Secondary ITE Curriculum 2020/21

BEHAVIOUR AND EXPECTATIONS
PLANNING AND CURRICULUM
LEARNERS AND LEARNING
PURPOSE AND PROGRESS
PROFESSIONAL SELF AND DEVELOPMENT
SUBJECT-SPECIFIC SESSION

EXPECTATIONS & BEHAVIOUR

Pupils are:

➢ Motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
➢ Driven by their prior experiences and perceptions of success and failure, which impacts on their investment in learning

Student-teachers should therefore aim to:

✓ Create an effective learning environment by establishing and reinforcing routines (including through positive reinforcement)
✓ Create a stable and secure environment to benefit all pupils, especially those with special educational needs
✓ Self-regulate their own emotions and expectations in order to positively impact pupils' ability to learn and achieve success in school and in their future lives
✓ Provide opportunities for all pupils to experience meaningful success by positively developing pupils' resilience and beliefs about their ability to succeed
✓ Build effective relationships with pupils by showing that pupils' feelings have been considered and understood.

PLANNING & CURRICULUM	
Learn that…	Pupils are: ➢ Entitled to access a school curriculum that has set out its vision for the knowledge, skills and values that they will learn, encompassing the national curriculum within a coherent wider vision for successful learning. ➢ Transformed, in terms of their knowledge, capabilities and beliefs about learning, by effective teaching ➢ Learning effectively when there is a lasting change in their capabilities or understanding ➢ Significantly impacted by their prior knowledge ➢ Likely to learn more complex ideas once they have committed some key facts to their long-term memory ➢ More likely to succeed when they have confidently mastered foundational concepts and knowledge before moving on in their learning ➢ Supported in understanding new processes and ideas when abstract ideas are modelled in a more concrete and accessible way ➢ Able to become increasingly independent and academically successful through their knowledge and use of metacognitive skills ➢ More likely to succeed if they are able to repeatedly practise newly-acquired knowledge and skills ➢ Able to achieve higher levels of success if allowed to work in paired/grouped activities ➢ Positively impacted when they are provided with high-quality homework that is relevant to main class teaching. Student-teachers should therefore aim to: ✓ Develop a secure subject knowledge that helps motivate pupils and teach them effectively. ✓ Develop a secure subject knowledge in order to anticipate common misconceptions within particular subjects/topics/skills ✓ Explicitly teach pupils the knowledge and skills they need to succeed within particular subject areas. ✓ Introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. ✓ Guide, scaffold and provide worked examples to help pupils apply new ideas, gradually removing these supports as pupil expertise increases. ✓ Develop a secure subject knowledge that explicitly teaches pupils subject-specific metacognitive strategies, including how to plan, monitor and evaluate their learning ✓ Incorporate questioning within their lessons for arrange of purposes, including to check pupils' prior knowledge, assess understanding and break down problems. ✓ Provide opportunities for high-quality classroom talk to support pupils with articulating key ideas, consolidating understanding and extending their vocabulary. ✓ Provide frequent, guided opportunities for pupils to practice new skills and understanding. ✓ Provide frequent, guided opportunities where pupils are explicitly taught how to work effectively in pairs/groups, whilst monitoring the impact of groupings on pupil attainment, behaviour and motivation and responding appropriately when necessary ✓ Provide high-quality homework opportunities that are relevant to main class teaching

LEARNERS & LEARNING

| Learn that… | Pupils are:

➢ Learning effectively when there is a lasting change in their capabilities or understanding & significantly impacted by their prior knowledge
➢ Likely to learn more complex ideas once they have committed some key facts to their long-term memory
➢ More likely to develop misconceptions where their prior knowledge is weak, particularly if new ideas are introduced too quickly
➢ Helped to remember what they have learnt if they are exposed to regular, purposeful practice of what has previously been taught in order to consolidate material. Likely to strengthen the ability to recall if they are expected to retrieve information from memory
➢ Able to learn more effectively if they provided with worked examples that guides them through each step of a new process
➢ Able to learn new ideas by linking those ideas to existing knowledge and organising this knowledge into increasingly complex mental models (or "schemata")
➢ Likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
➢ Provided with fundamental knowledge and access to the curriculum through competency of early literacy skills
➢ Likely to learn at different rates and to require different levels and types of support from teachers to succeed.
➢ Not identifiable by a distinct learning style and therefore do not benefit from lessons that are tailored to learning styles
➢ Likely to require additional or adapted support if they have special educational needs or disabilities

Student-teachers should therefore aim to:

✓ Understand that an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
✓ Be aware that working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
✓ Understand that long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
✓ Require pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap. Provide worked examples.
✓ Carefully sequence teaching to facilitate pupils organising their knowledge into increasingly complex mental models (i.e. "schemata")
✓ Understand that reading comprises two elements: word reading and language comprehension, and that systematic synthetic phonics is the most effective approach for teaching pupils to decode.
✓ Understand that they can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
✓ Understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning
✓ Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
✓ Avoid artificially creating distinct tasks for different groups of pupils or setting lower expectations for particular pupils.
✓ Monitor the impact on engagement and motivation (particularly for low attaining pupils) when grouping pupils within a class to provide tailored support and therefore apply a flexible approach to pupil grouping.
✓ Work closely with colleagues, families and pupils to understand barriers for pupils with SEND and identify effective strategies. |

PURPOSE & PROGRESS	
Learn that…	Pupils are: ➢ Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so ➢ Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours ➢ Affected by teachers' expectations of their academic progress and outcomes ➢ Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds ➢ Able to monitor and regulate their own learning when provided with high-quality feedback over time. Student-teachers should therefore aim to: ✓ Be positive role models to all pupils ✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of language proficiency ✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture. ✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect ✓ Provide high-quality teaching ✓ Obtain information about pupils' understanding and needs from using good assessment effectively ✓ Avoid being over-influenced by potentially misleading factors, such as how busy pupils appear ✓ Be clear about the decision assessment will be used to support and be able to justify its use before using it ✓ use information from assessments to inform the decisions they make ✓ Provide opportunities for pupils to act on feedback for it to have an effect ✓ Provide high-quality feedback (written or verbal) that is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve ✓ Work with colleagues to identify efficient approaches to assessment to prevent it becoming onerous and have a disproportionate impact on workload.

