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Description automatically generatedPlanning the Training Programme for School Direct Distance Secondary Learners

We hope that the following questions, prompts and planning chart will help you as you plan what to do with your trainees week by week. When the chart (or your own version which details the training programme) is complete please send it to the Partnership Office so that we have a record of the programme for QA purposes. This is the ‘timetable’ referred to in the Partnership Agreement. The prompts below are not an exhaustive list, just thoughts to get you started!

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|  | **Please sign to indicate that you have done this.** |
| * + - **Read the ITT Criteria (updated Jan 2021) with particular reference to days in placement schools, training days, contrasting experience, age ranges and key stages either side of that for which they are being trained. The most recent criteria can be found at: https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice**   This is vital, if ‘we’ are not compliant then we will not be allowed to continue in ITE |  |
| * + - Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training (see ITT Criteria section C2.2 for list). Plus engagement with age ranges immediately before and after the ones selected. |  |
| * + - All trainees will need to spend a minimum of 6 weeks (half a term) in another school, which should provide some contrasting experiences. You need to decide which half term you will select , make the arrangements with another school and agree a placement fee with them (we would pay £300 for 6 weeks and you have received funding at that rate). Ensure you plan training for any schools joining your partnership. We recommend you use schools that already work in partnership with the University of Exeter, please check whether they are by contacting exeterpartner |  |
| * + - Ofsted require evidence that schools that are in Challenging Socio-Economic Circumstances and those judged by Ofsted as ‘Requires Improvement’ and new academies whose predecessor was judged less than goodare involved in ITT partnerships. Can you evidence that? |  |
| * + - The University is required to inform DfE about **all** the schools that you are working with for **each** trainee. Please provide this information when requested (approx end of June) so we are able to ensure that everyone is trained in the Exeter Model and we can respond by the DfE deadline (usually at the end of September). |  |



**Planning Tool: Secondary School Direct Distance**

This planning tool is designed to be used with the **Secondary School Direct Distance Curriculum Pack**, which includes details of the university curriculum and how it relates to the Core Content Framework for ITT.

The tool is comprised of 3 main sections:

|  |  |
| --- | --- |
| **1. Curriculum intent and sequence statement** | Provide a short statement to explain the intent and sequence of your training provision |
| **2. The training plan (weekly planning tool with key dates and topics from the university course)** | Plan the overall content and structure of your training provision across the year |
| **3. The CCF map (auditing the course against the CCF)** | Audit your course against the CCF, completing the right hand column with the titles of sessions that link to each CCF statement |

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Description automatically generated**Part 1: Curriculum Intent and Sequencing Statement**

Please provide a short statement (we recommend 300-500 words) explaining the intent and sequencing of your training curriculum.

This could include:

* Your goals, vision, ethos or values
* Why you engage in school direct teacher education
* The outcomes you want your trainees to achieve
* A brief overview of the structure of your course across the year (e.g. linking to the phases of the Exeter model)

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NB: The curriculum pack includes prompt questions for reflecting on your curriculum and designing your curriculum intent and sequencing statement

University Seminar Days 2023-24

This year we are introducing 6 university seminar days to give trainees opportunities to develop their understanding of key concepts and to consider these in a subject-specific light. It also gives trainees the chance to collaborate across different lead school groups, and connect with any other trainees studying their specialism. These are in addition to induction day.

The seminar days will be online, using Teams or Zoom. Full joining instructions will be sent directly to trainees in the autumn term.

**You are more than welcome to join any of the seminar days.**

The Seminar days cover the following topics:

|  |  |
| --- | --- |
| **Date** | **Focus** |
| Friday 8th September | * Induction (Exeter Model, Challenging the Gap, Reflective Practice) |
| 1. Friday 13th October | * Understanding Learning * Critical Engagement with Research |
| 2. Friday 10th November | * Lesson planning - theory into practice |
| 3. Friday 8th December | * Motivation and Assessment - principles into practice |
| 4. Friday 26th January | * Investigating Pupil Learning * Developing as a Professional |
| 5. Friday 22nd March | * Analysing Data * Individual Needs |
| 6. Friday 10th May **on campus** | * Social and Educational Capital |
| 7. **Optional** - join us on the last day of the PGCE: Friday 28th June **on campus** | * ECT planning (if joining the morning) * Course celebration (if joining the afternoon) |

