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MENTORING A YEAR ONE EARLY CAREER TEACHER

MENTOR HANDBOOK 2023

Early Career Framework

Teach First | Training Partner

Contents

Mentor guidance

A weekly sequence of guidance and support

To support you with the successful running of this programme in your school, we have provided a suggested sequence for each module to outline activity across the year.

The suggested sequence identifies the:

- five sessions of self-directed online study your ECT could complete in each module
- suggested focus for the weekly mentor interaction and guidance to support the conversation
- titles of the ECT module seminars
- titles of your mentor training seminars and the related self-directed study

By following this sequence while implementing the programme, you will ensure your ECT has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the mentor interactions and resources given to you.

The following pages offer specific guidance on what to discuss in each meeting, how to plan for the next meeting and links to the appropriate area of the ECF. There is also space to record precise action steps and next meeting date. There are additional mentor interactions with a suggested focus that can be run in place of one or more of the scheduled interactions, or as an additional interaction, in the half-term. You should consider what is in the best interests of your ECT when deciding how to use the additional suggested interactions and use these flexibly.

Providing flexibility on the programme

ECTs will all have different starting points based on previous knowledge and experience. Their areas of strength and development should be documented within the ECT action plan from their ITT provider, and it would be helpful to review the plan each half-term, at the start of each module, to identify specific areas of focus within the module.

There is also flexibility built into the programme design for the following scenarios:

1. If an ECT shows strengths in an area they are expected to cover in a module: Each module has stretch content and you should discuss with your ECT which self-directed content they should engage with. Stretch content is available for each module and ECTs should be directed to this if appropriate rather than repeating or duplicating areas they are confident in.
2. If an ECT is struggling with an area not in the current module: ECTs will have access to all self-directed content on Brightspace at the start of the year. Through conversations with you, their mentor, they can access some content in advance of that module to support any immediate developmental needs. This should not replace the module sequence. There is space each half-term for ECTs to engage with bespoke needs (outlined in the sequence below).
3. If an ECT requires a more significant adjustment (e.g., they are part time; taking a break from induction): Schools should complete a programme adjustment form outlining which areas of the programme can support flexibility of length and engagement with the ECF programme. This should be discussed with your appropriate body as well as shared with your ECF provider.

Using your expert judgement

One reason you may consider needing to flex the sequence is that your ECT feels they have mastered the suggested weekly focus and are successfully applying the knowledge and skills to their practice. However, before completely moving on from the suggested interactions focus, it is useful to consider the following questions and use your expert judgement to determine whether the focus could be adapted or extended to ensure consistency in your ECT's application to practice.

1. To what extent is your ECT applying the strategies outlined in the weekly focus **consistently** in their practice?
2. If they are applying them consistently, are they applying them **consistently well?** Or could the application be improved with a particular class or in a different topic?
3. Is your ECT able to apply the knowledge and skill from the weekly focus to **different contexts** to support all pupils to succeed?
4. Could the weekly focus remain the same, but directed at **stretching and challenging** the application of the knowledge or skill?

Mentor weekly overview videos

We recognise that mentors are busy and often have many demands on their time. To support your preparations we have created short weekly overview videos (5–10 minutes in length) that share with you all you need to know to prepare for your mentoring interaction each week. Housed on the Brightspace platform, each video outlines further detail about the ECT's online self-directed study session, the research that underpins the practice, and suggestions for the focus of the meeting.

Wellbeing

Across the sequence there are opportunities for conversations about your ECT's wellbeing and workload. The agendas provided guide you and your ECT to identify what factors are impacting on their day-to-day workload and what to do to improve them. It is also worth remembering that your ECT (and you as their mentor) has access to the My Wellbeing course found on My Teach First. This course can support ECTs to reflect on their personal values, the opportunities for recovery they have built into their working patterns, and the impact of the work on their emotional regulation systems.

Module sequence

Module 1 – How can you create an effective learning environment?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
None	Focus: Initial interaction	ECT induction	Mentor induction 1
Establishing effective classroom routines	Focus: Effective entry and settling routines	ECT seminar 2: Holding high expectations of all pupils	Self-directed study: Mentor assessment
Developing motivation through a supportive environment	Focus: Precise praise and acknowledgement		
Addressing low-level disruption	Focus: Positive and least invasive behaviour management strategies		
Addressing persistent and challenging behaviour	Focus: Addressing persistent and challenging behaviour		
Holding high expectations	Focus: Increasing pupil participation		
None	Flexible focus based on ECT needs Suggested focus: Wellbeing	None	None

Module 2 – How do pupils learn?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
The working and long-term memory	Focus: Identifying key prior knowledge and vocabulary	ECT seminar 1: Avoiding working memory overload ECT seminar 2: Building well organised mental models	Mentor seminar 2: Precise actions and shared language Optional self-directed study: Precise actions
Considering how to introduce new knowledge to pupils	Focus: Breaking complex material and explanation into small steps		
Using worked and partially completed examples	Focus: Using worked or partially completed examples		
Helping pupils remember	Focus: Designing low-stakes retrieval quizzes		
Introduction to metacognition	Focus: Introducing self-regulation and metacognition		

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
None	Flexible focus based on ECT needs Suggested focus: Combining verbal explanation and graphical representation	None	None
None	Flexible focus based on ECT needs Suggested focus: Using low-stakes retrieval quizzes	None	None

Module 3 – What makes classroom practice effective?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
Review of previous learning	Focus: Review of learning and building knowledge	ECT seminar 1: Using examples and non-examples ECT seminar 2: Using questioning to extend and challenge pupils	Mentor seminar 3: Not all practice is equal Optional self-directed study: Deliberate practice
Explanations and modelling	Focus: Using the strategy of 'think aloud' to model metacognitive processes		
Guided practice	Focus: Planning guided practice to build pupil independence		
Independent practice	Focus: Guided and independent practice		
Questioning	Focus: Planning effective questions		
None	Flexible focus based on ECT needs Suggested focus: Wellbeing	None	None

Module 4 – How can you use assessment and feedback to greatest effect?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
What makes assessment effective?	Focus: Planned assessment opportunities	ECT seminar 1: Structuring questions to anticipate and identify misconceptions ECT seminar 2: Peer and self-assessment	Mentor seminar 4: Supporting ECT workload and wellbeing Optional self-directed study: Workload and wellbeing
Planning for effective assessment	Focus: Anticipating and identifying misconceptions through questioning		
Monitoring misconceptions	Focus: Monitoring independent practice		
Making feedback purposeful and manageable	Focus: Giving effective verbal feedback		
Summative assessment	Focus: Making judgement based on performance		
None	Flexible focus based on ECT needs Suggested focus: Self-assessment	None	None

Module 5 – How can you support all pupils to succeed?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
Supporting all pupils to access the curriculum – developing high-quality oral language	Focus: Developing pupils' vocabulary	ECT seminar 1: Developing pupils' language comprehension and writing in your subject or phase ECT seminar 2: Adaptive practice and the graduated approach	Mentor seminar 5: Balancing support and challenge Optional self-directed study: Engaging with education research
Supporting all pupils to access the curriculum – developing reading and writing	Focus: Implicitly and explicitly teaching vocabulary		
Further developing pupils' prior knowledge	Focus: Pre-teaching key knowledge		
Providing additional scaffolds	Focus: Scaffolding learning		
Teaching pupils who require a greater level of support	Focus: The graduated approach		
None	Flexible focus based on ECT needs Suggested focus: Adapting practice to meet the needs of all learners	None	None

Module 6 – How can you design a coherent curriculum?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
What is the purpose of a curriculum?	Focus: Deciding on a topic for a scheme of work and where to go for expert guidance	ECT seminar 1: Identifying and sequencing knowledge, concepts and skills in a subject ECT seminar 2: Supporting pupils to think critically	Mentor seminar 6: Building resilience Optional self-directed study: Reflecting on year 1
Identifying concepts, knowledge and skills	Focus: Identifying the concepts, knowledge and skills in a scheme of work		
Sequencing teaching and learning	Focus: Developing the sequencing of teaching and learning in a scheme of work		
Helping pupils master important concepts, knowledge and skills	Focus: Common misconceptions and strategies to master concepts, knowledge and skills		
Supporting pupils to build increasingly complex mental models	Focus: Developing practice and concrete examples/ non-examples into a scheme of work		
None	Flexible focus based on ECT needs Suggested focus: Building spaced exposition, practice, and retrieval practice into a scheme of work	None	None
None	Flexible focus based on ECT needs Suggested focus: Reflections on the year	None	None

Weekly mentor interactions

Module 1 – How can you create an effective learning environment?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
None	Focus: Initial interaction	ECT induction	Mentor induction 1
Establishing effective classroom routines	Focus: Effective entry and settling routines	ECT seminar 2: Holding high expectations of all pupils	Self-directed study: Mentor assessment
Developing motivation through a supportive environment	Focus: Precise praise and acknowledgement		
Addressing low-level disruption	Focus: Positive and least invasive behaviour management strategies		
Addressing persistent and challenging behaviour	Focus: Addressing persistent and challenging behaviour		
Holding high expectations	Focus: Increasing pupil participation		
None	Flexible focus based on ECT needs Suggested focus: Wellbeing	None	None

DATE:	INITIAL INTERACTION

Ways of working

At the beginning of a professional mentoring relationship, it is important for both parties to discuss and establish their preferred ways of working. Establishing this early in the relationship will support the development of mutual respect, shared expectations of the process and each other, and pre-empt any potential issues.

Use the suggested following prompts to frame your ways of working discussion:

- What do you need from me for this process to work well? What I need from you is...
- I really appreciate it when colleagues...
- What is the best way for us to regularly communicate? (e.g., email, in person, text)
- When are we happy to be communicated with/when are we not?
- What is the best time for us to schedule our interactions? (consider timetables, staff meetings, childcare responsibilities etc.)
- What have you previously found effective in a mentor/mentee relationship?
- How can we ensure that drop-in observations are a positive and effective experience?

You may also wish to reserve some time to discuss the content shared in the ECT programme induction. For example, you could revisit ECT roles and responsibilities or the five stages of the feedback model. Additionally, ECTs may have completed their Module 1 pre-quiz and would like to reflect on their score with you and discuss next steps.

Supporting resources

- You may wish to discuss the five-stages of the feedback model to ensure that the ECT is confident in the process. Additional information on effective lesson observations and the feedback model is available in your Programme Guide and the mentor induction materials on Brightspace.
- You may also wish to reference the module sequence(s) when discussing ways of working and timetabling.

Next interaction (set next meeting date and focus)

Discussion prompts

In addition to the discussion prompts above, you may wish to use the following prompts:

- Discuss the use of video observations (if applicable/available).
- Review the module sequence for year one and discuss how this will fit into your timetables.
- Discuss your ECT's experience during their ITT and how they expect to build on their knowledge and expertise in Module 1.

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Professional behaviours	
	Manage workload and wellbeing by: • reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement • understanding the right to support (e.g. to deal with misbehaviour)

DATE:	EFFECTIVE ENTRY AND SETTLING ROUTINES SUGGESTED STIMULUS: 10 MINUTE DROP-IN OBSERVATION

Establishing effective routines

In the online study session 'Establishing effective classroom routines', your ECT was informed that their classroom routines may be observed by their mentor. They were asked to plan how to teach or improve a routine by scripting exactly what they will say. Based on their developmental needs, it was suggested that they choose one of the following routines (listed in order of highest leverage) to implement or improve:

- greet at the door and settling routine
- getting pupils' attention
- carpet to task or tables
- exit routine

The following success criteria were shared for each of these routines. These are explained in more detail in the online study materials.

GREETING PUPILS AT THE DOOR:	GETTING PUPILS' ATTENTION:	CARPET TO TASK OR TABLES:	EXIT ROUTINE:
• Stand at or around the entrance to the classroom. • Positively interact with pupils as they come into the class to help build trust and respect. • If necessary, provide corrective statements to individual pupils to reinforce expectations.	• Instructions should be specific and observable. • Instructions should be sequential. • Instructions should be manageable.	• Instructions should be specific and observable. • Instructions should be sequential. • Instructions should be manageable.	• Stand at or around the entrance to the classroom. • Instructions should be specific and observable. • Instructions should be sequential. • Instructions should be manageable.

ECTs are also encouraged to practise their routines to establish and refine them. Our Module expert Tom Bennett shares why explicitly teaching and practising routines is beneficial in the self-directed study sessions.

Supporting resources

- Online study session: Establishing effective classroom routines.
- You may wish to discuss the example of the feedback model below that exemplifies this week's focus on effective entry and settling routines and the role of deliberate practice.

Praise

Thank you for letting me observe your classroom today, one strength was the positive relationship you have built already with pupils. You have clearly invested some time to learn their names which made your life a lot easier when you were directing questions and dealing with that one spell of disruption.

Probe

It would be good to explore your instructions as part of the exit routine right at the end of the lesson. Do you think all pupils knew what they were supposed to be doing? What evidence do you think suggested some were not sure? How could you know for certain?