PROFESSIONAL SELF & DEVELOPMENT

Learn that…	Pupils are:
	➢ Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so
	➢ Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours
	➢ Affected by teachers' expectations of their academic progress and outcomes
	➢ Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds
	➢ Benefited from understanding and respecting the different values and knowledge of other cultures and languages
	Student-teachers should therefore aim to:
	✓ Be positive role models to all pupils
	✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of literacy
	✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture.
	✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect
	✓ Provide high-quality teaching
	✓ Sustain effective professional development over time by accessing expert support, coaching, opportunities for collaboration
	✓ Reflect on their practice to continue improving by accessing feedback from/observation of experienced colleagues, engaging in professional debates and learning from education research
	✓ 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.
	✓ Build effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success
	✓ Prepare teaching assistants (TAs) for lessons in advance so they can provide supplementary (i.e. not replacement) support from teachers
	✓ Understand that SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils.

PROFESSIONAL LEARNING AND DEVELOPMENT CURRICULUM

7EDU1112/7EDU1126 (MONDAY COHORT):

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 07/09/20 Tuesday 8th September [1] Professional self and development: An Introduction	Learn how to… • Contact the appropriate colleague with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. • Fulfil the duties relating to Part 2 of the Teachers' Standards. • Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management • Engage critically with research and use evidence to critique practice.	Capel, Leask and Younie Chapter 1.1, 1.2 Blakemore and Frith (2005) *The Learning Brain* Chapter 10 'The Adolescent Brain' Perry Jr, F.L. & Nichols, J. D. (2014) *Understanding Research in Education: Becoming a Discerning Consumer*.	[1] LECTURE – introduction to the UH partnership vision – identity, voice, resilience, social justice DI [2] LECTURE - Understanding educational research FF [3] LECTURE – The Adolescent Brain [4] LECTURE – SSET and student support.AC and team [5] LRC/CANVAS induction BW		
w/c 14/9/20 Monday 14th September **Subject session** **(Behaviour & Expectations; Planning & Curriculum; Learners & Learning; Purpose & Progress; Professional Self & Development)**		4 key readings from Aubrey and Riley: Dewey, Piaget, Vygotsky, Skinner.		**Follow up 3 'Rs' of behaviour management in your subject area/Link to SKfT model** **Lesson observation & planning/Deconstructing a lesson plan/Collaborative planning** **What does learning look like in my subject? Link to social, intellectual, dispositional learning theories & SKfT model** **The purpose and moral value of your subject area/Use of questioning linked to SKfT model** **Identity, voice, resilience, social justice in your subject area/What if things go wrong? Getting help during your teacher training.**	Specific observation Discussion in WMM Read school policy document on behaviour policy

w/c 21/9/20 AM [2] Behaviour & Expectations: Positive Relationships for Positive Outcomes	Learn how to… • Build and sustain positive teacher-pupil relationships • Promote teacher-pupil respect and pupil-pupil mutual respect • Implement effective strategies for 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.	Capel, Leask and Younie Chapter 3.1 Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass	[1] LECTURE – Building positive relationships with pupils LAJ [2] WORKSHOP – Behaviour for Learning 1 LAJ	[1] Behaviour for Learning in your subject area [2] Discussion and follow up work on how students can relationships with their pupils i.e. get to know names, abilities and interests through the learning activities of a lesson plan.	Specific observation Discussion in WMM Apply to own classroom practice
w/c 28/9/20 AM **Subject session** (Behaviour & Expectations; Planning & Curriculum)				**Review previous week's SBT follow-up** **Follow up specific lesson observation on application of the principles of Behaviour for Learning to lesson planning/Link to SKfT model** **The principles of lesson planning -** *What you want pupils to learn?* *How you want pupils to learn it?* *Checking that pupils have learnt what you want them to learn?* **Peer planning, review and discussion Modelling of explanations, exposition, questioning, sequencing of activities, dealing with misconceptions**	Putting Behaviour for Learning into practice in a taught lesson
w/c 05/10/20 AM [2] Learners and Learning: Understanding & Applying Learning Theories – social, intellectual, dispositional	Learn how to… • Continue breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. • Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. • Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. • Consider the factors that will support effective collaborative or paired work (e.g. familiarity with	Capel, Leask and Younie Chapter 4.4 3 further readings from Aubrey and Riley: Bloom, Bruner and Baddeley & Hitch Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO	1] LECTURE: Applying learning theories to our teaching practice DI [2] WORKSHOP - Examining intellectual, dispositional learning theories in more detail DI [3] Online presentations of the 3 key readings DI	[1] Applying intellectual, social and dispositional learning theories to your subject area	Specific observation Discussion in WMM Apply to own classroom practice Read school policy document

	routines, whether pupils have the necessary prior knowledge and how pupils are grouped). Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.				
w/c 12/10/20 AM & PM **[3] Behaviour & Expectations: Responses** **Subject Session** (Behaviour & Expectations; Planning & Curriculum; Learners & Learning)		3 further readings: Barnes, Willingham, Freire		**Review previous week's SBT follow-up** **Follow up principles and practice of Behaviour for Learning to lesson planning/Link to SKfT model** **Follow up the principles of lesson planning -** **What you want pupils to learn?** **How you want pupils to learn it?** **Checking that pupils have learnt what you want them to learn?** **Peer planning, review and discussion** **Modelling of explanations, exposition, questioning, sequencing of activities, dealing with misconceptions** **Review lesson plans and teaching with regards intellectual, dispositional learning theories/Link to SKfT model**	
w/c 19/10/20 AM [2] Purpose and Progress: Using Formative Assessment to Recognise and Maximise Progress in the Classroom	Learn how to… • Structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Plan activities around what you want pupils to think hard about. • Include 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). • Provide appropriate wait time between question and response where more developed responses are required. • Consider 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). • Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.	Capel, Leask and Younie Chapter 3.1 3 key readings on the use of questioning: Brown and Wragg, Morgan and Saxton and Dillon.	[1] LECTURE – use of questioning DI [2] WORKSHOP – questioning techniques and strategies DI 3] Online presentations of the 3 key readings DI	[1] Critical reflection and review of the use of questioning in your subject area	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Apply to own classroom practice

	• Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitor pupil work during lessons, including checking for misconceptions.				
HALF TERM					
w/c/ 02/11/20 AM [3] Learners and Learning: Principles of Adaptative practice for pupils with SEND: Identifying Pupils and their needs	Learn how to… • Support 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. • Identify pupils who need new content further broken down. • Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. • Balance input of new content so that pupils master important concepts.	Capel, Leask and Younie Chapter 4.6 Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.	[1] LECTURE: Introduction to SEND and adaptive practice DI [2] WORKSHOP – Thinking about different learning needs DI	[1] Thinking about different pupils' needs in your subject area	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Read school policy document
w/c 09/11/20 AM [3] Planning and Curriculum: Planning a sequence of lessons	Learn how to… • Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills • Continue considering the factors that will support effective collaborative or paired work • Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. • Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories)	Capel, Leask and Younie Chapter 5.4, 5.5, 5.7, 5.8 Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641	[1] LECTURE – The why and how to plan a sequence of lessons. FF [2] WORKSHOP – practical strategies for planning sequences of lessons FF	[1] Planning a sequence of lessons in your subject area. [2] Collaborative planning of a sequence of lessons Peer planning, review and discussion [3] SKfT model	Discussion in WMM Meeting with another colleague – Head of Department or Subject Lead Review schemes of work Apply to own classroom practice
[2] w/c 16/11/20 AM	Learn how to… • Identify how experienced colleagues seek ways to support individual colleagues and work as part of a team.	Capel, Leask and Younie Chapter 1.3	[1] LECTURE – HOPE NOT HATE FF. [2] WORSKHSOP – – me, myself and I: developing	[1] Compassionate learning in your subject area 1	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice

[2] Professional Self and Development Assignment Launch PM Assignment Launch	• Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice • Strengthen pedagogical and subject knowledge by participating in wider networks. • Extend subject and pedagogic knowledge as part of the lesson preparation process. • Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. • Engage critically with research and using evidence to critique practice. • Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management			professional self-awareness. DI	
w/c 23/11/20 [3] Purpose and Progress: Continuing to Use Formative Assessment Effectively	Learn how to… • Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). • Plan activities around what you want pupils to think hard about. • Include 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). • Provide appropriate wait time between question and response where more developed responses are required. • Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitor pupil work during lessons, including checking for misconceptions.	Capel, Leask and Younie Chapter 6.1 3 further readings from Aubrey and Riley: William, Claxton and Sweller Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962	[1] LECTURE – AfL/formative assessment and checking of progress CP [2] WORKSHOP – AfL/formative assessment strategies CP [3] Online presentation on the 3 key readings. DI	[1] AfL/Formative assessment in your subject area	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice

	• Consider how 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). • Scaffold self-assessment by sharing model work with pupils, highlighting key details. • Ensure feedback is specific and helpful when using peer- or self-assessment.				
w/c 30/11/20 AM [4] Behaviour and Expectations: Motivating Pupils To Achieve Their Potential	Learn how to… • Support pupils in mastering challenging content, which builds towards long-term goals and deconstructing this approach. • Provide opportunities for pupils to articulate their long-term goals, helping them to see how these are related to their success in school. • Help pupils to transition from needing extrinsic motivation to being motivated to work intrinsically.	Capel, Leask and Younie Chapter 3.2 Additional Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/	[1] LECTURE – engagement and motivation of pupils for learning CP [2] WORKSHOP – Practical strategies for engagement and motivation/Review of Behaviour for Learning techniques CP	[1] Discussion and follow up work on engaging and maintaining motivation in pupils [2] Lesson planning with a focus on engagement and motivation. [3] SKfT model	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice
w/c/ 07/12/20 [4] Learners & Learning: Practical strategies for Adaptative practice for pupils with SEND: Maximising the available support	Learn how to… • Make effective use of formative assessment. • Work closely with the Special Educational Needs Co-ordinator (SENCO), special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. • Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. • Make use of well-designed resources (e.g. textbooks). • Plan to connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge • Build in additional practice or remove unnecessary expositions.	Capel, Leask and Younie Chapter 5.5 Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.	[1] LECTURE – supporting SEND pupils FF [2] WORKSHOP – practical strategies for supporting SEND pupils FF	[1] Practical strategies for supporting SEND pupils in your subject area.	Discussion in WMM Apply to own classroom practice

w/c 14/12/20 **Subject session** (Learners & Learning; Purpose & Progress)	•		3 further readings from Schon, Kolb and Lave and Wenger.		Review previous week's SBT follow-up **Subject Assignment follow-up** *Critical review and reflection of practical SEND strategies in your subject area/Link to SKfT model* **Further critical reflection, discussion and review of the use of questioning in your subject area** **Critical reflection, discussion and review of AfL/formative assessment in your subject area.** **Link both to SKfT model.**	
CHRISTMAS BREAK					
w/c 18/01/21 [3] Professional Self and Development: Being A Positive Role Model	Learn how to… • Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling • Work closely with the SENCO and other professionals to support pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. • Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).	Capel, Leask and Younie Chapter 1.1 Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: https://tdtrust.org/about/dgt. [accessed 18 October 2018].	[1] LECTURE – Pastoral role of the form tutor CP [2] WORSKHSOP – compassionate learning 2 FF	[1] Compassionate learning in your subject area 2	Discussion in WMM Apply to own classroom practice Students to identify a research article that links to pastoral care for Compassionate Learning Workshop 2
w/c 25/01/21 [4] Planning and Curriculum: Embedding challenge to your planning	Learn how to… • Plan activities around what you want pupils to think hard about. • Include 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). • Provide appropriate wait time between question and response where more developed responses are required.	Capel, Leask and Younie Chapter 3.2, 5.2, 5.7 Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.	[1] LECTURE – Planning to extend and challenge pupils' learning CP [2] WORKSHOP – practical strategies to extend and challenge pupils' learning CP	[1] Planning for challenge in your subject area. [2] Collaborative planning of a sequence of lessons Peer planning, review and discussion [3] Focused around challenging activities, remembering, use of educational talk.	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice

	- Continue 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). - Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. - Continue sharing the intended lesson outcomes with teaching assistants ahead of lessons. - Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.	https://doi.org/10.1111/j.1467-8535.2005.00507.x			
w/c 01/02/21 [5] Behaviour and Expectations: Revisiting Behaviour for Learning in a new school context	Learn how to… - Apply the knowledge and skills developed in Placement 1 re. routines, relationships, responses and motivation to a new school context.	The Bennet Report (2016)	[1] LECTURE – Building a positive learning environment FF [2] WORKSHOP – Critical reflection and review of behaviour in a second school context. FF	[1] Building a positive learning environment in your subject area [2] SKfT model	Discussion in WMM Apply to own classroom practice Read school policy document
w/c 01/02/21 [4] Purpose and Progress: Understanding the Impact of Summative Assessment	Learn how to… - Record data only when it is useful for improving pupil outcomes. - Develop an understanding that written marking is only one form of feedback. - 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. - Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. - Monitor pupil work during lessons, including checking for misconceptions. - Use verbal feedback during lessons in place of written feedback after lessons where possible. - Reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).	Capel, Leask and Younie Chapter 6.2 Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.	[1] LECTURE – Good practice in marking and written feedback FF [2] WOPKSHOP – practical strategies for managing the workload of marking and giving written feedback. FF	[1] Marking and written feedback in your subject area.	Specific observation Discussion in WMM Meeting with another colleague Apply to own classroom practice Read school policy document

	• Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.				
w/c 08/02/21 [5a] Learners and Learning: Adaptative practice for developing pupils' literacy skills	Learn how to… • Support pupils to become fluent readers and to write fluently and legibly. • Model reading comprehension by asking questions, making predictions, and summarising when reading. • Promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). • Teach different forms of writing by modelling planning, drafting and editing. • Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary within topics/subjects. • Model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary, etc.).	Capel, Leask and Younie Chapter 5.8 Clark, E.V. (2009) *First Language Acquisition* (Chapter 1: Acquiring Language: Issues and Questions, pp1-17) Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf	[1] LECTURE – promoting literacy with all pupils FF [2] WORKSHOP – practical strategies for promoting literacy FF	[1] Practical strategies for promoting literacy in your subject area.	Specific observation Discussion in WMM Shared Reading Meeting with another colleague
Wednesday 8th February, 2021 [5b] Learners and Learning: EAL CONFERENCE	Learn how to… • Teach unfamiliar vocabulary explicitly, including high-utility and high-frequency phrases beyond isolated, subject specialist 'key words' • Make language and texts comprehensible for EAL pupils, particularly those who are New to English or at the Early acquisition stage • Teach oracy and literacy skills specific to individual subjects • Promote high standards of literacy, articulacy and the correct use of standard English3 • Integrate language-focused activities into subject lessons to meet the needs of EAL pupils Plan for diversity, building in sensible differentiation where necessary to support EAL pupils	Conteh, J. (2015) *The EAL Teaching Book* (Chapter 2: All About Language and Learning) Demie, F. (2013) "English as an additional language pupils: how long does it take to acquire English fluency?" *Language and Education,* vol. 27, no. 1, pp. 59-69	FF		1. Find out who has responsibility for tracking the progress of groups of students in your school and arrange to talk to them about how they track and monitor progress of EAL pupils 2. Find and talk to the person responsible for providing support for pupils with EAL and record examples of effective practice 3. MFL teachers are skilled practitioners in the pedagogy of language acquisition. Arrange to observe the teaching of MFL

					over the course of a sequence of lessons. Find out how teachers of MFL use target language, active and receptive skills to sequence the learning and progress of pupils learning languages? 4. Join the National Association for Language Development in the Curriculum (NALDIC) – student-teachers have free membership and using the link below, read the information about how to assess pupils with EAL: http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/eal-assessment
w/c 22/02/21 [6] Learners and Learning: Adaptative practice for Embedding Stretch and Challenge	Learn how to… • Reframe questions to provide greater scaffolding or greater stretch. • Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. • Changes pupil groups regularly, avoiding the perception that groups/attainment are fixed. • Ensure that any groups based on attainment are subject specific. • Consider 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). • Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.	Capel, Leask and Younie Chapter 5.7 Chapter 1 of Making Every Lesson Count by Shaun Allison is a good, easy read. It's doesn't incorporate much pedagogy though. 3 further readings from Aubrey and Riley: Bandura, Dweck, Kirschner	[1] LECTURE – stretch and challenge for all pupils CP [2] WORKSHOP – practical strategies for stretch and challenge CP	[1] Practical strategies for stretch and challenge in your subject area.	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Apply to own classroom practice Read school policy document

w/c 15/02/21	HALF TERM				
w/c 22/02/21 [6] Learners and Learning: Adaptative practice for Embedding Stretch and Challenge	Learn how to… • Reframe questions to provide greater scaffolding or greater stretch. • Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. • Changes pupil groups regularly, avoiding the perception that groups/attainment are fixed. • Ensure that any groups based on attainment are subject specific. • Consider 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). Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.	Capel, Leask and Younie Chapter 5.7 Chapter 1 of Making Every Lesson Count by Shaun Allison is a good, easy read. It's doesn't incorporate much pedagogy though.	[1] LECTURE – stretch and challenge for all pupils CP [2] WORKSHOP – practical strategies for stretch and challenge CP	[1] Practical strategies for stretch and challenge in your subject area.	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Apply to own classroom practice Read school policy document
w/c 01/03/21 AM [5] Purpose and Progress: The Role of External Examinations	Learn how to… • Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. • Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).	Capel, Leask and Younie Chapter 6.2 Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.	[1] LECTURE - summative assessment and exam marking CP Understanding/using examiners' reports formatively for future planning. CP [2] WOPKSHOP – practical strategies for summative assessment and exam marking CP	[1] Summative assessment and exam marking in your subject area.	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice Read school policy document
w/c 1/3/21 PM		3 Key readings on multi-cultural pedagogy	[1] WORKSHOP – FOLLOW UP ON LEARNING THEORIES. MULTI-CULTURAL PEDAGOGY		
w/c 08/03/21 [5] Planning and Curriculum: Planning Opportunities for	Learn how to… • Plan the regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities).	Capel, Leask and Younie Chapter 7.1, 7.2 Muijs, D., & Reynolds, D. (2017) Effective	[1] LECTURE – Medium term planning FF [2] WORKSHOP – practical strategies for medium term planning FF	[1] Medium term planning in your subject area. [2] SKfT model	Discussion in WMM Meeting with another colleague – Head of Department or Subject Lead Review schemes of work/whole curriculum