The sessions are intended to *complement* rather than *replace* the subject specific training that you do with trainees. We will be asking trainees to draw on their experience in school and their training with you, so please do the same in your sessions. You can see **the objectives for each lesson as outlined in the attached Curriculum Pack**. The university sessions will likely be more theoretical / critical in comparison to more practical school-led sessions - **please look for opportunities to ask trainees to make links between the university and school input.**

Please note that the university taught programme take place across the full training calendar. The summer term requirements are 'lighter touch' than the autumn and spring, with no major assignment to complete; however, **trainees still need one day each week set aside for their M level study** as the Masters' course also includes components which help them to evidence what is required for QTS.

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Description automatically generated**Part 2: Training Plan**

**Autumn Term**

| Week beg | Online Masters course foci | Summative assessment | **School-based training programme**  Please list here all (a) general AND (b) subject-specific training,  If preferred, you may have a separate plan for subject specific training, but please ensure that this is sequenced and includes dates. |
| --- | --- | --- | --- |
| 28/08 | **BEFORE THE COURSE** Trainees should have accessed and completed initial needs analyses and fundamental English / Maths audits, available here: <https://www.exeter.ac.uk/teachertraining/offerholders/pre-courseinformationandtasks/schooldirectpre-coursetasks/>  During this fortnight, trainees will be sent information regarding: introduction to online working including e-safety; help accessing and understanding ELE (our VLE); introduction to the Exeter Model of ITE  *Topic:* Challenging the Gap  *Topic:* Safeguarding 5 simple steps   * **PREVENT Certificate and Safeguarding training** * **NSPCC Safeguarding training** * **Challenging the Gap framework reflection** * **Academic Honesty and Plagiarism module** |  | Introduction to the Exeter Model of ITE: Demonstrations, Lesson Observation Feedback Record, Agendas, Weekly Development Meetings; the Quality Assurance Checklist. |
| 04/09 |  | Trainees are required to attend the Induction Day *at* ***St Luke's Campus****, University of Exeter* **Friday 08 September**  As well as an introduction to the online platforms and a session on the Exeter Model, we will look at assignments, challenging the gap, professionalism and reflection. |
| 11/09 | *Topic*: Curriculum  *Framework reflection: Curriculum* |  |  |
| 18/09 | *Topic*: What is learning (I)?  *Framework reflection*: *Learning* |  |  |
| 25/09 | *Topic*: Talk for learning and dialogic teaching  *Framework reflection*: *Learning* | AP FRAP Deadline  **Friday 30 Sept** |  |
| 02/10 | Independent Assignment Work |  |  |
| 9/10 | **Seminar Day 1: Understanding Learning & Critical Engagement with Research** | Formative SCS assign. due **Fri 13 Oct** | Trainees are required to attend Seminar Day 1*online* **Friday 13 October** |
| 16/10 | *Topic*: What is learning (II)?  *SCS Assignment: Learning in your subject* |  |  |
| 23/10 | **Half Term** | | |
| 30/10 | *Topic*: scaffolding, planning & sequencing  *SCS Assignment: Scaffolding in Lesson Planning* |  |  |
| 6/11 | **Seminar Day 2: Lesson planning - theory into practice** | UVT1 visit window opens **Monday 06 November**  BP FRAP Deadline  **Friday 10 November** | Trainees are required to attend Seminar Day 2*online* **Friday 10 November** |
| 13/11 | Independent Assignment Work |  |  |
| 20/11 | *Topic*: Motivation and Behaviour  *Framework reflection*: *Behaviour* |  |  |
| 27/11 | *Topic*: Assessment  *Framework* *reflection*: *Assessment* | UVT1 visit window closes **Friday 01 December** |  |
| 4/12 | **Seminar Day 3: Motivation and Assessment - principles into practice** |  | Trainees are required to attend Seminar Day 3*online* **Friday 08 December** |
| 11/12 | Independent Assignment Work |  |  |