Precise action
It is obviously going to take a little bit of time for your exit routine to become familiar with your pupils. We can focus our attention just on the giving of instructions and confirming they have been understood.

Plan and practise
Let's plan what this might look like. We want to avoid self-report questions such as 'Does everyone get what we are doing?' So, what might we do instead?

Share success criteria:

So our precise actions would be:

- *Stand around the entrance to the classroom.*
- *Give your instruction to pack away in sequence, pausing if interrupted.*
- *Stop and ask a pupil to relay parts of the instruction back to you to check pupil understanding.*
- *Consider your economy of language – can you use fewer words?*

Plan a script:
We will take some time now to plan your practise with some scripting. You are asking the pupils to pack away at the end of the lesson I observed, what needs to happen before pupils can leave your classroom?

Mentor models their approach:
I'm going to show you what I mean by this by showing how I would approach packing away.
Did I meet all of the success criteria?

Prime the practise:
Now over to you, I'm going to act as a compliant pupil. I'll give you some feedback after the first round of practise and then we will have another two rounds and refine the script as we go.

Feedback:
Your instructions were sequential, but you were a little quiet and there were some long pauses. We can make them shorter to ensure pupils remain focused on your instructions.

Practise continues...

Next interaction (set next meeting date and focus)

Discussion prompts

- Why are routines so critical to classrooms? How do they support teachers to create a predictable and safe environment?
- What makes routines effective? This is an opportunity to recap how to ensure that routines are effective and share any mentor best practice with the ECT.

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
High expectations	
1.5 A culture of mutual trust and respect supports effective relationships.	
Managing behaviour	
7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Develop a positive, predictable and safe environment for pupils, by: • using consistent language and non-verbal signals for common classroom directions Establishing effective routines and expectations, by: • creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points) • practising routines at the beginning of the school year • reinforcing routines (e.g. by articulating the link between time on task and success)

DATE:	PRECISE PRAISE AND ACKNOWLEDGEMENT SUGGESTED STIMULUS: 10 MINUTE DROP-IN OBSERVATION

In the online study session 'Developing motivation through a supportive environment', your ECT has focused on when to give praise and acknowledgement and how to use both to develop trust and respect in their classroom. Praising pupils is often thought to be a wholly positive thing to do and new teachers can give praise very readily in response to pupils meeting their expectations. However, research indicates that giving praise too lavishly can seem disingenuous and lead to lower self-esteem and motivation if not phrased well. Throughout this discussion you may wish to ensure you link the ECT's learning to their school context and draw on your school's policy towards praise and acknowledgement.

Not precise enough: Giving praise that is too general does not support pupils to understand how to succeed again. By being precise about what action is being praised your ECT will support the pupil to be motivated to do more of that action. E.g., 'Your final piece of writing is so strong because you took your time when editing and redrafting – you worked really hard to make those improvements'.

Praising effort over ability: Phrasing to reflect a pupils' ability (e.g., 'You're very talented') can make pupils feel demotivated when they come up against a challenging concept that then knocks their belief in being 'talented'. By praising effort over ability, pupils are less likely to question their own ability and give up and instead question their efforts and use of applied strategies.

Acknowledgement vs praise: Acknowledgement is when you recognise or thank a pupil for meeting your expectations (e.g., 'Thank you for lining up silently'). It is best to reserve words such as 'fantastic' and 'brilliant' to emphasise pupil effort and progress being made.

Schedule a drop-in observation of your ECT with a focus on their use of precise praise and acknowledgement. During your observation, consider whether they:

- use acknowledgement rather than praise when recognising pupils that are following their expectations
- use precise praise when rewarding a pupil by linking it to the task or learning e.g. 'That's a great expanded noun phrase, well done, Dylan'
- are generally praising pupil ability or pupil effort
- are missing any opportunities to give praise or acknowledgement

Alternatively, you may instead decide to observe some of the further strategies covered by your ECT in the session that focus on building pupils' motivation, such as:

- providing opportunities for pupils to experience success
- creating a positive learning environment where it is safe to make mistakes
- generating buy-in by linking success in school to pupils' long-term goals

It is recommended that you review the online self-study session pages ahead of your observation to support a meaningful conversation.

Supporting resources

- Online study session: Developing motivation through a supportive environment
- School policy on praise and acknowledgement

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan, script and practise giving precise praise and acknowledgement and discuss scenarios that would require each based on classroom footage examples and your ECT's previous experiences.

Use the space below to script the practise:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why is praise so important in the classroom and what makes it effective?
- What is the difference between acknowledgement and praise?
- What is the impact on acknowledgement and praise on pupil motivation?
- Discuss the formal praise mechanisms (e.g., points/merits) within your school and more informal praise.
- Discuss the school's policy regarding contacting parents and carers as part of praise.
- Why is it important to develop intrinsic motivation?
- How are you supporting pupils to move from being extrinsically motivated to being intrinsically motivated.
- Do you teach any pupils who are disengaged with their learning? If so, what strategies could you implement to increase their motivation?
- How can you develop a positive learning environment where it is safe to make mistakes?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
High expectations	
1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	Demonstrate consistently high behavioural expectations, by: • acknowledging and praising pupil effort and emphasising progress being made
Managing behaviour	
7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	Develop a positive, predictable and safe environment for pupils, by: • establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom • helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically

DATE:	POSITIVE AND LEAST INTRUSIVE BEHAVIOUR MANAGEMENT STRATEGIES SUGGESTED STIMULUS: DISCUSSION

Addressing low-level disruption

In response to low-level disruption in the classroom, the Early Career Framework outlines that ECTs should use an 'early and least-intrusive intervention' as their initial response. The aim of doing this is to minimise the disruption to learning, and to avoid a pupil feeling embarrassed and then potentially responding defensively to any requests. Lemov (2015) outlines six subtle techniques to quickly address low-level disruption that your ECT has explored in the online study session 'Addressing low-level disruption'. These techniques are listed in order of intrusiveness:

- non-verbal intervention
- positive group correction
- anonymous individual correction
- private individual correction
- private individual praise
- lightning quick public correction

To be fully prepared to support your ECT with each technique, you may wish to review the online session and the video of classroom practice, so you are clear on the features of each.

Supporting resources

- Online study session: Addressing low-level disruption

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan, script and practise using positive, least invasive behaviour management strategies. You could discuss and focus the practise on specific misbehaviour that you saw in the examples of classroom footage or situations that the teacher has previously experienced and needs support to work through.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why is it important to manage behaviour in a positive and least invasive way?
- What should you do if you are feeling very agitated by a pupil in your class? How can this negatively impact upon your behaviour management strategies? What can you do to help you control your emotions in these situations?
- Discuss possible behaviour management strategies alongside the school's behaviour policy. E.g., how to respond to behaviour or bullying that threatens emotional safety.
- Share with your ECT that they have the right to support and if they are finding behaviour challenging, they should seek support from colleagues.

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
High expectations	
1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.	Demonstrate consistently high behavioural expectations, by: • creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils) • teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)
Managing behaviour	
7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Develop a positive, predictable and safe environment for pupils, by: • establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom • working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues) • using consistent language and non-verbal signals for common classroom directions • using early and least-intrusive interventions as an initial response to low-level disruption • responding consistently to pupil behaviour • understanding the right to support (e.g. to deal with misbehaviour)

DATE:	ADDRESSING PERSISTENT AND CHALLENGING BEHAVIOUR SUGGESTED STIMULUS: DISCUSSION

Online study session 'Addressing persistent and challenging behaviour' focuses on how to effectively issue a consequence or sanction as a result of persistent and challenging behaviour. When your ECT does this it is important that the disruption to the learning is minimal, and they should try to maintain positive pupil–teacher relations. The session explains that an effective way to do this is to ensure that consequences are:

- **Consistent** – this will help make the learning environment predictable and sends a message of rigour in behavioural expectations.
- **Depersonalised** – focus on the behaviour itself – not the pupil.
- **Deferred** – offering pupils the choice to follow the instruction now, or a more severe consequence later (e.g., a missed break or detention).

In the session, your ECT was asked to choose one case study of challenging behaviour and consider how they would respond to it. The case studies included information on the pupil and the incident, but not information on how the teacher responded to that behaviour. Your ECT was then prompted to script what they would say and which consequence they would use.

You should focus the interaction this week around the case study and outline what you would praise about your ECT's scripted response, and probe further into their reasoning. Alternatively, you could focus the interaction on an example of challenging behaviour you may have recently supported your ECT with or that you witnessed in a previous drop-in observation.

Supporting resources

- Your school behaviour policy
- Online study session: Addressing persistent and challenging behaviour
- Early years case study: **Appendix A**
- Primary case study: **Appendix B**
- Secondary case study: **Appendix C**

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan, script, and practise how to respond to challenging behaviour by building on their response in the online task and considering challenging behaviour they have encountered in their classroom.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why are consequences important and what makes them effective?
- How can you ensure consequences are fair and suit the behaviour?
- How can you ensure you remain consistent in the consequences you use?
- How can liaising with parents or carers help you to better understand pupils' individual circumstances?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
High expectations	
1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. 1.6 A culture of mutual trust and respect supports effective relationships.	Demonstrating consistently high behavioural expectations, by: • Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). • Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
Managing behaviour	
7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Developing a positive, predictable and safe environment for pupils, by: • Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. • Using consistent language and non-verbal signals for common classroom directions.
	Manage workload and wellbeing, by: • Understanding the right to support

DATE:	INCREASING PUPIL PARTICIPATION SUGGESTED STIMULUS: 10 MINUTE DROP-IN OBSERVATION

When considering the levels of engagement and participation from pupils, it is helpful to consider the concept of 'ratio' (Lemov, 2015). This is the relationship between two classroom variables:

1. **Participation ratio** – how many pupils in the classroom are participating in the task. The ideal here is every pupil.
2. **Think ratio** – the level of rigour in the thinking and engagement that you foster in your pupils.

The aim of each lesson is for pupils to demonstrate high levels of both participation ratio and think ratio.

The online study session 'Holding high expectations and maintaining engagement' supports ECTs to work through some of the strategies that can increase participation. These include:

- holding high expectations for contributions
- using countdowns or timers
- making the beginning and end of activities clear

How to utilise each of these strategies is expanded upon within the self-directed study session.

You should schedule a short drop-in lesson observation with a focus on pupil participation. While observing your ECT you may wish to consider the following:

- Are many pupils in the lesson participating in discussions and being expected to think and engage?
- What strategies does your ECT deploy to ensure high participation? (e.g., holding high expectations for contributions, using countdowns or timers, making the beginning and end of tasks clear, asking questions to the whole class)

Supporting resources

- Online study session: Holding high expectations and maintaining engagement

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan and practise how to ensure a high level of pupil participation based on your observation and the strategies referenced above.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What are participation and think ratios? Why are they so important?
- How can you increase the participation of pupils in your class?
- What is our school's approach to high expectations for all pupils
- How can you create an environment where it is OK to make mistakes? How does this reflect your high expectations and how can this impact upon pupil engagement?
- How could you engage parents and carers in the education of their children? (e.g. by proactively highlighting successes)

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
High expectations	
1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 1.2 Teachers are key role models who can influence the attitudes, values and behaviours of their pupils. 1.5 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	Communicate a belief in the academic potential of all pupils, by: • 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) • teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)

DATE:	WELLBEING

During your ECT's programme induction, the importance of wellbeing in the teaching profession was considered and your ECT was introduced to a model of emotional regulation with emphasis on the role of the threat, drive, and recovery systems.

During that induction session, your ECT was asked to produce an action plan that would enable them to prioritise their recovery. While the content of this action plan is likely personal, and therefore not appropriate to discuss during your mentoring interaction, you may wish to understand what progress they have made and if there are any supporting structures you may be able to put in place.

You and your ECT can also access materials and resources on the My Wellbeing course, accessed via My Teach First. You may wish to use this mentoring interaction to explore this course together with your ECT. The course includes:

- developing knowledge of the emotional regulation systems
- increasing the daily experience of recovery
- raising awareness of the narratives we hold about ourselves
- reflection on your personal values and how they guide your life

Guidance published by the Department for Education shares a list of key themes (page 4) that can impact on the workload of ECTs. You may wish to discuss these themes and the questions for mentors on page 9.

