <p>...teachers are key role models, who can influence the attitudes, values and behaviours of their pupils</p> <p>...building effective relationships is easier when pupils believe that their feelings will be considered and understood</p>	<p>Improving Behaviour in Schools Guidance Report (EEF, 2019) https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/</p> <p>The Bennet Report (2016)</p>	<p>Motivate pupils by: Discussing and analysing, with expert colleagues, how to support pupils from needing extrinsic motivation to being motivated to work intrinsically.</p> <p><u>Activities:</u></p> <p><i>Either:</i> <i>Identify how your class teacher fosters positive relationships within the class both Teacher-Pupil and Pupil-Pupil. Note your reflections in section A of the WMM.</i></p> <p><i>Or...</i></p> <p><i>Read the Bennet Report (2016) and engage with your school's behaviour policy and consider how you will approach establishing effective relationships during your first week in school.</i></p>

	<p>... effective relationships are built in a culture of mutual trust and respect</p> <p>... a predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs</p> <p>...the development of learning behaviours can be considered in terms of relationships with others, the self and the curriculum (Behaviour for learning model).</p>		
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Date	Taught course: Establishing positive classroom behaviours Learn that...	Evidence-based reading	School-based Activities and WMM discussion points Learn how to...
Behaviour Management			
23/09/21	<p>...setting clear expectations can help communicate shared values that improve classroom and school culture</p> <p>...the establishment and consistent positive reinforcement of routines, can help create an effective learning environment</p> <p>...the ability to self-regulate one's emotions affects pupils' ability to learn, their overall success in school as well as their future lives</p> <p>...a teacher can plan for desired behaviours within the classroom</p> <p>... a proactive approach to challenging behaviour is preferable. Consider the STEPS approach to managing behaviour.</p>	Unit 3.4 in Cremin and Burnett (2018) <i>Learning to Teach in the Primary School</i> , 4 th Ed, Routledge, Milton	<p>Establish effective routines and expectations, by: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school</p> <p>Develop a positive, predictable and safe environment for pupils, by: Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour, or bullying, that threatens emotional safety.</p> <p><u>Activities:</u> <i>Read and annotate the school behaviour policy.</i></p> <p><i>Complete Focused Observations of Practice Form (FOP): Identifying the behaviour expectations and routines, discuss with TM during WMM.</i></p>

Date	Taught course: Your class as individuals and how children learn – An introduction to lesson planning Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
07/10/21	<p>...pupils are likely to learn at different rates and require different levels, and types, of support from teachers to allow them to succeed</p> <p>...seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching</p> <p>...effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</p> <p>...learning involves a lasting change in pupils' capabilities or understanding.</p> <p>...an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory</p>	<p>Deans for Impact (2015) The Science of Learning [Online] Accessible from: https://deansforimpact.org/resources/the-science-oflearning/.</p> <p>Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. (pp9 – 16) Durham University: UK. Available at: http://bit.ly/2OvmvKO</p>	<p>Provide opportunity for all pupils to experience success, by:</p> <p>Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations</p> <p>Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts</p> <p><u>Activities:</u> Select a lesson you have observed or have taught. In discussion with your mentor/expert colleague explore the planning and how the introduction of new content has been thought through.</p> <p>Consider:</p> <ul style="list-style-type: none"> • How previous knowledge is taken into account • How new learning is introduced

Date	Taught course: Supporting the learning process – developing your planning Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
<p>21/10/21</p>	<p>...prior knowledge plays an important role in how pupils learn and that committing some key facts to their long-term memory is likely to help pupils learn more complex ideas</p> <p>...where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly</p> <p>...modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible</p> <p>...questioning is an essential tool for teachers and that questions can be used for many purposes, including checking pupils' prior knowledge, assessing understanding and breaking down problems</p> <p>...worked examples that take pupils through each step of a new process are also likely to support pupils' learning</p>	<p>https://www.nasbtt.org.uk/send-toolkit-2/send-legislation-relation-to-teaching-standards/</p> <p>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</p>	<p>Avoid overloading working memory, by: Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.</p> <p>Discussing and analysing with expert colleagues how to reduce 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)</p> <p><i>Activities:</i> <i>Select a lesson to be observed by an expert colleague using the Lesson Observation Form (LOF). Feedback should be focussed on the introduction of new learning and on how you anticipate and address potential misconceptions.</i></p>