**Spring term**

| Week beg | Online Masters course foci | Summative assessment\* | **School-based training programme**  Please list here all general training, i.e. behaviour management, assessment, child protection, etc. |
| --- | --- | --- | --- |
| 01/01 |  | Summative SCS assign. due **Thurs 4 Jan** |  |
| 08/01 | *Topic*: Evidence-informed practice  *Framework reflection*: Interpreting Data |  |  |
| 15/01 | *Topic*: Critical reading  *Formative EPS Assignment* | UVT2 visit window opens **Monday 15 January** |  |
| 22/01 | **Seminar Day 4: Investigating Pupil Learning; Developing as a Professional** |  | Trainees are required to attend Seminar Day 4*online* **Friday 26th January** |
| 29/01 | *Topic*: SEND I; policy and understanding individual needs  *Framework reflection*: SEND | Formative EPS assign. due **Mon 29 Jan** |  |
| 05/02 | *Topic:* SEND II: Adaptive Teaching |  |  |
| 12/02 | **Half Term** | | |
| 19/02 | *Topic*: EAL  *Framework reflection:* EAL | UVT2 visit window closes **Friday 23 February** |  |
| 26/02 | Independent assignment work or work on SEND/EAL frameworks |  |  |
| 04/03 | *Topic:* Summative Assessment and Use of Data | CP FRAP Deadline  **Friday 8 March** |  |
| 11/03 | *Topic:* Literacy and Numeracy Across the Curriculum |  |  |
| 18/03 | **Seminar Day 5: Data and Individual Needs** |  | Trainees are required to attend Seminar Day 5 *online* **Friday 22nd March** |
| 25/03 | Independent assignment work |  |  |

**Summer Term**

| Week beg | Online Masters course foci | Summative assessment\* | **School-based training programme**  Please list here all general training, i.e. behaviour management, assessment, child protection, etc. |
| --- | --- | --- | --- |
| 15/04 |  | UVT3 visit window opens **Monday 15 April**  Summative EPS assign. due **Tues 16 April** |  |
| 22/04 | *Topic*: Diversity I  *Framework Reflection*: Race & Education |  |  |
| 29/04 | *Topic*: Diversity II  *Framework Reflection*: Race & Education |  |  |
| 06/05 | **Seminar Day 6: Social and Educational Capital** |  | Trainees are required to attend Seminar Day 6 *at St Luke's Campus, Exeter*  **Friday 10th May** |
| 13/05 | *Topic*: Challenging notions of ability and intelligence | UVT3 visit window closes DI FRAP Deadline **Wednesday 15 May** |  |
| 20/05 | *Topic*: Challenging the Gap revisited |  |  |
| 27/05 | **Half Term** | | |
| 03/06 | *Topic*: Child and Adolescent Mental Health |  |  |
| 10/06 | *Topic*: Digital Futures | FSR Deadline **Wednesday 12 June** |  |
| 17/06 | *Topic:* Your professional development  *ECT transition document* |  |  |
| 24/06 | *Topic*: Developing Leadership  *Optional Leadership task* | **External Examiners 26/27 June** | Trainees are invited to join us at St Luke's Campus for the end of the course on Friday 28th June |
| The university course ends on 28 June 2023 for secondary trainees.  **ANY TRAINEE REMAINING IN SCHOOL DOES SO UNDER ARRANGEMENTS DIRECTLY WITH THE SCHOOL (INC INSURANCE AND DBS ETC). Fee-paying trainees remain by prior agreement with the school.** | | | |

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Description automatically generated**Part 3: Secondary SDD Curriculum Map**

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| **High Expectations (Standard 1 – ‘Set high expectations’)** | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions**  ***Please map your sessions against the CCF statements, using the content of column 2 as a guide*** |
| 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. | Autumn: Challenging the Gap  Motivation and Behaviour  Spring: SEND I  Summer: Diversity; CAMH |  |
| 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. | Autumn: Challenging the Gap;  Motivation and Behaviour  Summer: Diversity |  |
| 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. | Autumn: Challenging the Gap; Motivation and Behaviour  Summer: Diversity |  |
| 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. | Autumn: Challenging the Gap; Motivation and Behaviour  Summer: Diversity |  |
| 1.5 A culture of mutual trust and respect supports effective relationships. | Autumn: Challenging the Gap;  Motivation and Behaviour  Summer: Diversity |  |
| 1.6 High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | Autumn: Challenging the Gap;  Motivation and Behaviour  Spring: Evidence-Informed Practice  Summer: Diversity |  |