Supporting resources

- My Wellbeing course
- Reducing Workload: Supporting Teachers in the Early Stages of their Career, Department for Education

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan how their wellbeing can be supported and maintained.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What might be the influence of poor teacher wellbeing on pupil learning?
- Review the school policies on assessment and identify opportunities to improve workload relating to written marking and feedback.
- How do you use your non-contact time to support your workload and wellbeing?
- How willing are you to challenge your existing approaches if they cause additional workload?
- What do you feel are the main barriers to you achieving a good wellbeing and workload balance?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Professional behaviours	
	Manage workload and wellbeing by: • using and personalising systems and routines to support efficient time and task management. • understanding the right to support (e.g. to deal with misbehaviour) • collaborating with colleagues to share the load of planning and preparation and making use of shared resource (e.g. textbooks) • protecting time for rest and recovery

Module 2 – How do pupils learn?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
The working and long-term memory	Focus: Building on prior knowledge	ECT seminar 1: Avoiding working memory overload ECT seminar 2: Building well organised mental models	Mentor seminar 2: Precise actions and shared language Optional self-directed study: Precise actions
Considering how to introduce new knowledge to pupils	Focus: Breaking complex material and explanation into small steps		
Using worked and partially completed examples	Focus: Using worked or partially completed examples		
Helping pupils remember	Focus: Designing low-stakes retrieval quizzes		
Introduction to metacognition	Focus: Introducing self-regulation and metacognition		
None	Flexible focus based on ECT needs Suggested focus: Combining verbal explanation and graphical representation	None	None
None	Flexible focus based on ECT needs Suggested focus: Using low-stakes retrieval quizzes	None	None

DATE:	BUILDING ON PRIOR KNOWLEDGE SUGGESTED STIMULUS: DISCUSSION

For learning to take place there must be a lasting change in the pupil's understanding and capabilities. But what can teachers do to support pupils to learn effectively?

Online study session 'The working and long-term memory' introduces your ECT to a model of the mind and the role the working memory and long-term memory play in the process of learning. It outlines that the long-term memory acts as a knowledge store. When needed, knowledge is drawn into your working memory from your long-term memory. Working memory is a site of awareness and thinking where we hold information that is being actively processed by our mind. The capacity of the working memory is smaller than the long-term memory, is fixed and cannot be changed.

If we want learners to retain new information, it is important not to overload the working memory. The session outlines that one way to avoid overloading the working memory is by building upon pupils' prior knowledge of a concept. ECTs are asked to consider a new idea or concept they have taught which pupils struggled to understand. They are asked to consider:

- What prior knowledge did the pupils have?
- How did the learning build on this?

The stimulus for this week's interaction should be a discussion around how your ECT is building on pupils' prior knowledge when preparing to introduce new knowledge.

- Where do they feel they have they done this well?
- Have they made any assumptions about prior knowledge that turned out to be inaccurate?
- What impact did this have on the learning? Consider upcoming lessons and the prior knowledge pupils are building upon.
- How have/could they use these strategies to support pupils with SEND?

Supporting resources

- Online study session: The working and long-term memory

Praise

Probe

Precise action

Plan and practice

With your ECT, look at a lesson that will soon be taught and practise identifying prior knowledge and vocabulary that pupils will need to access the lesson. You may want to link this to the points discussed by **Lee Donaghy** in the online study session.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What are the roles of the working memory and long-term memory in the process of learning?
- What existing knowledge and vocabulary do pupils need to have to be able to access and understand a new idea or concept?
- What are the key ideas and concepts that you want your pupils to learn?
- How could you link these key ideas and concepts to their prior knowledge?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
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. 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.	Avoid overloading the working memory, by: • taking into account pupils' prior knowledge when planning how much new information to introduce • linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known)

DATE:	BREAKING COMPLEX MATERIAL AND EXPLANATION INTO SMALL STEPS SUGGESTED STIMULUS: 10 MINUTE DROP-IN OBSERVATION

Once your ECT has considered what prior knowledge pupils need to have to access the new topic or concept, it is important to then consider how to introduce this new knowledge in a way that will support learning. This strategy can also be applied to giving explanations and your ECT should introduce new material in small steps as this will support the working memory to effectively process the new knowledge. Doing this effectively involves solid subject and pedagogical knowledge as your ECT will need to consider what the logical steps are for the subject matter and the amount of information pupils will be able to process.

The online study session 'Considering how to introduce new knowledge to pupils' shares a technique called 'name the steps' (Lemov, 2015) which outlines the importance of the expert teacher 'naming the steps' for pupils to master them. Pupils should then have an opportunity to practise each step after it has been demonstrated.

The stimulus for this week's observation should be a short drop-in observation with a focus on how your ECT delivers an explanation. As you observe consider how well they have broken it down into small steps as a way of supporting the working memory to process the new information without becoming overloaded.

Alternatively, you may wish to focus on your ECT's ability to combine verbal and graphical representations to support the breaking down of complex material. If you do think this would be higher leverage for your ECT to focus on, you can find a suggested agenda for this meeting later in this section.

Supporting resources

- Online study session: Considering how to introduce new knowledge to pupils

Praise

Probe

Precise action

Plan and practice

Plan either the same explanation as covered in the observed lesson, or one that will be used in an upcoming lesson. Focus on breaking the explanation down into small steps allowing for pupil practise between each one. Ensure any unnecessary expositions are removed from the explanation to avoid overloading the working memory. When completing the plan and practise stages, encourage your ECT to consider:

1. What knowledge am I assuming the pupils have?
2. Why have I chosen the steps that I have? Would it be beneficial to break them down further?
3. Even after breaking down the concept, am I introducing too much in one go and risking overloading my pupils? If so, what can I do?

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why does breaking the explanation down into steps avoid overloading the working memory?
- What prior knowledge did you assume the pupils had?
- Would the explanation be different if the pupils were already proficient at a number of the steps? If so, how?
- How does this strategy support **all** pupils to succeed?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	Avoid overloading the working memory, by: • breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

DATE:	USING WORKED AND PARTIALLY COMPLETED EXAMPLES SUGGESTED STIMULUS: DISCUSSION

A worked example is a problem that has already been solved for the pupil, with every step fully explained and clearly shown. The beauty of a worked example is that it makes visible an expert's problem-solving solution, and then this is shared with the novice pupil as an example to learn from. It also frees up the pupil's working memory by shifting the focus from finding the correct answer to understanding and learning the steps in the example. This means that they are more likely to recall how to solve this type of problem when they are faced with it in the future. The features of an effective worked example are:

- They offer a clear structure and reasoning behind the steps shown.
- They take pupils through the problem to its logical conclusion without any step being left to interpretation.
- The teacher talks through their reasoning, sharing their expert thinking and understanding.
- After studying a worked example, learners require practise on their own to provide them with feedback on whether they have learnt it or not.

Partially completed examples are worked examples that have had some steps left blank for pupils to complete. They allow the teacher to direct the pupil to where the practise needs to take place. The idea behind a partially completed example is that you are directing pupils to where you want them to focus their thinking.

In the online study session 'Using worked and partially completed examples' your ECT is asked to create a worked example of their own. Use this worked example, or one that your ECT has used in a lesson, to discuss during this interaction. To what extent does the example meet the features outlined above? How could it be improved?

Supporting resources

- Online study session: Using worked or partially completed examples
- **Watch a video of module expert Ben Riley** as he talks through why worked examples are an effective way to support learning

Praise

Probe

Precise action

Plan and practice

Practise either improving the ECT's use of the worked example they completed as part of the online study session or create an effective worked or partially complete example for an upcoming lesson together.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

iscussion prompts

- How can partially completed examples be used to reduce distractions and keep the attention focused on key learning points?
- How can worked and partially completed examples support all pupils to succeed?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	Avoid overloading the working memory, by: • breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps) • reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)

DATE:	DESIGNING LOW-STAKES RETRIEVAL QUIZZES SUGGESTED STIMULUS: DISCUSSION

While we process information in our working memory, our long-term memory is where knowledge is stored. It is thought that the long-term memory changes and expands as pupils integrate new ideas with existing knowledge. However, that does not mean that we remember everything that we process in our working memory. Over time, the chances of forgetting knowledge increases. It is therefore important to strengthen and embed the knowledge within the long-term memory.

An effective way to strengthen the knowledge is to retrieve it from the long-term memory and use it again. The more often the knowledge is retrieved, the stronger it becomes and the faster it can be recalled when needed. One way that your ECT can retrieve knowledge is through building time into their lesson planning for pupils to have additional practise of the content. An effective method of providing retrieval opportunities is through low-stakes quizzes.

Some features of a successful retrieval quiz are:

- Start by identifying the key knowledge you want pupils to retain.
- Write clearly worded questions that draw upon the key knowledge.
- Ensure questions require effortful retrieval.
- Write questions that require short answers so the quiz can be completed and marked quickly.

In the online study session 'Helping pupils remember' your ECT is prompted to complete a retrieval quiz for an upcoming lesson. The interaction this week should be based on a discussion around this retrieval quiz. What can you praise about the quiz? Can you probe further into why they selected those specific questions and what knowledge they are trying to retrieve? Is it the right level of challenge to promote effortful retrieval?

Supporting resources

- Online study session: Helping pupils remember

Praise

Probe

Precise action

Plan and practice

Work with your ECT to support them in either improving their current low-stakes quiz or developing a new one for an upcoming lesson.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What existing knowledge do pupils have in relation to a topic that they are about to learn?
- How will prior knowledge support with the development of their mental model?
- Are there any holes or misconceptions that need to be addressed? Are all pupils starting from the same point? If not, how might this be addressed?
- How can you develop both storage and retrieval strength?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
2.7 Regular purposeful practise of what has previously been taught can help consolidate material and help pupils remember what they have learned. 2.8 Requiring pupils to retrieve information from memory, and spacing practise so that pupils revisit ideas after a gap are also likely to strengthen recall.	Increasing the likelihood of material being retained, by: • balancing exposition, repetition, practice and retrieval of critical knowledge and skills • planning regular review and practise of key ideas and concepts over time • designing practise, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work • increasing challenge with practise and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)

DATE:	INTRODUCING SELF-REGULATION AND METACOGNITION SUGGESTED STIMULUS: DISCUSSION

The online study session 'Metacognition' is a short, 15-minute session that introduces ECTs to the concept of self-regulation and metacognition. Research has found that both pupil self-regulation and the implementation of metacognitive strategies are important for pupil learning. Therefore, it is important to explicitly teach pupils metacognitive strategies linked to their subject knowledge, including how to plan, monitor and evaluate their work.

Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies that they use to learn. Pupils cannot use metacognition to self-regulate their learning if they do not have a good understanding of the subject upon which the task is based. For example, if pupils do not understand what multiplication is, or only have one strategy to solve a multiplication problem, they will not be able to implement metacognitive regulation. To evaluate how successful a cognitive strategy is, pupils need to have sufficient knowledge of the strategy itself. They also need alternative strategies they can draw upon when one does not work.

To support you in probing your ECT's understanding, discuss the following questions in your interaction this week.

- What is self-regulation and why is it important?
- What is the difference between cognition and metacognition and how are they interconnected?
- What three pieces of knowledge are important for metacognition? (Knowledge of task, knowledge of self, knowledge of strategies to approach the task).
- How able do you think your pupils are to self-regulate their learning?

After discussing self-regulation and metacognition with your ECT, help them to identify potential barriers to their pupils' ability to self-regulate their learning. This could be things such as the pupil's awareness of their strengths and weaknesses, their ability to reflect on and adapt strategies they are using, their motivation and engagement with learning.

Supporting resources

- Online study session: Metacognition
- **Metacognition and Self-regulated Learning Guidance Report** (pages 8–11 would be particularly useful to read ahead of the mentor session)
- **EEF podcast on metacognition**

Praise

Probe

Precise action

Plan and practice

Based on the outcomes of your discussion, work with your ECT to plan and practise strategies to support the development of self-regulation and metacognition in their classroom.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Have you heard of self-regulation or metacognition before?
- Why will metacognition look different in different subjects?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Classroom practice	
4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	

DATE:	COMBINING VERBAL EXPLANATION AND GRAPHICAL REPRESENTATION SUGGESTED STIMULUS: DISCUSSION

A further way that you can support the working memory when introducing new knowledge is to pair verbal explanations with graphical representations. You may hear this referred to in education research as the principle of 'dual coding.' Combining a verbal explanation with a relevant diagram or visual representation reduces the load on the working memory as it makes use of both the visual and auditory paths in the brain. It is particularly useful when the concept is hierarchical, such as an organisational structure, or has organisations and connections that are not linear.

Online study session 'Considering how to introduce new knowledge to pupils' explains how to effectively combine a verbal explanation with graphical representation. The session contains an activity that asks your ECT to consider an upcoming explanation (or an explanation that they have recently done with a class) and to reflect on how pairing a verbal and graphical representation could have supported the working memory and aided learning. It is suggested that the stimulus for this interaction is your ECT's reflections around this activity.

Supporting resources

- Online study session: Considering how to introduce new knowledge to pupils
- **Watch video of teacher Jon Hutchinson** as about how he effectively combines verbal explanations with graphical representations

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan this strategy either into the lesson that you observed or an upcoming lesson. When doing so consider the following:

- How could you use a diagram to support the pupils' understanding?
- Which of the examples could you have selected and why?
- How will it support your explanation and reduce pupils' working memory load?