Date	Taught course: Adapting and responding to needs Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
04/11/21	<p>...pupils with special educational needs or disabilities are likely to require additional or adapted support</p> <p>...adapting teaching in a responsive way, including by providing targeted support to struggling pupils is likely to increase pupil success</p> <p>...adaptive teaching is likely to be of lesser value if it is the consequence of artificially created and distinct tasks for different groups of pupils or is used to set lower expectations for particular groups or individuals</p> <p>...there is a common misconception that pupils have distinct and identifiable learning styles</p>	<p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Willingham, D. T. (2010) The Myth of Learning Styles, <i>Change</i>, 42(5), 32–35.</p>	<p>Develop an understanding of different pupil needs, by:</p> <p>Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at: Identifying pupils who need new content further broken down.</p> <p><u>Activities:</u></p> <p><i>In light of your developing knowledge of the individuals in your class identify a small number of children with barriers to learning who require adapted support.</i></p> <p><i>Reflect on your general observations regarding these focus children and add this and any questions you have to section A of your WMM form.</i></p> <p><i>In discussion with your mentor/expert colleague during your WMM explore ideas about identifying effective elements of adaptive practice to meet additional needs within the class.</i></p>

Date	Taught course: What's the point of assessment? Learn that...	Evidence-based reading	School-Based Activities and WMM discussion points Learn how to...
Assessment			
18/11/21	<p>...the accurate and productive use of assessment is a key professional skill and good, focused assessment can help teachers plan for children's next steps.</p> <p>...it is important before using any assessment teachers should be clear about any decisions it will be used to support and be able to justify its use</p> <p>...assessment needs to be part of a planning, learning and teaching loop.</p> <p>... that the value of assessment lies in how teachers use information from any assessments to inform the decisions they make.</p> <p>...in order for assessment to be truly effective pupils must, in turn, be able to act on feedback</p>	<p>Black, P and Wiliam, D (1998) <i>Inside the Black Box: Raising Standards through classroom assessment</i> https://www.academia.edu/2141639/Inside_the_black_box</p> <p>What makes great assessment (forum)? https://evidencebased.education/what-makes-great-assessment-forum/</p>	<p>Raise classroom standards through the use of effective assessment by: Discussing and analysing with expert colleagues how to plan for assessment linked to lesson objectives and think ahead about what would indicate understanding.</p> <p><i>Activities:</i> <i>In light of your developing knowledge of the children in your class. Reflect on your observations of how the class teacher uses questioning as a tool to assess understanding and progress in lessons.</i></p> <p><i>The formal observation of your practice this week should focus on your use of questioning with clear feedback regarding the impact.</i></p>

Date	Taught course: Summative and formative assessment Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Assessment			
02/12/21	<p>...working with colleagues to identify efficient approaches to assessment is important</p> <p>... assessment without a clear purpose can become onerous and have a disproportionate impact on workload</p> <p>...effective assessment is critical to teaching because it provides teachers with information about pupils' current understanding and future needs</p> <p>...good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear</p> <p>...it is essential to understand the difference between 'assessment OF learning' and 'assessment FOR learning' and the impact and place of these different forms.</p>	<p>The first link is an Open Access link</p> <p>https://impact.chartered.college/article/christodoulou-assessment-matters-need-to-know/</p> <p>For this link you will need to log on as a Member of the Chartered College</p> <p>https://impact.chartered.college/article/framework-for-defining-assessing-creative-thinking/</p>	<p>Understand the purpose of different assessment types by: looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues.</p> <p>Use assessment data to: with the support of, and in discussion with, expert colleagues, plan for the next learning steps for the children in your class.</p> <p>Activities: <i>Select three children from your class and with an expert colleague examine the formative and summative assessment data on these children.</i></p> <p><i>How has this been used to inform strategies and interventions and create appropriate learning opportunities?</i> <i>Record your thoughts and questions in section A of the WMM form</i></p>

Date	Taught course: Working with expert colleagues Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Professional Behaviours			
16/12/21	<p>...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.</p> <p>...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.</p> <p>...SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.</p> <p>...building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</p>	<p>Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. https://educationendowmentfoundation.org.uk/tools/guidance-reports/</p> <p>Unit 8.1 in Cremin and Burnett (2018), <i>Learning to Teach in the Primary School</i>, 4th Ed, Routledge, Milton</p>	<p>Build effective working relationships, by: Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team</p> <p>Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.</p> <p>Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.</p> <p>Activities: Consider your role and the role of other adults before, during and after a learning activity.</p> <ul style="list-style-type: none"> • How are you planning for effective use of support staff? • How are your intentions communicated prior to the lesson? • How do maintain overall responsibility for the whole class during the lesson? • How do you gain an understanding of progress from the other adult post lesson?