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| **Learn how to…** | **School-Based Work** |
| **Communicate a belief in the academic potential of all pupils, by:**   * Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using intentional and consistent language that promotes challenge and aspiration. * Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. * Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.   **Demonstrate consistently high behavioural expectations, by:**   * Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). * Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. * Acknowledging and praising pupil effort and emphasising progress being made. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Challenging the Gap framework Reflection* * *Behaviour framework Reflection* * *SEND framework Reflection* |

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| **How Pupils Learn (Standard 2 – ‘Promote good progress’)** | | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** | |
| 2.1 Learning involves a lasting change in pupils’ capabilities or understanding. | Autumn: What is Learning? Part 1;  Talk for Learning and Dialogic Teaching |  | |
| 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. |  |  | |
| 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. | Autumn: What is Learning? Part 1 |  | |
| 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. | Autumn: What is Learning? Part 1 |  | |
| 2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. | Autumn: What is Learning? Part 1 |  | |
| 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. | Autumn: What is Learning? Part 1; What is Learning? Part 2; Scaffolding, Planning and Sequencing |  | |
| 2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. | Autumn: What is Learning? Part 1; Scaffolding, Planning and Sequencing |  | |
| 2.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | Autumn: What is Learning? Part 1; Scaffolding, Planning and Sequencing |  | |
| 2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. | Autumn: What is Learning? Part 1; Scaffolding, Planning and Sequencing |  | |
| **Learn how to…** | | | **School-Based Work** |
| **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. * 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).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).   **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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. * Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).   **Increase likelihood of material being retained, by:**   * Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. * Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. * Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). | | | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Learning framework Reflection* * *SCS Assignment* |

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| **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)** | | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** | |
| 3.1 A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. | Autumn: Curriculum |  | |
| 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. | Autumn: Curriculum; Motivation and Behaviour |  | |
| 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. | Autumn: Curriculum; What is Learning? Part 1; What is Learning? Part 2; Scaffolding, Planning and Sequencing |  | |
| 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. | Autumn: Curriculum; What is Learning? Part 1; What is Learning? Part 2; Scaffolding, Planning and Sequencing |  | |
| 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. | Autumn: Curriculum; What is Learning? Part 2 |  | |
| 3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. | Autumn: Curriculum |  | |
| 3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. | Autumn: Curriculum; What is Learning? Part 1; Scaffolding, Planning and Sequencing |  | |
| 3.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. | Autumn: Curriculum; What is Learning? Part 1; What is Learning? Part 2; Scaffolding, Planning and Sequencing |  | |
| 3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. | Spring: Literacy and Numeracy Across the Curriculum |  | |
| 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | Spring: Literacy and Numeracy Across the Curriculum |  | |
| **Learn how to…** | | | **School-Based Work** |
| **Deliver a carefully sequenced and coherent curriculum, by:**   * Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. * Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach. * 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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. * Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. * Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). * Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.   **Support pupils to build increasingly complex mental models, by:**   * Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. * Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Drawing explicit links between new content and the core concepts and principles in the subject.   **Develop fluency, by:**   * Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).   **Help pupils apply knowledge and skills to other contexts, by:**   * 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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.   **Develop pupils’ literacy, by:**   * Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. * Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly. * Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading. * Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). * Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. * Modelling and requiring 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). | | | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Learning framework Reflection* * *SCS Assignment* |