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- When have you overloaded your pupils? What was the cause of this and the implications for their learning?
- Why is it important to remove any unnecessary expositions when teaching new material?
- How can combining verbal and graphical representation support the working memory?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	Avoid overloading the working memory, by: • reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)
Classroom practice	
	Make good use of expositions, by: • combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate

DATE:	USING LOW-STAKES RETRIEVAL QUIZZES SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

In the previous interaction you may have selected to discuss how your ECT can develop an effective low-stakes retrieval quiz. It is suggested that the interaction this week should be a drop-in observation focused on how your ECT is implementing the quiz into their practice. As you observe your ECT, consider the following things:

- Does the quiz identify the key knowledge the ECT wants pupils to retain?
- Have they clearly worded questions that draw upon the key knowledge?
- Have they asked questions that require effortful retrieval or are they too easy?
- Do the questions facilitate short answers so the quiz can be completed and marked quickly?
- How are they responding to pupils if they answer the question correctly/incorrectly?

When the mind is presented with new information it searches the long-term memory for any prior knowledge that will support with understanding and processing the concept. If the mind finds some useful knowledge to support the working memory, then the newly acquired knowledge is added to an ever-growing web of information around this topic. We refer to these interconnected webs as 'mental models,' or you may hear them referred to as 'schemata'. As pupils become more secure in their knowledge through retrieval, they begin to develop well organised mental models around the concept. Your ECT should then begin to increase the challenge of the retrieval practice. In the online study session 'Helping pupils remember,' teacher educator Lee Donaghy shares how he increased the level of challenge by instead asking pupils to apply their knowledge to a task, rather than simply retrieve it. He felt that this would allow pupils to create new links that would strengthen the mental model further.

If your ECT is implementing their retrieval quiz well, you may want to extend their thinking during the 'Plan and practise' phase of the feedback model to consider how to increase the level of challenge as pupil knowledge becomes more secure.

Supporting resources

- Online study session: Helping pupils remember
- **Watch video of teacher educator Lee Donaghy** talking through how he created effective low-stakes quizzes

Praise

Probe

Precise action

Plan and practice

Work with your ECT to hone the implementation of a retrieval quiz into their practice, or coach them in how to increase the level of challenge as pupil knowledge becomes more secure.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why is it important to retrieve and recall knowledge over time?
- How could you build further retrieval practice into the rest of the topic?
- How could you increase the level of challenge in the retrieval task as knowledge becomes more secure?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
2.7 Regular purposeful practise of what has previously been taught can help consolidate material and help pupils remember what they have learned. 2.8 Requiring pupils to retrieve information from memory, and spacing practise so that pupils revisit ideas after a gap are also likely to strengthen recall.	Increase likelihood of material being retained, by: • balancing exposition, repetition, practise and retrieval of critical knowledge and skills. • planning regular review and practise of key ideas and concepts over time. • designing practise, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Increasing challenge with practise and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).
Subject and curriculum	
	Develop fluency, by: • providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables) • using retrieval and spaced practise to build automatic recall of key knowledge

Module 3 – What makes classroom practice effective?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
Review of previous learning	Focus: Review of learning or building knowledge	ECT seminar 1: Using examples and non-examples ECT seminar 2: Using questioning to extend and challenge pupils	Mentor seminar 3: Not all practice is equal Optional self-directed study: Deliberate practice
Explanations and modelling	Focus: Using the strategy of 'think aloud' to model metacognitive processes		
Guided practice	Focus: Planning guided practice to build pupil independence		
Independent practice	Focus: Guided and independent practice		
Questioning	Focus: Planning effective questions		
None	Flexible focus based on ECT needs. Suggested focus: Wellbeing	None	None

DATE:	REVIEW OF LEARNING OR BUILDING KNOWLEDGE SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

Review of learning

In Module 2, your ECT explored how to prevent working memory overload when introducing new knowledge or concepts by:

- breaking down complex ideas or tasks into smaller steps using 'name the steps'
- combining a verbal explanation with a relevant graphical representation
- using worked or partially completed examples

Deploying these strategies effectively will support the building of well-organised mental models and the transfer of knowledge to the long-term memory. In this interaction, focused on 'Review of learning', it is shared with your ECT that their mentor might want to observe elements of these strategies in their practice this week.

Questions to consider:

- Are they implementing strategies that support the working memory?
- Have they broken the explanation down into small enough steps?
- If they have paired their explanation with a graphical representation, did it have the desired impact?
- Was the worked example effective?

Gradually building knowledge

Alternatively, you may want to use the interaction this week to focus on your ECT's use of explanations and modelling. The online study session 'Explanations and modelling' shares strategies for building pupils' knowledge and gradually increasing their independence.

When a new concept is first introduced, pupils need a large amount of support and guidance to understand the 'what' and 'how' of the materials being taught to them. As they become more proficient, the support can be slowly reduced whilst their independence during practice is increased, until they eventually are able to work independently. Some people refer to the process of gradually building pupil independence and ownership over their learning as:

- I do (teacher input)
- we do (guided practice)
- you do (independent practice)

At the 'I do' and 'we do' stages, pupils should benefit from a large amount of modelling and concrete examples to add clarity to the explanation and support the working memory.

The interaction this week could focus on how your ECT builds pupil knowledge:

- Did they effectively model the concepts and provide enough concrete examples?
- Do they have a plan for how/when they will reduce the amount of support and guidance required by pupils?
- Does your ECT confidently fade out levels of support as pupil knowledge becomes more secure?
- How are you adapting this model so that **all** learners have access to the support and guidance they need as long as it is required?

Supporting resources

- Online study session: Review of previous learning
- Online study session: Explanations and modelling
- **Watch the video of subject matter expert Claire Stoneman** talking about the importance of explanations and modelling

Praise

Probe

Precise action

Plan and practice

Using the prompt questions in the mentor guidance section, work with your ECT to plan and practise how they could improve their explanations overall using the highest leverage strategy.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why is it important to teach information in small steps? What resources can you draw upon to support you in doing this?
- How can you make the steps in a process memorable for pupils? (e.g., name them, use mnemonics, link to memorable stories)
- Why are worked and partially completed examples useful? When might you use them?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
How pupils learn	
2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.	Avoid overloading the working memory by: • taking into account pupils' prior knowledge when planning how much new information to introduce • breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps) • reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)
Classroom practice	
4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Model effectively by: • making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories)

DATE:	USING THE STRATEGY OF 'THINK ALOUD' TO MODEL METACOGNITIVE PROCESSES SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

'Think aloud' is a form of live modelling which makes the implicit process of completing a task or problem explicit. It is when a teacher narrates their expert thoughts, questions or corrections as they complete an activity, so that the pupils have a clear example of how to think and what to consider when approaching a certain task. This type of modelling helps to make abstract ideas or processes concrete and accessible. It is also a good strategy to use to expose potential pitfalls to pupils and explain how to avoid them. Your ECT will be introduced to the concept of 'think aloud' in the self-directed study session 'Explanations and modelling'.

When using 'think aloud', there are some key principles your ECT should follow to ensure it is successful:

Start narration at the point of pupil understanding
When talking through thinking, it is important to consider what the pupils' prior knowledge is. For example, if pupils have never seen a forward roll before, the teacher would need to demonstrate this first so pupils could attach the teacher's narrated cognition to something concrete. If they don't know what a forward roll is, the rest of the narration is less meaningful.

Focus the narration around key teaching points
What your ECT says is important and should be carefully planned out. The narration should be focused on the objectives or key teaching points that they want pupils to focus on. If they narrate everything they are thinking, this could cognitively overload pupils, preventing them from taking in the key features you want them to learn or consider themselves.

The stimulus for this interaction should be a short drop-in observation with a focus on how your ECT uses the strategy of 'think aloud' to demonstrate their expert thinking as they model completing a task/activity.

Supporting resources

- Online study session: Explanations and modelling

Praise

Probe

Precise action

Plan and practice

Work with your ECT to either improve the narration they used within the lesson or narrate their thinking aloud for an upcoming lesson. When doing so consider:

- starting narration at the point of pupil understanding
- focusing the narration around key teaching points

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What is cognition and metacognition?
- Why is 'think aloud' so important?
- What are the key things to remember when planning for and using 'think aloud'?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Classroom practice	
4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	Model effectively by: • narrating thought processes when modelling to make explicit how experts think (e.g., asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).

DATE:	PLANNING GUIDED PRACTICE TO BUILD PUPIL INDEPENDENCE SUGGESTED STIMULUS: DISCUSSION

Rosenshine (2012) found that more successful teachers spent longer guiding pupils' practice through explanations and modelling than less effective teachers. In this time, they asked many questions to allow pupils to retrieve and rehearse material and check pupils' understanding before moving on to subsequent steps. Less effective teachers spent less time on guided practise and asked pupils to move on to independent work sooner. During the independent work, the pupils who received more guided practise before completing the independent tasks were better prepared and achieved higher success in their work than those who received less guided practise. Insufficient early practise or guidance often leads to more problems during independent work and can have a negative impact on pupil motivation.

The online study session 'Guided practice' introduces ECTs to the research around guided practice and shares examples of it in action in the classroom. It is vital that ECTs plan to include enough guided practice before moving on to independent work. A common mistake is to provide a short episode of guided practice and assume pupils are ready to begin independent practice when they are not. To help prevent this, ECTs should regularly check for understanding so they can provide corrective or affirmative feedback or re-teach material where gaps remain to ensure pupils are fully prepared for independent practice.

To prepare for the interaction this week, ECTs were asked to reflect on the following questions when planning for guided practice:

- What will pupils need to know prior to guided practice? This will inform what to include in their explanations and modelling.
- What key teaching points will the guided practice focus on? These will be the parts pupils are asked to contribute to.
- What methods or strategies will you utilise? (e.g., 'think aloud', partially completed examples)
- How does guided practice build on your explanation and modelling?
- How does this guided practice prepare pupils for their independent activity?
- How could you adapt this guided practice for pupils who require a greater level of support?

The stimulus for this interaction should be the ECT's reflections on these questions with a focus on how your ECT is planning guided practice into their lessons.

Supporting resources

- Online study session: Guided practice
- **Watch the video from module expert Claire Stoneman** entitled 'Why is practise important?'

Praise

Probe

Precise action

Plan and practice

Work with your ECT to support them to improve their guided practice plan.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- How successful should pupils be during practise and why?
- How can you be sure pupils are being successful during guided practice? What might you do if many pupils are not?
- How can you develop writing in your subject or phase?
- How can you expose potential pitfalls during guided practice?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Classroom practice	
4.4 Guides, scaffolds and worked examples can help pupils apply new ideas but should gradually be removed as pupil expertise increases. 4.8 Practise is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	Plan effective lessons by; • providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills • breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) Model effectively by: • narrating thought processes when modelling to make explicit how experts think (e.g., asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge) • exposing potential pitfalls and explaining how to avoid them • planning activities around what you want pupils to think hard about

DATE:	GUIDED AND INDEPENDENT PRACTICE SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

Independent practice can arbitrarily be viewed as the third phase of learning. It is where pupils practise new material without the support from adults, and eventually, resources. Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the opportunity necessary to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When pupils become automatic in a process or skill, they reduce working memory load meaning they have more capacity to apply their learning to new contexts. The more pupils practise the material, the stronger the retrieval strength becomes. Without enough independent practice, pupils will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong. Therefore, your ECT should plan opportunities for pupils to work independently on a task or activity. To ensure practise has the greatest impact on learning, it is important you carefully consider the activities you set to develop the knowledge and skills that you are teaching.

However, reaching a stage where a pupil is ready and able to complete a task may mean that their thinking requires a level of scaffolding which will then be gradually removed over time. In the online study session 'Independent practice', ECTs explore how to prepare pupils for independent practice by initially providing the right level of scaffolding. It looks in more detail at scaffolding in preparation for independent practice through:

- worked and partially completed examples
- checklists and question prompts
- collaboration

The stimulus for the interaction this week should be a short drop-in observation with a focus on how ECTs are planning and preparing pupils to be able to practice independently.

As you observe, you may wish to consider the following things:

- Is the appropriate level of guidance and support provided during the early stages of practise – are pupils achieving a high success rate?
- Does guided practice prepare pupils for independent practice?
- Does independent practice focus on the material the teacher wants pupils to learn?
- Are scaffolds provided for independent practice where necessary? E.g., worked/partially completed examples, checklists.
- Within the same lesson, how are ECTs adapting their practice to support those who are not ready yet for independent practice?

Supporting resources

- Online study session: independent practice

Praise

Probe

Precise action

Plan and practice

Work with your ECT to support them to effectively scaffold pupil thinking to facilitate independent practice. Use the considerations outlined in the mentor guidance above to support you to narrow in on the practice focus.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- How can you utilise collaboration to support pupil practise?
- If pupils are demonstrating a low success rate during guided practice, what might you do?
- If pupils are demonstrating a low success rate during independent practice, what might you do?
- Why is it important to remove scaffolds over time when pupils are ready?
- How could you expose potential pitfalls?
- How could you use homework as a form of practise? NB: 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.