Retrieval, Practice and Development	• Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Balance exposition, repetition, practice and retrieval of critical knowledge and skills. • Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	teaching: Evidence and practice. Thousand Oaks, CA: Sage			Apply to own classroom practice
[6] Planning and the curriculum w/c 15/3/21	Learn how to… • Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). • Continue 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). • Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. • Identify and understand the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.	Capel, Leask and Younie Chapter 7.4 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	[1] LECTURE – The purpose and principles of the curriculum DI [2] WORKSHOP – Critical reflection and review of the curriculum DI	[1] Critical reflection and review of the curriculum in your subject area. [2] SKfT model	Discussion in WMM Meeting with another colleague Read school policy document
w/c 15/3/20 **Subject session** **(Learners and Learning; Purpose & Progress; Professional Self & Development)**	•			Review previous week's SBT follow-up PLD Assignment follow up Critical review and reflection of adaptive practice in your subject area/Link to SKfT model Critical review and reflection of questioning, AfL, formative assessment, exam marking and summative assessment/Link to SKfT model Extracurricular activities in your subject area.	
w/c 22/03/21 [4] Self and Professional	Learn how to… • Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice	Capel, Leask and Younie Chapter 8.1, 8.2, 8.3	1] LECTURE – Revisiting to the UH partnership vision – identity, voice, resilience, social justice DI	[1] Compassionate learning in your subject area 3	Discussion in WMM Shared Reading Apply to own classroom practice

Development: How to Continue Developing Your Professional Identity	• Strengthen pedagogical and subject knowledge by participating in wider networks. • Extend subject and pedagogic knowledge as part of the lesson preparation process. • Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.	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.	[2] WORSKHSOP – compassionate learning 3 FF		
EASTER HOLIDAY					
w/c 19/04/21 [5] Self & Professional Development: Preparing for your NQT year			1] LECTURE – Preparation for the NQT Year CP [2] WORSKHSOP – – Preparation for the NQT Year CP	[1] Follow up lecture/workshop with subject specific focus	Discussion in WMM
w/c 31/05/21		Mental Health and Wellbeing in Schools Conference Wednesday 26th May			

7EDU1112/7EDU1126 (MONDAY COHORT): THEMATIC MAP

EXPECTATIONS & BEHAVIOUR

Pupils are:

➢ Motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
➢ Driven by their prior experiences and perceptions of success and failure, which impacts on their investment in learning

Student-teachers should therefore aim to:

✓ Create an effective learning environment by establishing and reinforcing routines (including through positive reinforcement)
✓ Create a stable and secure environment to benefit all pupils, especially those with special educational needs
✓ Self-regulate their own emotions and expectations in order to positively impact pupils' ability to learn and achieve success in school and in their future lives
✓ Provide opportunities for all pupils to experience meaningful success by positively developing pupils' resilience and beliefs about their ability to succeed
✓ Build effective relationships with pupils by showing that pupils' feelings have been considered and understood.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 14/9/20 Monday 14th September **Subject session** Behaviour & Expectations				Follow up 3 'Rs' of behaviour management in your subject area/Link to SKfT model	Specific observation Discussion in WMM Read school policy document on behaviour policy
w/c 21/9/20 AM [2] Behaviour & Expectations: Positive Relationships for Positive Outcomes	Learn how to… • Build and sustain positive teacher-pupil relationships • Promote teacher-pupil respect and pupil-pupil mutual respect • Implement effective strategies for 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.	Capel, Leask and Younie Chapter 3.1 Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass	[1] LECTURE – Building positive relationships with pupils LAJ [2] WORKSHOP – Behaviour for Learning 1 LAJ	[1] Behaviour for Learning in your subject area [2] Discussion and follow up work on how students can relationships with their pupils i.e. get to know names, abilities and interests through the learning activities of a lesson plan.	Specific observation Discussion in WMM Apply to own classroom practice

w/c 12/10/20 **[3] Behaviour & Expectations: Responses** **Subject Session** **Behaviour & Expectations**				Follow up principles and practice of Behaviour for Learning to lesson planning/Link to SKfT model	
w/c 30/11/20 AM [4] Behaviour and Expectations: Motivating Pupils To Achieve Their Potential	Learn how to… • Support pupils in mastering challenging content, which builds towards long-term goals and deconstructing this approach. • Provide opportunities for pupils to articulate their long-term goals, helping them to see how these are related to their success in school. • Help pupils to transition from needing extrinsic motivation to being motivated to work intrinsically.	Capel, Leask and Younie Chapter 3.2 Additional Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/	[1] LECTURE – engagement and motivation of pupils for learning CP [2] WORKSHOP – Practical strategies for engagement and motivation/Review of Behaviour for Learning techniques CP	[1] Discussion and follow up work on engaging and maintaining motivation in pupils [2] Lesson planning with a focus on engagement and motivation. [3] SKfT model	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice
w/c 01/02/21 [5] Behaviour and Expectations: Revisiting Behaviour for Learning in a new school context	Learn how to… • Apply the knowledge and skills developed in Placement 1 re. routines, relationships, responses and motivation to a new school context.	The Bennet Report (2016)	[1] LECTURE – Building a positive learning environment FF [2] WORKSHOP – Critical reflection and review of behaviour in a second school context. FF	[1] Building a positive learning environment in your subject area [2] SKfT model	Discussion in WMM Apply to own classroom practice Read school policy document