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| **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)** | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** |
| 4.1 Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning. | Autumn: Challenging the Gap; Talk for Learning and Dialogic Teaching  Spring: Evidence-Informed Practice |  |
| 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. | Autumn: Scaffolding, Planning and Sequencing |  |
| 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. | Autumn: Scaffolding, Planning and Sequencing; Talk for Learning and Dialogic Teaching |  |
| 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. | Autumn: Scaffolding, Planning and Sequencing |  |
| 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. | Autumn: Scaffolding, Planning and Sequencing; Assessment |  |
| 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. | Autumn: Talk for Learning and Dialogic Teaching; Assessment |  |
| 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. | Autumn: Talk for Learning and Dialogic Teaching |  |
| 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. | Autumn: Scaffolding, Planning and Sequencing |  |
| 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. | Autumn: Talk for Learning and Dialogic Teaching  Spring: Evidence-Informed Practice |  |
| 4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. | Autumn: Talk for Learning and Dialogic Teaching; Motivation and Behaviour  Spring: Evidence-Informed Practice  Summer: Challenging Notions of Ability and Intelligence |  |
| 4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. | Spring: Evidence-Informed Practice |  |

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| **Learn how to…** | **School-Based Work** |
| **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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. * Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. * Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. * Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.   **Make good use of expositions, by:**   * Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Starting expositions at the point of current pupil understanding. * Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.   **Model effectively, by:**   * Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). * Exposing potential pitfalls and explaining how to avoid them.   **Stimulate pupil thinking and check for understanding, by:**   * Discussing and analysing with expert colleagues how to 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). * Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Planning activities around what you want pupils to think hard about. * Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). * Providing appropriate wait time between question and response where more developed responses are required. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Learning framework Reflection* * *SCS Assignment* |

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| **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)** | | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** | |
| 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. | Spring: SEND I; SEND II - Adaptive Teaching  Summer: Challenging Notions of Ability and Intelligence |  | |
| 5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. | Autumn: Challenging the Gap; Assessment  Spring: SEND I; SEND II - Adaptive Teaching; EAL  Summer: Diversity; Challenging Notions of Ability and Intelligence |  | |
| 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. | Autumn: Assessment  Spring: SEND I; SEND II - Adaptive Teaching; Challenging Notions of Ability and Intelligence; EAL |  | |
| 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. | Spring: Evidence Informed Practice; SEND I; SEND II - Adaptive Teaching  Summer: Challenging Notions of Ability and Intelligence |  | |
| 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. | Autumn: Motivation and Behaviour  Spring: Evidence-Informed Practice; SEND I; SEND II - Adaptive Teaching  Summer: Challenging Notions of Ability and Intelligence |  | |
| 5.6 There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. | Autumn: What is Learning? Part 1  Spring: Evidence-Informed Practice; SEND I; SEND II - Adaptive Teaching |  | |
| 5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. | Spring: SEND I; SEND II - Adaptive Teaching |  | |
| **Learn how to…** | | | **School-Based Work** |
| **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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Identifying pupils who need new content further broken down. * Making use of formative assessment. * Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.   **Provide opportunity for all pupils to experience success, by:**   * Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. * Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. * Meet individual needs without creating unnecessary workload, by: * 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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Making use of well-designed resources (e.g. textbooks). * Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge * Building in additional practice or removing unnecessary expositions. * Reframing questions to provide greater scaffolding or greater stretch.   **Group pupils effectively, by:**   * 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 the placement school ensures that any groups based on attainment are subject specific.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. | | | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Challenging the Gap framework reflection* * *Learning framework reflection* * *SEND framework reflection* * *EAL framework reflection* |

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| **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)** | | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** | |
| 6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. | Autumn: Assessment  Spring: Evidence-Informed Practice; EAL; Summative Assessment and use of Data |  | |
| 6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. | Autumn: Assessment  Spring: Evidence-Informed Practice; Summative Assessment and use of Data |  | |
| 6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. | Autumn: Assessment  Spring: Evidence-Informed Practice; Summative Assessment and use of Data |  | |
| 6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | Autumn: Assessment  Spring: Evidence-Informed Practice; EAL; Summative Assessment and use of Data |  | |
| 6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. | Autumn: Assessment  Spring: Evidence-Informed Practice; Summative Assessment and use of Data |  | |
| 6.6 Over time, feedback should support pupils to monitor and regulate their own learning. | Autumn: Assessment  Spring: Evidence-Informed Practice; Summative Assessment and use of Data |  | |
| 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. | Autumn: Assessment  Spring: Evidence-Informed Practice; Summative Assessment and use of Data |  | |
| **Learn how to…** | | | **School-based Work** |
| **Avoid common assessment pitfalls, by:**   * Discussing and analysing with expert colleagues 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). * Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Drawing 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). * Check prior knowledge and understanding during lessons, by: * Receiving clear, consistent and effective mentoring in 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).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using assessments to check for prior knowledge and pre-existing misconceptions. * check that a correct answer stems from secure understanding. * Monitoring pupil work during lessons, including checking for misconceptions.   **Provide high-quality feedback, by:**   * Discussing and analysing with expert colleagues 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). * Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details. * Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Focusing on specific actions for pupils and providing time for pupils to respond to feedback. * Make marking manageable and effective, by: * Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes. * Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback. * Discussing and analysing with expert colleagues how to 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.   **And - following expert input - by taking opportunities to practise, receive feedback and 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. | | | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Assessment framework reflection* * *Interpreting Data framework reflection* |