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Classroom practice	
4.4 Guides, scaffolds and worked examples can help pupils apply new ideas but should gradually be removed as pupil expertise increases. 4.8 Practise is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	Plan effective lessons by; • 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

DATE:	PLANNING EFFECTIVE QUESTIONS SUGGESTED STIMULUS: DISCUSSION

High-quality classroom talk is a powerful tool for learning. It can support pupils to articulate key ideas, consolidate learning and extend their vocabulary. Rosenshine (2012) found that the most effective teachers spent more than half of class time explaining, modelling and asking questions. Questioning is a vital teacher tool for two main reasons (Rosenshine, 2012):

- It enables ECTs to assess pupils' understanding to determine whether there is a need for additional instruction.
- It enables ECTs to provide pupils with the opportunity to practise what is being taught to consolidate and extend learning.

In the online study session 'Questioning', ECTs further explore the importance of questioning and look in more detail at each of the following strategies to support the planning of effective questioning:

- Avoid self-report questions – ask questions that directly assess pupil understanding of the material being taught.
- Check whole class understanding.
- Do not complete pupils' answers.
- Ask follow-up questions to extend and challenge pupils.
- Could pupils benefit from scaffolds such as sentence frames when answering questions?

Within the session ECTs are asked to consider an upcoming lesson and explicitly plan the questions they will ask pupils, and at which points. The focus of this interaction should be a discussion around this activity and the quality of the questions they plan to ask. Have they avoided self-report questions? Where do they check for whole class understanding? Are they clear on the exact answer they are looking for, so they are less likely to complete pupils' partially correct answers for them? Have they planned any questions that will extend and challenge pupil thinking?

Supporting resources

- Online study session: Questioning
- **Watch the video of Claire Stoneman** entitled 'Why is questioning important?'

Praise

Probe

Precise action

Plan and practice

Work with your ECT and support them to improve an aspect of their planned questions for an upcoming lesson.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- When should you check for pupil understanding?
- What are the different ways you can check for pupil understanding?
- How have you adapted your questioning to engage **all** pupils in the lesson?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Classroom practice	
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. 4.6 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	Stimulate pupil thinking and check for understanding by; • 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 • providing scaffolds for pupil talk to increase the focus and rigour of dialogue

DATE:	WELLBEING

You may wish to focus your interaction this week on discussing your ECT's workload and wellbeing. It can be challenging to achieve and maintain a healthy balance when it comes to these two aspects of the role. It is therefore important to understand how well your ECT is striking the balance and if there are any supportive structures required that you are both able to put in place.

In a previous wellbeing conversation, you may have put some plans in place to positively impact on your ECT's workload and wellbeing. Use the following question prompts to assess their ongoing impact:

- What impact have the changes we discussed last time had on your wellbeing?
- Are there any ongoing barriers to your wellbeing? Let's plan how we can reduce these barriers.

To further support this conversation, you and your ECT may also find it helpful to access materials and resources on the My Wellbeing course, accessed via My Teach First. You may wish to use this mentoring interaction to explore this course together with your ECT. The course includes:

- developing knowledge of the emotional regulation systems
- increasing the daily experience of recovery
- raising awareness of the narratives we hold about ourselves
- reflection on your personal values and how they guide your life

Guidance published by the Department for Education shares a list of key themes (page 4) that can impact on the workload of ECTs. You may wish to discuss these themes and the questions for mentors on **page 9**.

Supporting resources

- My Wellbeing course
- Reducing Workload: Supporting Teachers in the Early Stages of their Career, Department for Education

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan how their wellbeing can be supported and maintained.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What might be the influence of poor teacher wellbeing on pupil learning?
- Review the school policies on assessment and identify opportunities to improve workload relating to written marking and feedback.
- How do you use your non-contact time to support your workload and wellbeing?
- How willing are you to challenge your existing approaches if they cause additional workload?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
High expectations	
1.1 Teachers have the ability to affect and improve the wellbeing, motivation, and behaviour of their pupils.	
Professional behaviours	
	Manage workload and wellbeing, by: • using and personalising systems and routines to support efficient time and task management • understanding the right to support (e.g. to deal with misbehaviour) • collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g., textbooks) • protecting time for rest and recovery

Module 4 – How can you use assessment and feedback to greatest effect?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
What makes assessment effective?	Focus: Planned assessment opportunities	ECT seminar 1: Structuring questions to anticipate and identify misconceptions ECT seminar 2: Peer and self-assessment	Mentor seminar 4: Supporting ECT workload and wellbeing Optional self-directed study: Workload and wellbeing
Planning for effective assessment	Focus: Anticipating and identifying misconceptions through questioning		
Monitoring misconceptions	Focus: Monitoring independent practice		
Making feedback purposeful and manageable	Focus: Giving effective verbal feedback		
Summative assessment	Focus: Making judgement based on performance		
None	Flexible focus based on ECT needs. Suggested focus: Self-assessment	None	None

DATE:	PLANNED ASSESSMENT OPPORTUNITIES SUGGESTED STIMULUS: DISCUSSION

Effective assessment has a purpose, and before using any assessment ECTs should be clear about what the assessment information will be used to support and be able to justify its use. In online study session 'What makes effective assessment?' your ECT heard Mick Walker, Chair of the Advisory Board at Evidence Based Education, explain that it is important to consider the purpose of the assessments teachers are planning and whether they have selected an assessment that is going to give them the data they need.

Four key points across a lesson were identified as good opportunities to plan for formative assessment:

1. Beginning – assess prior knowledge.
2. After teacher input – check for understanding: how are pupils progressing towards the lesson objective?
3. During independent practice – assess for any misconceptions and address them.
4. At the end – to what extent have they met the lesson objective?

As part of an activity within this session, your ECT was then asked to consider the formative assessment opportunities they have planned into their lessons already and reflect on their purpose. For each assessment they were asked to consider:

1. What are you trying to assess?
2. Why are you trying to assess this?
3. What are you going to do with the information?
4. How are you going to feed the information back to pupils?

This activity should act as the stimulus for your interaction this week. Has your ECT selected purposeful assessments, and do they support them to decide what the next steps are for pupils and for them as a teacher?

Supporting resources

- Online study session: What makes assessment effective?
- **Watch the video of module expert Mick Walker** talking about the purpose of assessment.

Praise

Probe

Precise action

Plan and practice

Select an upcoming lesson and have your ECT practise planning purposeful assessment opportunities. Once they have finished their practise, discuss the following questions for the assessment opportunity.

- What are you trying to assess?
- Why are you trying to assess this?
- What are you going to do with the information?
- How are you going to feed the information back to pupils?

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What are you trying to assess?
- Why are you trying to assess this?
- What are you going to do with the information?
- How are you going to feed the information back to pupils?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Assessment	
6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 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.	Avoid common assessment pitfalls, by: • planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps) Check prior knowledge during lessons, by: • using assessments to check for prior knowledge and pre-existing misconceptions

DATE:	ANTICIPATING AND IDENTIFYING MISCONCEPTIONS THROUGH QUESTIONING SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

A question type that can be a useful tool for identifying knowledge gaps and misconceptions is a hinge question. A hinge question can take the form of an individual question, or multiple-choice question, and it can be used to check understanding by gathering assessment information from the whole class simultaneously. The reason it is called a hinge question is that it should be asked at the 'hinge-point' of the lesson. This is a point where:

1. You move from one key idea/task/or learning point to another.
2. Understanding the content before the hinge is a prerequisite for the next part of the lesson.

The results of the hinge question will determine whether you move on to the next chunk of learning, or work to consolidate, practise or reteach the previous concept further. The question should also help you determine whether pupils have met the lesson objective or not.

The stimulus for this interaction is a short drop-in observation with a focus on your ECT's use of the hinge question and how they subsequently act on the information it gives them. Focus on the following:

- At what point was the question asked? Why did your ECT ask it then?
- Did the question allow your ECT to ascertain a snapshot of all pupils' levels of understanding?
- Did the question have any anticipated misconceptions built in?
- What did your ECT do with the information they gathered? (E.g. they stopped the class or they worked with a small group.) Did you agree with their decision?

Supporting resources

- Online study session: Planning for effective assessment

Praise

Probe

Precise action

Plan and practice

Work with your ECT, focusing on designing and practising a hinge question for an upcoming lesson. It could also be an opportunity to redesign and improve the question that your ECT asked in the observed lesson.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What is the purpose of a hinge question?
- Where are typical 'hinge-points' in a lesson?
- What information were you hoping to gather from your question?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Assessment	
6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 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.	Avoid common assessment pitfalls, by: • planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps) Check prior knowledge during lessons, by: • prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding

DATE:	MONITORING INDEPENDENT PRACTICE SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

Despite careful planning and sequencing of knowledge, and in spite of checking for understanding at key points in the lesson, pupils can still develop misconceptions. It is often during independent practice when these become known, and your ECT may discover there has been some misunderstanding earlier in the lesson. It is therefore essential that they monitor independent practice and act where appropriate.

Online study session 'Monitoring misconceptions' outlines that a good strategy to help monitor independent practice is to circulate around the class during the lesson. Some teachers move around the classroom checking to make sure pupils are 'on track'. However, this can often mean they are focusing on completion of work, as opposed to mastery of skills.

When circulating effectively, your ECT should notice two things:

- **examples of successes** (these could be showcased to the class)
- **examples of specific mistakes/errors** (these should be considered before the lesson)

Within the session ECTs are encouraged to consider what the common mistakes/errors may be ahead of the lesson and therefore be tracking carefully to pick up these misconceptions quickly if they should arise.

It is suggested that the stimulus for this interaction is a short drop-in observation with a focus on the monitoring of misconceptions, particularly during independent practice.

Focus on the following:

- How have they shared what 'success' looks like with their pupils before the independent practice begins?
- Could they pick out examples of success that they had observed, and who had specific mistakes/errors?
- How did they respond when they spotted an example of a mistake/error? (e.g., stopping the class/individual correction). Did you agree with their feedback decision?

Supporting resources

- Online study session: Monitoring misconceptions

Praise

Probe

Precise action

Plan and practice

Work with your ECT to practise one of the following things:

1. Identify what the common misconceptions are in an upcoming topic.
2. Choose an appropriate response when an individual pupil has developed a misconception.
3. Stop the class as the majority of pupils have an identified misconception.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- How do you share what success looks like in a task with your pupils?
- What would be the advantages of using a code system for monitoring independent practice? (An example of a simple code can be seen in Module 4: Monitoring misconceptions.)

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Assessment	
6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 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.	Avoid common assessment pitfalls, by: • planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps) Check prior knowledge during lessons, by: • prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding

DATE:	GIVING EFFECTIVE VERBAL FEEDBACK SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

Online study session 'Making feedback purposeful and manageable' shares with ECTs that verbal feedback is one of the most commonly used forms of classroom feedback. It can be provided on written work in the form of re-teaching misunderstandings or intervening and guiding pupils through the lesson. Using verbal feedback can mean that ECTs can address misconceptions and give immediate correction during the lesson.

In many instances verbal feedback is given to individuals, but group verbal feedback can also be highly effective and an efficient use of time.

Group verbal feedback is about giving targeted verbal feedback towards a group of pupils or a whole class. To do this effectively, the teacher would read through a set of books and take notes on how the whole class have responded. In the next lesson, the teacher responds to the most frequent issues that came up by giving general feedback to the class or group. The teacher may select one pupil who has done well as a model of what they are looking for. Alternatively, they could select a pupil's work that could be a model for responding to the feedback. Either method would support pupils to build a mental model of how to act on the feedback.

A further method of using group feedback would be to provide immediate correction by stopping the whole class (or group) to address a common misconception you have seen arising.

There are three ways that giving group feedback can be implemented:

1. **Reteaching:** allows you to challenge misconceptions or fill knowledge gaps. For example, in maths, pupils are consistently forgetting to complete the final step of solving a word problem (which is to re-read the problem and answer the question). Initial teaching can be repeated here with the use of fresh examples and reminders of the steps.
2. **Revisiting models of good work:** allows pupils to compare their work to a successful model and improve their work against it. For example, pupils need help identifying missing features of a writing genre. Reviewing models allows pupils to improve their work and understand what success looks like.
3. **Revising process:** allows pupils to understand the thought process and choices which help to create good work. For example: a weaker answer from a pupil (or one you have created yourself) can be used to model the rewriting or correcting of it on the board.

The stimulus for this interaction should be a drop-in observation with a focus on your ECT's use of verbal feedback.