PLANNING & CURRICULUM

Learn that…	Pupils are:
	➢ Entitled to access a school curriculum that has set out its vision for the knowledge, skills and values that they will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
	➢ Transformed, in terms of their knowledge, capabilities and beliefs about learning, by effective teaching
	➢ Learning effectively when there is a lasting change in their capabilities or understanding
	➢ Significantly impacted by their prior knowledge
	➢ Likely to learn more complex ideas once they have committed some key facts to their long-term memory
	➢ More likely to succeed when they have confidently mastered foundational concepts and knowledge before moving on in their learning
	➢ Supported in understanding new processes and ideas when abstract ideas are modelled in a more concrete and accessible way
	➢ Able to become increasingly independent and academically successful through their knowledge and use of metacognitive skills
	➢ More likely to succeed if they are able to repeatedly practise newly-acquired knowledge and skills
	➢ Able to achieve higher levels of success if allowed to work in paired/grouped activities
	➢ Positively impacted when they are provided with high-quality homework that is relevant to main class teaching.
	Student-teachers should therefore aim to:
	✓ Develop a secure subject knowledge that helps motivate pupils and teach them effectively.
	✓ Develop a secure subject knowledge in order to anticipate common misconceptions within particular subjects/topics/skills
	✓ Explicitly teach pupils the knowledge and skills they need to succeed within particular subject areas.
	✓ Introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
	✓ Guide, scaffold and provide worked examples to help pupils apply new ideas, gradually removing these supports as pupil expertise increases.
	✓ Develop a secure subject knowledge that explicitly teaches pupils subject-specific metacognitive strategies, including how to plan, monitor and evaluate their learning
	✓ Incorporate questioning within their lessons for arrange of purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
	✓ Provide opportunities for high-quality classroom talk to support pupils with articulating key ideas, consolidating understanding and extending their vocabulary.
	✓ Provide frequent, guided opportunities for pupils to practice new skills and understanding.
	✓ Provide frequent, guided opportunities where pupils are explicitly taught how to work effectively in pairs/groups, whilst monitoring the impact of groupings on pupil attainment, behaviour and motivation and responding appropriately when necessary
	✓ Provide high-quality homework opportunities that are relevant to main class teaching

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 14/9/20 Monday 14th September **Subject session** **[1] Planning & Curriculum**				Lesson observation & planning/Deconstructing a lesson plan/Collaborative planning	Specific observation Discussion in WMM Read school policy document on behaviour policy
w/c 28/9/20 **Subject session** **[2] Planning & Curriculum**	•			The principles of lesson planning - *What you want pupils to learn? How you want pupils to learn it? Checking that pupils have learnt what you want them to learn?* Peer planning, review and discussion Modelling of explanations, exposition, questioning, sequencing of activities, dealing with misconceptions	Putting Behaviour for Learning into practice in a taught lesson
w/c 25/01/21 [4] Planning and Curriculum: Embedding challenge to your planning	Learn how to… • Plan activities around what you want pupils to think hard about. • Include 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). • Provide appropriate wait time between question and response where more developed responses are required. • Continue 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). • Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. • Continue sharing the intended lesson outcomes with teaching assistants ahead of lessons. • Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.	Capel, Leask and Younie Chapter 3.2, 5.2, 5.7 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	[1] LECTURE – Planning to extend and challenge pupils' learning CP [2] WORKSHOP – practical strategies to extend and challenge pupils' learning CP	[1] Planning for challenge in your subject area. [2] Collaborative planning of a sequence of lessons Peer planning, review and discussion [3] Focused around challenging activities, remembering, use of educational talk.	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice

w/c 08/03/21 [5] Planning and Curriculum: Planning Opportunities for Retrieval, Practice and Development	Learn how to… • Plan the regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities). • Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Balance exposition, repetition, practice and retrieval of critical knowledge and skills. Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	Capel, Leask and Younie Chapter 7.1, 7.2 Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage	[1] LECTURE – Medium term planning FF [2] WORKSHOP – practical strategies for medium term planning FF	[1] Medium term planning in your subject area. [2] SKfT model	Discussion in WMM Meeting with another colleague – Head of Department or Subject Lead Review schemes of work/whole curriculum Apply to own classroom practice
[6] Planning and the curriculum w/c 15/3/21	Learn how to… • Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). • Continue 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). • Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. Identify and understand the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.	Capel, Leask and Younie Chapter 7.4 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	[1] LECTURE – The purpose and principles of the curriculum DI [2] WORKSHOP – Critical reflection and review of the curriculum DI	[1] Critical reflection and review of the curriculum in your subject area. [2] SKfT model	Discussion in WMM Meeting with another colleague Read school policy document