Phase 2: towards Progress Review Point 2

Date	Taught course: The importance of curriculum design Learn that...	Evidence-based reading	School-based Activities and WMM discussion points Learn how to...
Curriculum			
06/01/22	<p>...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</p> <p>...by ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed</p>	<p>Unit 4.2 in Cremin and Burnett (2018), <i>Learning to Teach in the Primary School</i>, 4th Ed, Routledge, Milton</p>	<p>Deliver a carefully sequenced and coherent curriculum, by Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.</p> <p>Activities: <i>Discuss with an expert colleague (typically the PM) about how the school has designed their curriculum and how individual teachers/year groups develop their curriculum from this.</i></p> <p><i>Observe/reflect on how individuals build on prior learning year on year.</i></p> <p><i>Share your notes on the appropriate PLD discussion page to share practice and insight.</i></p>

Date	Taught course: Promoting Literacy and Numeracy across the curriculum Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Curriculum			
20/01/22	<p>...to access the curriculum, early literacy provides fundamental knowledge</p> <p>...reading comprises two elements: word reading and language comprehension</p> <p>...systematic synthetic phonics is the most effective approach for teaching pupils to decode</p> <p>...every teacher can improve pupils' literacy, by explicitly teaching reading, writing and oral language skills specific to individual disciplines</p> <p>What prior learning or experiences might children bring into school that will further support their literacy development?</p>	<p>Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers. Accessible from: https://files.eric.ed.gov/fulltext/ED489535.pdf.</p>	<p>Help pupils apply knowledge and skills to other contexts, by:</p> <p>Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.</p> <p><u>Activities:</u></p> <p><i>Observe at least 1 taught session beyond the core subjects. Identify opportunities and activities that support children in developing Literacy and Numeracy.</i></p> <p><i>You should be focussing on skills including reading, comprehension, reasoning and problem solving.</i></p> <p><i>Take this learning to improve future planning and use this as a focus for the next formal observation of your teaching.</i></p>

Date	Taught course: High expectations for all Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Behaviour Management			
3/2/22	<p>...teacher expectations can affect pupil outcomes and that the setting of goals that challenge and stretch pupils is essential</p> <p>...high-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds</p> <p>...the establishment and consistent positive reinforcement of routines, can help create an effective learning environment</p>	<p>The Education Hub (2018) How to develop high expectations teaching https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf</p>	<p>Establish effective routines and expectations, by: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.</p> <p><i>Activities:</i> <i>Consider the difference between increasing the complexity and increasing the difficulty of activities.</i></p> <p><i>Observe expert colleagues to identify how they use a range of questions, including higher order questions, to promote deeper thinking.</i> <i>Use section A of the WMM form to make notes and questions about what you observe.</i></p>

Date	Taught course: How children learn part 2 Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
24/02/22	<p>...working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded</p> <p>...long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge</p> <p>...regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned</p> <p>...requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall</p> <p>...guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases</p>	<p>Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. <i>Journal of Applied Research in Memory and Cognition</i>, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002.</p> <p>Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. <i>Trends in Cognitive Sciences</i>, 15(1), 20–27. https://doi.org/10.1016/j.tics.2010.09.003.</p>	<p>Build on pupils’ prior knowledge, by: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.</p> <p>Activities: <i>Using your lesson plan, focus on how you are building and reinforcing prior learning. When you are formally observed ensure this is the focus of feedback from the observer.</i></p> <p>Consider:</p> <ul style="list-style-type: none"> • <i>How you ensure previous content is revisited</i> • <i>How you scaffold new learning to help develop understanding</i> • <i>Are you providing opportunities to use and apply knowledge in a new context?</i>

Date	Taught course: Organising the learning environment Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
10/03/22	<p>...adopting a flexible approach to grouping pupils within a class can provide more effective and tailored support but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils</p> <p>...paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice</p> <p>... the way in which pupils are grouped is also important but that care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation</p> <p>...high-quality classroom talk can support pupils in articulating key ideas, consolidating understanding and extending vocabulary</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</p> <p>Unit 4.2 in Cremin and Burnett (2018), <i>Learning to Teach in the Primary School</i>, 4th Ed, Routledge, Milton</p>	<p>Develop an understanding of different pupil needs, by Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils</p> <p><u>Activities:</u> <i>Arrange to meet with SENCo and discuss the broad areas of need; Classroom strategies; Differentiation and personalisation (in line with Phase 2 SBT SEND activity).</i></p> <p><i>Working with expert colleagues identify how they develop practice based on the needs of the individuals.</i></p> <p><i>In discussion with your mentor, explore ideas about grouping children and how this supports learning and quality classroom talk.</i></p>