Supporting resources

- Online study session: Making feedback purposeful and manageable

Praise

Probe

Precise action

Plan and practice

Work with your ECT to improve the delivery of the feedback given in the observed lesson. Was it specific enough to support pupils to progress? Alternatively, look together at a pupil's work, then script and practise the verbal feedback that your teacher should give that pupil.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What does verbal feedback usually look like in your classroom?
- How do you know if your feedback has been effective?
- When do you give pupils time to act on the feedback that you give them?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Assessment	
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. 6.6 Over time, feedback should support pupils to monitor and regulate their own learning. 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	Provide high-quality feedback, by: • using verbal feedback during lessons in place of written feedback after lessons where possible • understanding that written marking is only one form of feedback Make marking effective, by: • reducing the opportunity cost of marking (e.g., by using abbreviations and codes in written feedback)

DATE:	MAKING JUDGEMENTS BASED ON PERFORMANCE SUGGESTED STIMULUS: DISCUSSION

In online study session 'Summative assessment' it outlines that summative assessments are a 'snapshot in time' of pupil performance. They test a cross section of pupil knowledge of the curriculum and allow performance to be recorded as a grade descriptor (e.g., 'Emerging' or '8'). These grades are useful for establishing a shared understanding about pupil performance in comparison to others. How a pupil performs in a test is not necessarily a direct reflection of their learning. External factors could have a negative impact on performance. Similarly, the questions in the test could play to the strengths of the pupil and their performance could be better than their pattern so far. It is therefore important to be aware of the limitations of summative assessments and be mindful about what inferences you can make from the data.

ECTs may hear a pupil who performs poorly in a summative test exclaim 'I am no good at this subject!,' but when you review their performance patterns over time, it might be that their understanding is not secure in a few subject areas, but their overall subject knowledge is good. Paying attention to a pupil's general patterns of performance over time will produce a better overall judgement.

When ECTs are analysing summative data sets, they should be looking for patterns in performance in classes, across topics and with individual pupils. There may be topics where there is a pattern of pupils generally scoring consistently low in certain areas – they should therefore infer that those pupils would benefit from the content being retaught. They should also identify pupils that require further targeting as a means of improving their performance.

Within this session ECTs are set an activity to look at a summative data set and identify pupils who are close to either the upper or lower grade boundary and consider the following questions:

- Who are the pupils that are at risk of potentially moving into the lower grade boundary?
- Who are the pupils that, if targeted, could move into the higher-grade boundary?
- Select one pupil from the list you created using the questions above. What strategies could you use to target this pupil and increase their progress?

This activity should be used as the stimulus of the discussion for this interaction. While discussing the activity with your ECT, consider together whether their inferences about the pupil's performance are accurate and propose strategies to support the pupil to make further progress.

Supporting resources

- Online study session: Summative assessment
- **Watch the video of Stuart Kime** talking through the uses and limitations of summative assessment.

Praise

Probe

Precise action

Plan and practice

Select a different pupil to reflect upon. Work with your ECT to practise identifying strategies they could use to target this pupil and increase their progress.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Does the individual pupil performance reflect their general pattern of performance?
- Are you finding that the pupil is making mistakes or that they have fundamental errors in their knowledge?
- Who are the pupils at risk of potentially moving into a lower grade boundary?
- Who are the pupils that, if given targeted support, could move into the next grade boundary?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Assessment	
6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 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. 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. 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	Avoid common pitfalls, by: • drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g., appreciating that assessments draw inferences about learning from performance). • choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.

DATE:	SELF-ASSESSMENT SUGGESTED STIMULUS: DISCUSSION

You may wish to focus your interaction this week on discussing your ECT's understanding and use of self-assessment.

When done well, self-assessment can:

- give pupils the opportunity to think carefully about their own learning and that of their peers
- reduce marking load for the teacher
- allow pupils to develop their mental model of what success looks like in a task and support them to develop transferrable knowledge
- support self-regulation and independence

When done poorly however, it can lead to:

- poor progress for pupils
- a waste of lesson time
- pupils focusing on the wrong learning points
- pupils developing a poor mental model of effective feedback
- the development of misconceptions

In the online study session 'Making feedback purposeful and manageable', ECTs hear from Stuart Kime (from Evidence Based Education) as he explains what is needed to establish effective self-assessment in the classroom. He highlights five things:

1. Model self-assessment deliberately with clear examples.
2. Share specific success criteria.
3. Scaffold pupils' thinking
4. Allow pupils time to use the success criteria independently.
5. Plan opportunities for pupils to work independently to make the desired improvements.

ECTs are asked to prepare for this interaction by selecting an example of self-assessment completed by a pupil to share with you. Before the interaction they are asked to reflect on the following questions:

- What does self-assessment look like in your classroom?
- How have you modelled self-assessment to support pupils (if you have)?
- How have you scaffolded self-assessment for pupils who needed more support?

This prepared self-assessment example should be the stimulus for the discussion. To what extent have they been able to establish effective self-assessment with their pupils? How do they model? How do they scaffold? How are they planning for pupils to act on the feedback from the self-assessment?

Supporting resources

- Online study session: Making feedback purposeful and manageable
- **Watch the video of module expert Stuart Kime** talking through effective peer and self-assessment

Praise

Probe

Precise action

Plan and practice

Work with your ECT to identify an upcoming lesson in which the pupils will be asked to self-assess. You may wish to focus practise around:

- developing success criteria that will be shared with pupils
- the effective modelling of how your ECT should demonstrate what success looks like when completing the assessment

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What does self-assessment look like in your classroom?
- How do you model self-assessment?
- How do you scaffold self-assessment to ensure the feedback is effective?
- Have you included any metacognitive strategies in your practice?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Assessment	
6.6 Over time, feedback should support pupils to monitor and regulate their own learning.	Provide high-quality feedback, by: • scaffolding self-assessment by sharing model work with pupils, highlighting key details • thinking carefully about how to ensure feedback is specific and helpful when using peer or self-assessment

Module 5 – How can you support all pupils to succeed?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
Supporting all pupils to access the curriculum – developing high-quality oral language	Focus: Developing pupils' vocabulary	ECT seminar 1: Developing pupils' language comprehension and writing in your subject or phase ECT seminar 2: Adaptive practice and the graduated approach	Mentor seminar 5: Balancing support and challenge Optional self-directed study: Engaging with education research
Supporting all pupils to access the curriculum – developing reading and writing	Focus: Implicitly and explicitly teaching vocabulary		
Further developing pupils' prior knowledge	Focus: Pre-teaching key knowledge		
Providing additional scaffolds	Focus: Scaffolding learning		
Teaching pupils who require a greater level of support	Focus: The graduated approach		
None	Flexible focus based on ECT needs Suggested focus: Adapting practice to meet the needs of all learners	None	None

DATE:	DEVELOPING PUPILS' VOCABULARY SUGGESTED STIMULUS: DISCUSSION

Speaking and listening are vital skills for pupils to acquire. Not only do they form the foundations for competency in reading and writing, but they are also essential for thinking and communication (Higgins et al., 2015). While the ability to think and communicate enables pupils to access the curriculum, these areas are also essential for all aspects of life – during, but also importantly, beyond schooling.

Vocabulary can be a key barrier in limiting pupils' expressive and receptive language and therefore, to support all pupils to access the curriculum, it is important that your ECT exposes them to, and teaches them the meanings of high-quality and high-utility words. When doing this, they must consider the language they are developing in the context of the subject they are teaching to develop pupils' disciplinary literacy.

Disciplinary literacy recognises that oracy skills are both general and subject specific (EEF, 2019). For example, the ability to respond in full sentences is a general skill, whereas the ability to correctly interpret the word 'evaluate' is subject specific. This is because some vocabulary can carry different meanings in different subjects. In English literature, 'evaluate' questions often require pupils to justify their answers with reference to a personal response. Whereas in physical education, evaluation could require pupils to consider the consequences of particular choices relating to diet or exercise. Therefore, developing pupils' general and subject-specific oracy skills should be a high priority for all teachers.

Online study session 'Developing high-quality oral language' outlines that ECTs can develop pupils' oracy skills by:

- modelling using full sentences to respond to questions and encouraging pupils to do the same
- implicitly and explicitly teaching vocabulary

The following guidance has been split into:

- early years
- primary and secondary

EARLY YEARS

In the online study session 'Developing high-quality oral language' your ECT was given an activity to improve a teacher's interaction with a pupil building a tower, using the following elements of sustained shared thinking:

- clarifying ideas
- using encouragement to extend pupil thinking
- suggesting ideas
- asking open questions
- encouraging pupils to respond in full sentences (although not included in sustained shared thinking, this is a good way to develop pupils' language)

Use this activity as the stimulus for this interaction. Ask your ECT to share this with you and review and discuss their response.

PRIMARY/SECONDARY

In the online study session 'Developing high-quality oral language' your ECT was asked to identify tier 2 and/or tier 3 vocabulary that they think they should teach in an upcoming lesson.

- **Tier 2 vocabulary** – words that you could expose pupils to as part of a whole-school approach to developing language.
- **Tier 3 vocabulary** – subject-specific words that pupils need to be explicitly taught to access the topic being taught.

The stimulus for this interaction should be to review their selected words together and ask probing questions about their choices (see key questions/talking points column).

Supporting resources

- Online study session: Developing high-quality oral language
- **Watch the video from module expert Kelly Challis** from the Driver Youth Trust talking through the importance of high-quality oral language

You may also wish to explore the following guidance reports from the EEF:

- **Preparing for literacy - early years focused**
- **Improving literacy in Key Stage 1**
- **Improving literacy in Key Stage 2**
- **Improving literacy in secondary schools**

Praise

Probe

Precise action

Plan and practice

EARLY YEARS

Work with your ECT to use elements of sustained shared thinking to improve the dialogue from their activity in the online study session or plan a new dialogue that they might use during an upcoming activity. The following are examples of sustained shared thinking that you might include:

- tuning in
- showing genuine interest
- asking children to elaborate
- recapping
- giving their own experience
- clarifying ideas
- using encouragement to extend thinking
- suggesting
- reminding
- asking open questions
- encouraging pupils to respond in full sentences (although not included in sustained shared thinking, this is a good way to develop pupils' language)

PRIMARY/SECONDARY

Work with your ECT to discuss the words they have chosen and amend or improve where necessary. Then plan how they will implicitly and explicitly teach these to pupils. You may want to consider using:

- morphology
- etymology
- encouraging pupils to respond in full sentences

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

EARLY YEARS:

- What's the difference between talking at and talking with pupils?
- What are some of the key features of sustained shared thinking?
- Why is it important to develop pupils' early literacy skills?

PRIMARY /SECONDARY:

- Why is it important to develop pupils' literacy skills in any subject or phase?
- What's the difference between tier 1, 2 and 3 vocabulary and why is there an emphasis on teaching tiers 2 and 3?
- Which words might be important to teach and why?
- How will teaching these words support pupils to access the curriculum?
- How will you teach this to pupils in a meaningful way?
- How will you support pupils to remember it over time?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
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. 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	Develop pupils' literacy, by: • 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)

DATE:	IMPLICITLY AND EXPLICITLY TEACHING VOCABULARY SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

In the last mentor interaction, you may have chosen to discuss with your ECT how to teach and develop high-quality oral language. For this interaction you should organise a short drop-in observation with a focus on the teaching of vocabulary, implicitly and/or explicitly.

What you look for may vary depending on the phase that your teacher teaches. Suggested foci have been separated into early years and primary and secondary below.

EARLY YEARS

When observing your ECT, consider whether they use elements of sustained shared thinking:

- tuning in
- showing genuine interest
- asking children to elaborate
- recapping
- giving their own experience
- clarifying ideas
- using encouragement to extend thinking
- suggesting
- reminding
- asking open questions
- encouraging pupils to respond in full sentences (although not included in sustained shared thinking, this is a good way to develop pupils' language)

PRIMARY/SECONDARY

When observing your ECT consider whether they:

- Model using the word multiple times throughout the lesson.
- Provide examples of what it means (in relation to the subject they are teaching if the word has multiple meanings in different subjects).
- Provide pupils with an opportunity to practise using the vocabulary independently, in pairs or in groups.
- Have vocabulary on display to support pupils using it if appropriate.
- Hold high expectations, ensuring pupils use that vocabulary when they speak or write, correcting pupils where necessary.

Supporting resources

- Online study session: Developing high-quality oral language
- **Watch 'The importance of high-quality oral language' from module expert Kelly Challis** from the Driver Youth Trust.

You may also wish to explore the following guidance reports from the EEF:

- **Preparing for literacy - early years focused**
- **Improving literacy in Key Stage 1**
- **Improving literacy in Key Stage 2**
- **Improving literacy in secondary schools**

Praise

Probe

Precise action

Plan and practice

Work with your ECT to plan and practise teaching vocabulary implicitly and explicitly. You may wish to focus on one or two of the areas outlined above.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What was the impact on implicitly/explicitly developing and/or teaching vocabulary?
- How could you have developed pupils' vocabulary further?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
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. 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	Develop pupils' literacy, by: • 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)

DATE:	PRE-TEACHING KEY KNOWLEDGE SUGGESTED STIMULUS: DISCUSSION

The aim of any pre-teaching session is to teach pupils key information that will help them to access the material being taught in the classroom. ECTs will need to decide on the number of pupils to include in the pre-teaching session, how long the session should be, how regularly the sessions should occur, and when the session should take place. They will also need to consider how the session should be delivered. It would be beneficial for them to work closely with the SENCO and other special education professionals to support them to make these decisions.