LEARNERS & LEARNING	
Learn that…	Pupils are: ➢ Learning effectively when there is a lasting change in their capabilities or understanding & significantly impacted by their prior knowledge ➢ Likely to learn more complex ideas once they have committed some key facts to their long-term memory ➢ More likely to develop misconceptions where their prior knowledge is weak, particularly if new ideas are introduced too quickly ➢ Helped to remember what they have learnt if they are exposed to regular, purposeful practice of what has previously been taught in order to consolidate material. Likely to strengthen the ability to recall if they are expected to retrieve information from memory ➢ Able to learn more effectively if they provided with worked examples that guides them through each step of a new process ➢ Able to learn new ideas by linking those ideas to existing knowledge and organising this knowledge into increasingly complex mental models (or "schemata") ➢ Likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. ➢ Provided with fundamental knowledge and access to the curriculum through competency of early literacy skills ➢ Likely to learn at different rates and to require different levels and types of support from teachers to succeed. ➢ Not identifiable by a distinct learning style and therefore do not benefit from lessons that are tailored to learning styles ➢ Likely to require additional or adapted support if they have special educational needs or disabilities Student-teachers should therefore aim to: ✓ Understand that an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. ✓ Be aware that working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. ✓ Understand that long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. ✓ Require pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap. Provide worked examples. ✓ Carefully sequence teaching to facilitate pupils organising their knowledge into increasingly complex mental models (i.e. "schemata") ✓ Understand that reading comprises two elements: word reading and language comprehension, and that systematic synthetic phonics is the most effective approach for teaching pupils to decode. ✓ Understand that they can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. ✓ Understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning ✓ Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. ✓ Avoid artificially creating distinct tasks for different groups of pupils or setting lower expectations for particular pupils. ✓ Monitor the impact on engagement and motivation (particularly for low attaining pupils) when grouping pupils within a class to provide tailored support and therefore apply a flexible approach to pupil grouping. ✓ Work closely with colleagues, families and pupils to understand barriers for pupils with SEND and identify effective strategies.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 14/9/20 Monday 14th September **Subject session** **[1] Learners & Learning**		4 key readings from Aubrey and Riley: Dewey, Piaget, Vygotsky, Skinner.		What does learning look like in my subject? Link to social, intellectual, dispositional learning theories & SKfT model	Specific observation Discussion in WMM Read school policy document on behaviour policy
w/c/ 02/11/20 AM [3] Learners and Learning: Principles of Adaptative practice for pupils with SEND: Identifying Pupils and their needs	Learn how to… • Support 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. • Identify pupils who need new content further broken down. • Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. • Balance input of new content so that pupils master important concepts.	Capel, Leask and Younie Chapter 4.6 Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.	[1] LECTURE: Introduction to SEND and adaptive practice DI [2] WORKSHOP – Thinking about different learning needs DI	[1] Thinking about different pupils' needs in your subject area	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Read school policy document
w/c/ 07/12/20 [4] Learners & Learning: Practical strategies for Adaptative practice for pupils with SEND: Maximising the available support	Learn how to… • Make effective use of formative assessment. • Work closely with the Special Educational Needs Co-ordinator (SENCO), special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. • Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. • Make use of well-designed resources (e.g. textbooks). • Plan to connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge • Build in additional practice or remove unnecessary expositions.	Capel, Leask and Younie Chapter 5.5 Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.	[1] LECTURE – supporting SEND pupils FF [2] WORKSHOP – practical strategies for supporting SEND pupils FF	[1] Practical strategies for supporting SEND pupils in your subject area.	Discussion in WMM Apply to own classroom practice

w/c 08/02/21 [5a] Learners and Learning: Adaptive practice for developing pupils' literacy skills	Learn how to… • Support pupils to become fluent readers and to write fluently and legibly. • Model reading comprehension by asking questions, making predictions, and summarising when reading. • Promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). • Teach different forms of writing by modelling planning, drafting and editing. • Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary within topics/subjects. • Model and require high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary, etc.).	Capel, Leask and Younie Chapter 5.8 Clark, E.V. (2009) *First Language Acquisition* (Chapter 1: Acquiring Language: Issues and Questions, pp1-17) Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf	[1] LECTURE – promoting literacy with all pupils FF [2] WORKSHOP – practical strategies for promoting literacy FF	[1] Practical strategies for promoting literacy in your subject area.	Specific observation Discussion in WMM Shared Reading Meeting with another colleague
Wednesday 8th February 2021 [5b] Learners and Learning: EAL CONFERENCE	Learn how to… • Teach unfamiliar vocabulary explicitly, including high-utility and high-frequency phrases beyond isolated, subject specialist 'key words' • Make language and texts comprehensible for EAL pupils, particularly those who are New to English or at the Early acquisition stage • Teach oracy and literacy skills specific to individual subjects • Promote high standards of literacy, articulacy and the correct use of standard English3 • Integrate language-focused activities into subject lessons to meet the needs of EAL pupils Plan for diversity, building in sensible differentiation where necessary to support EAL pupils	Conteh, J. (2015) *The EAL Teaching Book* (Chapter 2: All About Language and Learning) Demie, F. (2013) "English as an additional language pupils: how long does it take to acquire English fluency?" *Language and Education,* vol. 27, no. 1, pp. 59-69	FF		1. Find out who has responsibility for tracking the progress of groups of students in your school and arrange to talk to them about how they track and monitor progress of EAL pupils 2. Find and talk to the person responsible for providing support for pupils with EAL and record examples of effective practice 3. MFL teachers are skilled practitioners in the pedagogy of language acquisition. Arrange to observe the teaching of MFL over the course of a sequence of lessons. Find out how teachers of MFL use target language, active and

					receptive skills to sequence the learning and progress of pupils learning languages? 4. Join the National Association for Language Development in the Curriculum (NALDIC) – student-teachers have free membership and using the link below, read the information about how to assess pupils with EAL: http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/eal-assessment
w/c 22/02/21 [6] Learners and Learning: Adaptative practice for Embedding Stretch and Challenge	Learn how to… • Reframe questions to provide greater scaffolding or greater stretch. • Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. • Changes pupil groups regularly, avoiding the perception that groups/attainment are fixed. • Ensure that any groups based on attainment are subject specific. • Consider 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). • Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.	Capel, Leask and Younie Chapter 5.7 Chapter 1 of Making Every Lesson Count by Shaun Allison is a good, easy read. It's doesn't incorporate much pedagogy though. 3 further readings from Aubrey and Riley: Bandura, Dweck, Kirschner	[1] LECTURE – stretch and challenge for all pupils CP [2] WORKSHOP – practical strategies for stretch and challenge CP	[1] Practical strategies for stretch and challenge in your subject area.	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Apply to own classroom practice Read school policy document

PURPOSE & PROGRESS

Learn that…	Pupils are:
	- Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so - Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours - Affected by teachers' expectations of their academic progress and outcomes - Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds - Able to monitor and regulate their own learning when provided with high-quality feedback over time. Student-teachers should therefore aim to: - Be positive role models to all pupils - Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of language proficiency - Set and sustain clear expectations can help communicate shared values that improve classroom and school culture. - Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect - Provide high-quality teaching - Obtain information about pupils' understanding and needs from using good assessment effectively - Avoid being over-influenced by potentially misleading factors, such as how busy pupils appear - Be clear about the decision assessment will be used to support and be able to justify its use before using it - use information from assessments to inform the decisions they make - Provide opportunities for pupils to act on feedback for it to have an effect - Provide high-quality feedback (written or verbal) that is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve - Work with colleagues to identify efficient approaches to assessment to prevent it becoming onerous and have a disproportionate impact on workload.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 14/9/20 Monday 14th September **Subject session** **[1] Purpose & Progress**				The purpose and moral value of your subject area/Use of questioning linked to SKfT model	Specific observation Discussion in WMM Read school policy document on behaviour policy