Date	Taught course: Learning to learn Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
24/03/22	<p>...effective teaching can transform pupils' knowledge, capabilities and beliefs about learning</p> <p>...explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success</p> <p>...practice is an integral part of effective teaching and that by ensuring repeated opportunities to practise, with appropriate guidance and support, increases success</p>	<p>Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/</p> <p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	<p>Plan effective lessons, by: Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</p> <p><u>Activities:</u> <i>Observe expert colleagues (in year groups other than you have experienced). Make notes reflecting on how the teacher breaks tasks down into constituent components. Consider how the approaches may differ between year groups. Include these reflections in section A of your WMM form and discuss thoughts and questions with your TM</i></p>

Date	Taught course: Working with external professionals Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Pedagogy			
28/04/22	<p>...pupils with special educational needs or disabilities are likely to require additional or adapted support</p> <p>...working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential</p> <p>...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</p> <p>...teachers have learned a lot of new strategies recently and that a blended learning approach can be effective</p>	<p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p>	<p>Develop an understanding of different pupil needs, by: Identifying pupils who need new content further broken down</p> <p>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues</p> <p><i>Activities:</i> <i>Complete Phase 3 of the SBT SEND task: Working in partnership; Impact of interventions</i></p> <p>Consider what teachers have learned about online learning in recent times. Is online learning something that should be abandoned at the earliest possible time or are there positive elements that can be further developed in order to support of learning?</p>

Date	Taught course: Questioning and feedback Learn that...	Evidence-based reading	School-based activities and WMM discussion points Learn how to...
Assessment			
<p>05/05/22</p>	<p>...high-quality feedback can be written or verbal, but it must be accurate and clear as well as encourage further effort and provide specific guidance on how to improve.</p> <p>... feedback should, over time, support pupils to monitor and regulate their own learning.</p> <p>...before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p>...information arising from assessment is only of value when information is used to inform future decisions about teaching and learning.</p> <p>... questioning is an essential tool for teachers and that questions can be used for many purposes, including to check pupils' prior</p>	<p>Hattie, J and Timperley, H (2007) The Power of feedback: <i>Review of Educational Research</i>, 77 (1): 81-112</p> <p>https://journals.sagepub.com/doi/pdf/10.3102/003465430298487</p> <p>https://thirdspacelearning.com/blog/new-no-marking-policy-confessions-primary-headteacher/</p>	<p>Identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.</p> <p>Improve at: Using verbal feedback during lessons in place of written feedback after lessons where possible. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking</p> <p>Activities: <i>Select two pupils from your class and sit with them to talk about a lesson from at least a week previously. Do the memories of their learning match the learning outcomes? Do they use the vocabulary explicitly linked to the topic? Following the conversation consider what the strengths of the lesson were and areas for development. Annotate the lesson plan with a 'What to do next time...' Post-It note</i></p>

	<p>knowledge, <i>assess understanding</i> and break down problems.</p> <p>...feedback can be designed to limit workload issues</p> <p>...conversations around work are an effective form of assessment and feedback</p> <p>...assessment needs to be tracked over time</p>		
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Date	Taught course: Early Career Teacher (ECT) Learn that...	Evidence-based reading	School-based Activities and WMM Discussion Points Learn how to...
Professional Behaviours			
20/06/22	<p>...effective professional development is likely to be sustained over time and will involve expert support, or coaching, as well as opportunities for collaboration</p> <p>...engaging in high-quality professional development can help teachers improve.</p> <p>...participation in wider networks can strengthen pedagogical and subject knowledge</p>	Education Endowment Foundation (2021) Continuing Professional Development https://educationendowmentfoundation.org.uk/tools/guidance-reports/	<p>Develop as a professional, by Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. Engaging critically with research and using evidence to critique practice</p> <p><i>Activities:</i> <i>In discussion with expert colleagues ensure you have completed your EPDP in readiness to begin your Early Career Teacher Induction. Ensure the targets are focussed and relevant to you and your employing school</i></p>