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| **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)** | | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** | |
| 7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. | Autumn: Motivation and Behaviour |  | |
| 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | Autumn: Motivation and Behaviour  Spring SEND I; SEND II - Adaptive Teaching  Summer: CAMH |  | |
| 7.3 The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | Autumn: Motivation and Behaviour  Summer: CAMH |  | |
| 7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. | Autumn: Challenging the Gap;  Motivation and Behaviour  Spring SEND I; SEND II - Adaptive Teaching  Summer: CAMH |  | |
| 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | Autumn: Challenging the Gap;  Motivation and Behaviour  Summer: CAMH |  | |
| 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | Autumn: Challenging the Gap;  Motivation and Behaviour |  | |
| 7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | Autumn: Challenging the Gap;  Motivation and Behaviour  Summer: Challenging Notions of Ability and Intelligence |  | |
| **Learn how to…** | | | **School-based Work** |
| **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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. * Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). * Giving manageable, specific and sequential instructions. * Checking pupils’ understanding of instructions before a task begins. * Using consistent language and non-verbal signals for common classroom directions. * Using early and least-intrusive interventions as an initial response to low level disruption.   **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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). * Reinforcing established school and classroom routines   **Build trusting relationships, by:**   * Discussing and analysing with expert colleagues 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.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Responding consistently to pupil behaviour. * Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.   **Motivate pupils, by:**   * Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach. * Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. * Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. | | | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *Behaviour framework Reflection* |

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| **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)** | | | |
| **Learn that…** | **SECONDARY SCS & EPS** | **School-Led Training Sessions** | |
| 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. | Autumn: Induction  Spring: Critical Reading; Investigating pupil learning |  | |
| 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | Autumn: Induction  Spring: Evidence-Informed Practice; Critical Reading; Investigating pupil learning |  | |
| 8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. | Autumn: Induction |  | |
| 8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. | Spring: SEND I; SEND II - Adaptive Teaching  Summer: CAMH |  | |
| 8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. | Spring: SEND I; SEND II - Adaptive Teaching |  | |
| 8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | Spring: SEND I; SEND II - Adaptive Teaching |  | |
| 8.7 Engaging in high-quality professional development can help teachers improve. | Autumn: Induction  Spring: Evidence-Informed Practice; Critical Reading; Investigating pupil learning |  | |
| **Learn how to…** | | | **School-based Work** |
| **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, sustained over time with built-in opportunities for practice. * Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Strengthening pedagogical and subject knowledge by participating in wider networks. * Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. * 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.   **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. * Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach. * 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. * Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Contributing positively to the wider school culture and developing 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). * Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. * Preparing teaching assistants for lessons under supervision of expert colleagues.   **Manage workload and wellbeing, by:**   * Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. * Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). * Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). | | | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their Mentors, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:   * *EPS Assignment* |

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| **CONTENT SIGNIFICANTLY BEYOND THE CCF** |  |
| **Secondary SCS and EPS modules** | **School-Led Training Sessions** |
| Seminar Day subject specific input: Exploring pupil learning, including misconceptions, planning for learning, assessment, talk, *within subject domains.*  Seminar Day: Social and Educational Capital  Online Topics: Digital Futures in Education; Leadership (optional)  Activities: Safeguarding 5 Simple Steps; Interpreting Data Task; Digital literacy compass; Leadership Task (optional)  Assignments: Critical engagement with research evidence; EPS assignment, systematic investigation of pupil learning and discussing implications |  |