w/c 23/11/20 [3] Purpose and Progress: Continuing to Use Formative Assessment Effectively	Learn how to… • Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). • Plan activities around what you want pupils to think hard about. • Include 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). • Provide appropriate wait time between question and response where more developed responses are required. • Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitor pupil work during lessons, including checking for misconceptions. • Consider how 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). • Scaffold self-assessment by sharing model work with pupils, highlighting key details. • Ensure feedback is specific and helpful when using peer- or self-assessment.	Capel, Leask and Younie Chapter 6.1 3 further readings from Aubrey and Riley: William, Claxton and Sweller Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962	[1] LECTURE – AfL/formative assessment and checking of progress CP [2] WORKSHOP – AfL/formative assessment strategies CP [3] Online presentation on the 3 key readings. DI	[1] AfL/Formative assessment in your subject area	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice
w/c 01/02/21 [4] Purpose and Progress: Understanding the Impact of Summative Assessment	Learn how to… • Record data only when it is useful for improving pupil outcomes. • Develop an understanding that written marking is only one form of feedback. • 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. • Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.	Capel, Leask and Younie Chapter 6.2 Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.	[1] LECTURE – Good practice in marking and written feedback FF [2] WOPKSHOP – practical strategies for managing the workload of marking and giving written feedback. FF	[1] Marking and written feedback in your subject area.	Specific observation Discussion in WMM Meeting with another colleague Apply to own classroom practice Read school policy document

	- Monitor pupil work during lessons, including checking for misconceptions. - Use verbal feedback during lessons in place of written feedback after lessons where possible. - Reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). - Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.				
w/c 01/03/21 AM [5] Purpose and Progress: The Role of External Examinations	Learn how to… - Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. - Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).	Capel, Leask and Younie Chapter 6.2 Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.	[1] LECTURE - summative assessment and exam marking CP Understanding/using examiners' reports formatively for future planning. CP [2] WOPKSHOP – practical strategies for summative assessment and exam marking CP	[1] Summative assessment and exam marking in your subject area.	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice Read school policy document

PROFESSIONAL SELF & DEVELOPMENT	
Learn that…	Pupils are: - Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so - Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours - Affected by teachers' expectations of their academic progress and outcomes - Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds - Benefited from understanding and respecting the different values and knowledge of other cultures and languages

Student-teachers should therefore aim to:

- ✓ Be positive role models to all pupils
- ✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of literacy
- ✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture.
- ✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect
- ✓ Provide high-quality teaching
- ✓ Sustain effective professional development over time by accessing expert support, coaching, opportunities for collaboration
- ✓ Reflect on their practice to continue improving by accessing feedback from/observation of experienced colleagues, engaging in professional debates and learning from education research
- ✓ 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.
- ✓ Build effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success
- ✓ Prepare teaching assistants (TAs) for lessons in advance so they can provide supplementary (i.e. not replacement) support from teachers
- ✓ Understand that SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 07/09/20 Tuesday 8th September [1] Professional self and development: An Introduction	Learn how to… • Contact the appropriate colleague with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. • Fulfil the duties relating to Part 2 of the Teachers' Standards. • Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management • Engage critically with research and use evidence to critique practice.	Capel, Leask and Younie Chapter 1.1, 1.2 Blakemore and Frith (2005) *The Learning Brain* Chapter 10 'The Adolescent Brain' Perry Jr, F.L. & Nichols, J. D. (2014) *Understanding Research in Education: Becoming a Discerning Consumer*.	[1] LECTURE – introduction to the UH partnership vision – identity, voice, resilience, social justice DI [2] LECTURE - Understanding educational research FF [3] LECTURE – The Adolescent Brain [4] LECTURE – SSET and student support.AC and team [5] LRC/CANVAS induction BW		

[2] w/c 16/11/20 AM [2] Professional Self and Development Assignment Launch PM Assignment Launch	Learn how to… • Identify how experienced colleagues seek ways to support individual colleagues and work as part of a team. • Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice • Strengthen pedagogical and subject knowledge by participating in wider networks. • Extend subject and pedagogic knowledge as part of the lesson preparation process. • Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. • Engage critically with research and using evidence to critique practice. • Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management	Capel, Leask and Younie Chapter 1.3	[1] LECTURE – HOPE NOT HATE FF. [2] WORSKHSOP – – me, myself and I: developing professional self-awareness. DI	[1] Compassionate learning in your subject area 1	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice
w/c 18/01/21 [3] Professional Self and Development: Being A Positive Role Model	Learn how to… • Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling • Work closely with the SENCO and other professionals to support pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. • Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).	Capel, Leask and Younie Chapter 1.1 Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: https://tdtrust.org/about/dgt. [accessed 18 October 2018].	[1] LECTURE – Pastoral role of the form tutor CP [2] WORSKHSOP – compassionate learning 2 FF	[1] Compassionate learning in your subject area 2	Discussion in WMM Apply to own classroom practice Students to identify a research article that links to pastoral care for Compassionate Learning Workshop 2

w/c 22/03/21 [4] Self and Professional Development: How to Continue Developing Your Professional Identity	Learn how to… • Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice • Strengthen pedagogical and subject knowledge by participating in wider networks. • Extend subject and pedagogic knowledge as part of the lesson preparation process. • Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.	Capel, Leask and Younie Chapter 8.1, 8.2, 8.3 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.	1] LECTURE – Revisiting to the UH partnership vision – identity, voice, resilience, social justice DI [2] WORSKHSOP – compassionate learning 3 FF	[1] Compassionate learning in your subject area 3	Discussion in WMM Shared Reading Apply to own classroom practice
w/c 19/04/21 [5] Self & Professional Development: Preparing for your NQT year			1] LECTURE – Preparation for the NQT Year CP [2] WORSKHSOP – – Preparation for the NQT Year CP	[1] Follow up lecture/workshop with subject specific focus	Discussion in WMM
w/c 24/05/21		Mental Health and Wellbeing in Schools Conference Wednesday 26th May			