Studies into pre-teaching have highlighted several things in its effective implementation.

- It is preferable that it is delivered by the class teacher. Obviously, this is not always possible, but studies have shown that pupils really value the time with the class teacher and even look forward to such close working with them. It also means that the teacher and pupil(s) have a shared experience and common references to take into the whole class lesson.
- Some studies have set up the pre-teaching to be the morning of the lesson, others have initially been the week before and then again on the morning of the lesson – both were shown to have an impact on achievement. However, where there were more in place there was a greater chance of 'overlearning' (more secure embedding into the long-term memory) occurring.
- The most common comment about pre-teaching was the noticeable rise in confidence. Studies indicated an increase in participation, understanding and learning. Several studies also noted a development in self- confidence and self-concept in pupils and a perception change from the other pupils.

Pre-teaching can be particularly effective for additional practice, developing vocabulary understanding (both instructional [e.g., analyse] and subject-specific), understanding abstract concepts (e.g., democracy) and to create diagrams and picture cues together to support memory.

In online study session 'Further developing pupils' prior knowledge,' ECTs are shown a short case study of a planned pre-teaching session. They are then set a short activity that asks them to reflect on an upcoming lesson and whether pre-teaching content to some pupils would support engagement and progression within the lesson. ECTs are asked the following questions:

- Identify the next lesson or topic where you think pupils will benefit from pre-teaching.
- Identify pupil(s) who will benefit from pre-teaching either based on their prior knowledge or your understanding of their needs.
- Identify key vocabulary or facts to include in the session.
- Plan how you, an additional adult or a parent or carer will deliver the session.
- Are there resources available that you could use?

Use this activity as the stimulus for your interaction this week and work to support ECTs to deliver a pre-teaching episode.

Supporting resources

- Online study session: Further developing pupils' prior knowledge

Praise

Probe

Precise action

Plan and practice

Work with your ECT to refine their current pre-teaching plan. When doing this, consider asking follow-up questions to deepen thinking:

- Why have you chosen the pupils you have? How did you utilise formative assessment to identify their needs?
- Why have you chosen that vocabulary or those facts?
- How will this support pupils during the lesson?
- How could you utilise a TA for these sessions?
- Where could you find well-designed resources to support pre-teaching sessions?

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why is prior knowledge so important?
- What are the benefits of pre-teaching?
- How could working with the SENCO support you to support certain pupils?
- How can you promote reading for pleasure in your classroom?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Adaptive teaching	
5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 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. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	Develop an understanding of pupil need, by: • identifying pupils who need new content further broken down • working closely with the special educational needs co-ordinator (SENCO) and special education professionals and the designated safeguarding lead Provide opportunities for pupils to experience success, by: • balancing input of new content so that pupils master important concepts • making effective use of teaching assistants Meet individual needs without creating necessary workload, by: • making use of well-designed resources (e.g., textbooks) • building in additional practise or removing unnecessary expositions

DATE:	SCAFFOLDING LEARNING SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

Providing scaffolds during a lesson is an effective way to adapt your teaching to meet the different needs of pupils to support all pupils to succeed. When planning how to scaffold learning, it is important to consider what job the scaffold is doing. What a scaffold must do is remove a potential obstacle (e.g., remembering the definition of a word, fear of the blank page), not replace the thinking undertaken by the pupil. The key is to not overload the working memory by being really clear on what you want pupils to be thinking about. It is therefore important for ECTs to keep these three questions in mind when deciding on how to scaffold learning:

1. What do I want my pupils to think about?
2. What can they do on their own and what will they need support with?
3. Does my scaffold support pupil thinking or replace pupil thinking?

In online study session 'Providing additional scaffolds', ECTs look in detail at the following methods for scaffolding learning:

- scaffolding questioning
- scaffolding through guided group work with the teacher or TA
- using flexible grouping
- providing additional practise time

Select one of these methods to be the focus of a drop-in observation that will then form the stimulus for this interaction.

It is important to remember that the aim of scaffolding is to gradually transfer responsibility of the learning from the teacher to the pupil. Scaffolding should be gradually removed as expertise and knowledge in the long-term memory grows. You may wish to also take a moment to discuss how/when scaffolds should be removed with your ECT.

Supporting resources

- Online study session: Providing additional scaffolds

Praise

Probe

Precise action

Plan and practice

Work with your ECT to practise an element of one of these scaffolding strategies:

- scaffolding questioning
- scaffolding through guided group work with the teacher or TA
- using flexible grouping
- providing additional practise time

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What might you do if many pupils demonstrated misunderstandings?
- How did you plan to support all pupils to be successful?
- What resources that already exist could you use to support pupils?
- Who could you approach for further advice on supporting certain pupils?
- How and when do you plan to remove any scaffolding of learning?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Adaptive teaching	
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.	

DATE:	THE GRADUATED APPROACH SUGGESTED STIMULUS: DISCUSSION

The SEND Code of Practice recommends adopting a graduated approach to your practice when adapting teaching to support pupils with a diagnosed special educational need or disability. This approach helps you to find out what strategies will support pupils to access their learning, and crucially, which strategies are not working for them. It involves working with many different stakeholders such as the pupil themselves, parents or carers, outside agencies and very importantly, the SENCO at your school. The extent to which these stakeholders are involved will depend on the pupil's needs. The graduated approach can be used to support any pupil who requires more personalised adaptations to access learning; they do not have to have a diagnosis.

The graduated approach consists of four stages: assess, plan, do, review. It is designed to put the pupil at the centre, and each stage supports the teacher to make adaptations to their learning environment or practice to better support the individual pupil.

The cycle is continuous and can span a short period of time, (around two weeks) or can be used over a longer period (over a half-term or longer). As such, it enables the teacher to be responsive to what is working well, and to stop actions that are not having the desired impact.

In the online study session 'Teaching pupils who require a greater level of support' your ECT is introduced to the approach, and they are asked to complete an activity where they consider the following two questions for a pupil in their class:

- What steps have you already taken to overcome any barriers to learning?
- Where do those actions fall in relation to the stages of the graduated approach – plan, assess, do, or review?

Use this activity as the stimulus for discussion during this interaction. What would you praise about what they have done so far? What areas of their thinking would you probe into? What would be the highest-leverage precise action that will support their next steps in implementing this approach?

Supporting resources

- Online study session: Teaching pupils who require a greater level of support
- **Watch the video of module expert Laura Dobson** from the Driver Youth Trust talking through the approach

Praise

Probe

Precise action

Plan and practice

Work with your ECT to develop their graduated approach cycle for a different pupil. It is useful to guide them to consider how to also gain input from:

- the SENCO
- parents or carers
- the pupil themselves
- relevant outside agencies

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Which stages of the graduated approach have you already started to implement into your practice, if any?
- Identify colleagues who can support your teacher with practical strategies and ideas to help adapt their practice and overcome any learning barriers individual pupils may have.

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Adaptive teaching	
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. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 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. 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.	Develop an understanding of different pupil needs, by: • using the SEND Code of Practice, which proves additional guidance on supporting pupils with SEND effectively Provide opportunities for pupils to experience success, by: • adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations

DATE:	ADAPTING PRACTICE TO MEET THE NEEDS OF ALL LEARNERS SUGGESTED STIMULUS: 10 MINUTE DROP-IN LESSON OBSERVATION

You may wish to focus your interaction this week on discussing your ECT's adaptive practice. In the online study session 'Teaching pupils who require a greater level of support', your ECT is shown further examples of teachers using the graduated approach to support the needs of pupils with special educational needs or disability (SEND). The assess, plan, do, review cycle has supported them to make adaptations to their practice and learning environment that have a positive impact on their pupils with additional needs and their progress.

The teachers talk through adaptations they made to:

- planning
- questioning
- scaffolding
- grouping
- explanations
- environment

This interaction should take the form of a short drop-in observation focusing on how your ECT adapts their practice to support a pupil with an additional need. What was the reasoning behind their adaptations to practice and how effective are they in promoting pupil progress?

Supporting resources

- Online study session: Teaching pupils who require a greater level of support

Praise

Probe

Precise action

Plan and practice

Based on the outcome of the observation, you may wish to focus and practise elements of your ECT's:

- planning
- questioning
- scaffolding
- grouping
- explanations
- environment

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What elements of your teaching practice do you feel are supporting all pupils to succeed? (Prompt your teacher to consider the 'universal' provision they are offering.)
- Where have you needed to offer targeted support to pupils, what did this look like and how did you know it was working?
- Where do you feel you need further support with your knowledge of SEND strategies?
- Where have you been able to build relationships with stakeholders (e.g., pupil, TA, specialist support services, parents or carers)?
- How have you included the pupil, as the key stakeholder, in discussions around their learning?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Adaptive teaching	
5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 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. 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 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.	Develop an understanding of different pupil needs, by: • identifying pupils who need new content further broken down • making use of formative assessment • working closely with the special educational needs coordinator (SENCO) and special education professionals and the designated safeguarding lead • using the SEND Code of Practice, which proves additional guidance on supporting pupils with SEND effectively Provide opportunities for pupils to experience success, by: • adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
Professional behaviours	
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.	

Module 6 – How can you design a coherent curriculum?

ECT SELF-DIRECTED STUDY FOCUS	MENTOR INTERACTION SUGGESTED FOCUS	ECT SEMINARS	MENTOR SEMINARS AND SELF-DIRECTED STUDY
What is the purpose of a curriculum?	Focus: Deciding on a topic for a scheme of work and where to go for expert guidance	ECT seminar 1: Identifying the essential concepts, knowledge, and skills of a subject ECT seminar 2: Supporting pupils to think critically	Mentor seminar 6: Building resilience Optional self-directed study: Reflecting on Year 1
Identifying concepts, knowledge and skills	Focus: Identifying the concepts, knowledge and skills in a scheme of work		
Sequencing teaching and learning	Focus: Developing the sequencing of teaching and learning in a scheme of work		
Helping pupils master important concepts, knowledge and skills	Focus: Common misconceptions and strategies to master concepts, knowledge and skills		
Supporting pupils to build increasingly complex mental models	Focus: Developing practice and concrete examples/non-examples into a scheme of work		
None	Flexible focus based on ECT needs Suggested focus: Building spaced exposition, practise, and retrieval practise into a scheme of work	None	None
None	Flexible focus based on ECT needs Suggested focus: Reflections on the year	None	None

DATE:	DECIDING ON A TOPIC FOR A SCHEME OF WORK AND WHERE TO GO FOR GUIDANCE SUGGESTED STIMULUS: DISCUSSION

For ECTs to understand their role in curriculum design, they must first look at the differences between the National Curriculum and the curriculum at a school and classroom level more closely. The National Curriculum provides programmes of study and attainment targets for each National Curriculum subject, setting out the knowledge and skills to be taught at each key stage. 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. At the classroom level, the curriculum will also include pedagogy (how the curriculum will be taught) and how pupils will be assessed.

Throughout this module your ECT will be asked to refer to and edit (if it is already existing) or create (if not already existing) a scheme of work. They will apply what they have learnt from each session within this module to the scheme of work so that by the end of the module they will have a complete scheme of work that is ready to teach to pupils.

ECTs were encouraged to share their identified scheme of work with you in the online study session 'What is the purpose of a curriculum?' If they have not done this, you may decide to select it together during this interaction. ECTs have been encouraged to select a topic they will be teaching after completing this module.

Once the topic of the scheme of work has been decided, ECTs are encouraged to capitalise on existing resources within school and draw on the expertise of colleagues. Ask ECTs the following questions:

- Which colleagues might have relevant resources they can share with you?
- Are there any other colleagues in school or your wider professional network who could support you with this?
- What resources does the school or multi-academy trust have access to that could be useful here?
- Which websites might have high-quality resources that could be adopted and adapted for this scheme of work?

Supporting resources

- Online study session: What is the purpose of a curriculum?
- **Watch video of module curriculum design expert Ed Vainker** as he explains the purpose of a curriculum.

Praise

Probe

Precise action

Plan and practice

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Recap the outcome of this module: to design a scheme of work.
- Which schemes of work that you have taught have you found most helpful or supportive? Why?
- What previous experience do you have of designing a scheme of work?
- What topic are you thinking of choosing for your unit of work? Why?
- Discuss which colleagues are best placed to share their expertise and experience of teaching the chosen topic

Share your top recommendations for high-quality teaching and learning resources.

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
1.1 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.	Deliver a carefully sequenced and coherent curriculum, by: • ensuring pupils' thinking is focused on key ideas within the subject • working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations • using resources and materials aligned with the school curriculum (e.g., textbooks or shared resources designed by experienced colleagues that carefully sequence content) Support pupils to build increasingly complex mental models, by: • discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge

DATE:	IDENTIFYING THE CONCEPTS, KNOWLEDGE AND SKILLS SUGGESTED STIMULUS: DISCUSSION

Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. Foundational concepts are key ideas that pupils need to understand before they can progress to the next level of understanding. Without an understanding of such foundational concepts, pupils will struggle to grasp future learning in that subject (Enser, 2019). Hence, explicitly teaching pupils the knowledge and skills they need to succeed within a subject area is beneficial and should be designed into the curriculum.

Online study session 'Identifying concepts, knowledge, and skills' prompts ECTs to consider what the key knowledge, concepts and skills are that they need to include within the scheme of work. This includes any tier 2 or tier 3 vocabulary that will need to be shared.

The stimulus for this interaction should be a discussion around the key knowledge, concepts and skills the ECT has selected. Are they able to clearly articulate the rationale behind their selection? What would you praise and probe around their choices? Their precise actions should be centred around the thought process for their selection. What could they practise and develop? For example, have they selected a series of activities rather than focusing on the knowledge to be taught?

Supporting resources

- Online study session: Identifying concepts, knowledge and skills

Praise

Probe

Precise action

Plan and practice

Work with your ECT to improve an aspect of how they identified the key concepts, knowledge and skills for their scheme of work. Practise and apply the skill to the current scheme of work they are delivering.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- What big ideas of the subject or key concepts is this scheme building upon?
- What follows this scheme and what new content do pupils need for successful learning in the future?
- What concepts, knowledge and skills have you identified and why?
- What concepts, knowledge and skills did you decide not to include and why?
- What tier 2 and tier 3 vocabulary have you identified and why?
- How much time do you estimate will be needed to teach this scheme of work?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.	Deliver a carefully sequenced and coherent curriculum, by: • identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components. Support pupils to build increasingly complex mental models, by: • revisiting the big ideas of the subject over time and teaching key concepts through a range of examples Leading pupils' Literacy by: • teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught

DATE:	DEVELOPING THE SEQUENCING OF TEACHING AND LEARNING IN A SCHEME OF WORK SUGGESTED STIMULUS: DISCUSSION

Once ECTs have identified the essential concepts, knowledge, skills and vocabulary they want pupils to learn and why, the next step is to decide in what order, or sequence they will teach them.

In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge and organising this knowledge into increasingly complex mental models. Carefully sequencing teaching and learning to facilitate this process is essential.

In the online study session 'Sequencing teaching and learning' your ECT was asked to complete a first draft of a sequence for teaching the essential concepts, knowledge, skills and vocabulary in their scheme of work. They were given the following points to guide them:

- Begin to organise the content (concepts, knowledge, skills) into a logical order.
- Identify where you will be introducing new content (including new vocabulary).
- Identify the explicit links to draw between this new content and the core concepts and principles in the subject (i.e., pupils' prior knowledge and the big ideas of the subject).
- Identify assessment opportunities.

They were then asked to:

- Formulate learning objectives to be achieved across the scheme of work.
- Begin to estimate the time it will take to teach each learning objective (an objective could run over a number of lessons).
- Plan in assessment opportunities.

The stimulus for this interaction should be their draft sequence. You should talk through the steps above and share praise with your ECT.

Supporting resources

- Online study session: Sequencing teaching and learning

Praise

Probe

Precise action

Plan and practice

Work with your ECT to refine and complete their teaching and learning sequence. Further practise might be identified from one of the following areas:

- how they have sequenced content
- where they have introduced new content
- where prior knowledge is being built upon
- where assessment opportunities have been identified
- in the formulation of learning objectives
- in the estimated length of scheme of work

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Will pupils master foundational knowledge and the knowledge required for later content?
- Is the flow of the curriculum logical and coherent?
- Do the learning objectives ensure that pupils' thinking is focused on the key ideas within the subject?
- Is there enough time for the content to be well-taught (e.g., enough time for pupil practise and formative assessment)?
- If assessment opportunities are identified, is the purpose of the assessment clear? Is the approach to assessment efficient?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and 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.	Deliver a carefully sequenced and coherent curriculum, by: • ensuring pupils' thinking is focused on key ideas within the subject Support pupils to build increasingly complex mental models, by: • revisiting the big ideas of the subject over time and teaching key concepts through a range of examples • drawing explicit links between new content and the core concepts and principles in the subject
Assessment	
6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 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.	

DATE:	COMMON MISCONCEPTIONS AND STRATEGIES TO HELP MASTER CONCEPTS, KNOWLEDGE AND SKILLS SUGGESTED STIMULUS: DISCUSSION

A misconception is a wrong or inaccurate idea based on faulty thinking or understanding. A common misconception is a wrong idea that many people have.

For pupils, the most important common misconceptions to anticipate are the ones which relate to foundational concepts. This is because misconceptions can be difficult to shift but doing so can lead to big gains in learning (EEF, 2018).

Therefore, anticipating common misconceptions within subject areas is also an important aspect of curriculum knowledge and working closely with colleagues to develop an understanding of likely misconceptions is valuable.

In the online study session 'Helping pupils master important concepts, knowledge and skills' your ECT was asked to review the concepts in their sequence of work and reflect on the following questions:

- What common misconceptions are pupils likely to have within your scheme of work?
- What would help pupils to develop their thinking and to master the concepts?
- Can you identify any analogies, illustrations, examples, explanations or demonstrations that could help?

The stimulus of this interaction should be a discussion around the questions asked of ECTs within the session activity (detailed above). Have they successfully identified the common misconceptions? Have they decided strategies to overcome these?

Supporting resources

- Online study session: Helping pupils master important concepts, knowledge and skills
- **The Science of Learning, Deans for Impact**

Praise

Probe

Precise action

Plan and practice

Select an identified analogy, illustration, example, explanation or demonstration and practise developing its effectiveness for improving pupil understanding.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Why are pupils likely to have the misconceptions identified?
- What teaching strategies would help pupils to develop their thinking i.e., analogies, illustrations, examples, explanations or demonstrations? Why?
- Are there experienced colleagues who could help to identify or refine powerful analogies, illustrations, examples, explanations or demonstrations?
- Are there existing resources or materials which could provide or help develop powerful analogies, illustrations, examples, explanations or demonstrations?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. 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.	Deliver a carefully sequenced and coherent curriculum, by: • being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts Develop fluency, by: • providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables)

DATE:	DEVELOPING PRACTICE AND INCORPORATING CONCRETE EXAMPLES/ NON-EXAMPLES INTO A SCHEME OF WORK SUGGESTED STIMULUS: DISCUSSION

In the online study session 'Helping pupils master important concepts, knowledge, and skills', your ECT was signposted back to sessions within previous modules that focused on:

- explanations and modelling
- guided practice
- independent practice

In these sessions ECTs learnt about how to support pupils to gradually build their knowledge throughout a lesson. They learnt about how they could use teacher input, guided practice and independent practice to help pupils reach a learning goal. The importance of spending enough time guiding pupil practice (through explanations and modelling) before moving onto guided and then independent work was emphasised. They also explored the importance of using concrete examples and non-examples and how alternating between these (interleaving) can support pupils to gain a deeper understanding of the concept being taught.

As part of the online study session, your ECT was asked to review their scheme of work, considering the following questions:

- With a focus on your learning objectives, where do you need to build in time for teacher input, guided practice and independent practice?
- Where would it be helpful to interleave concrete examples and non-examples to support pupils' understanding of an abstract concept?

The stimulus of this interaction should be a discussion around the questions asked of ECTs within the session activity (detailed above).

Supporting resources

- Online study session: Helping pupils master important concepts, knowledge and skills

Praise

Probe

Precise action

Plan and practice

Work with your ECT to practise either:

- Building in time for teacher input, guided practice and independent practice across the scheme of work. You could model this for one lesson within the scheme and then your ECT could practise one independently.
- Interleaving concrete examples and non-examples across the scheme of work.

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Where and why have you built in time for teacher input, guided practice and independent practice?
- What are pupils practising and why?
- Is there enough space for pupils to be guided in their practice before working independently?
- Where and why have you interleaved concrete examples and non-examples (if appropriate to the scheme of work)?
- What are the abstract concept(s) you want pupils to understand?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
	Support pupils to build increasingly complex mental models, by: • discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge Help pupils apply knowledge and skills to other context, by: • interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems

DATE:	BUILDING SPACED EXPOSITION, PRACTICE AND RETRIEVAL PRACTICE INTO A SCHEME OF WORK SUGGESTED STIMULUS: DISCUSSION

You may wish to focus your interaction this week on discussing spaced and retrieval practice. In the final online study session 'Supporting pupils to build increasingly complex mental models', your ECT was asked to review their scheme of work and consider the following questions:

- How will you build in spaced exposition and practice?
- Where will you build in retrieval practice?

It asked them to recall concepts that they had explored in module 2 concerning how pupils learn best.

When thinking about the questions, they were prompted to think more broadly about where their scheme fits into the wider curriculum. For example, they may have wanted to include practice of information taught in a previous scheme of work, or the retrieval of knowledge previously taught.

The stimulus of this interaction should be a discussion around the questions asked of ECTs within the session activity (detailed above). Why have the concepts that they have chosen to retrieve been selected? Are they the key pieces of knowledge for developing the learning in the lesson?

Supporting resources

- Online study session: Supporting pupils to build increasingly complex mental models

Praise

Probe

Precise action

Plan and practice

Work with your ECT to practise either:

- improving the spaced exposition and practise in the scheme of work
- improving planned retrieval practice across the scheme of work

Use the space below to script the practice:

Next interaction (set next meeting date and focus)

Discussion prompts

- Where will you draw explicit links between the new content and the core concepts and principles of the subject?
- Have you included worked and partially completed examples? Where/why?
- Have you built in spaced exposition and practice? Where/why?
- What knowledge are you asking pupils to recall and why throughout the scheme?
- Does your scheme ask pupils to practise or recall knowledge/skills from previous schemes of work? Why/why not?
- How have you balanced exposition, repetition, practice of critical skills and knowledge over the course of the scheme?

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Subject and curriculum	
	Support pupils to build increasingly complex mental models, by: • discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge Develop fluency, by: • providing tasks that support pupils to learn key ideas securely (e.g., quizzing pupils so they develop fluency with times tables) • using retrieval and spaced practise to build automatic recall of key knowledge

DATE:	REFLECTIONS ON THE YEAR SUGGESTED STIMULUS: DISCUSSION

You may wish to focus your interaction this week on celebrating your ECT's achievements this year with them and look towards the second year of their career and the ECF programme.

Start by congratulating your ECT on designing their own scheme of work and praise its strengths. You may also want to discuss whether they would be interested in further opportunities to design their curriculum in the next academic year.

Have a reflective conversation with your ECT using the following key questions to guide you. Where appropriate (or sought by your ECT) share your feedback and observations on their development this year.

1. How do you feel you have progressed throughout the year?
2. How has this impacted upon your pupils?
3. What are your greatest successes so far?
4. What aspect of your development have you found most challenging this year?
5. What do you think are your next steps for further improvement?

Further actions

ECF LINKS:

LEARN THAT...	LEARN HOW TO...
Professional behaviours	
	Develop as a professional, by: • reflecting on progress made, recognising strengths and weaknesses, and identifying next steps for further improvement • seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment

Appendix A: Early years challenging behaviour case study

Pupil background

Pupil A is in reception. He has not been to a nursery prior to attending reception. He joined at the beginning of the year. He does not have a mother but lives with his dad and two older brothers who attend the same school. His dad engages with school when he can. He works shifts so sometimes is unavailable to speak to at the beginning or end of the day. When this happens, his sister collects his children from school. Dad is concerned about his son's behaviour and regularly asks for ways to support his son both at school and at home.

The incident

Pupil A occasionally demonstrates aggressive behaviour. In the past, he has thrown items in the classroom such as pencils or building blocks but has never harmed another pupil until this incident. He was exploring Numicon in the sandpit in the outdoor learning area. Another pupil came over to join him. Immediately, Pupil A shouted 'No' and then threw the Numicon piece at that child's face and bit his arm leaving a bruise.

Teacher response

My immediate response was to ask Pupil A to spend 5 min in the time out area to let him calm down and think about what he had done wrong. Whilst he was in time out, I asked my TA to inform a senior leader of the incident because this was very serious and put another pupil in danger.

Involving a senior leader meant she would need to phone both parents immediately to inform them what had happened. After Pupil A had spent 5 min in time out, I had a restorative conversation with him where we referred to the classroom rules that we had set at the beginning of the year. When creating these rules as a class in September, pupils were asked to think about and share how they wanted to feel in the classroom and then think about behaviours that would help them to feel that way. So, I asked Pupil A to reflect on how he might have made the boy he had hurt feel and whether this was meeting our classroom rules. We then discussed what he could do to make amends with the boy. Together, we decided that he should draw a picture and write a letter of apology to say sorry and then give it to the boy he had hurt.

As I mentioned, during the afternoon, the senior leader called both parents. First, she phoned the parents of the boy who was hurt to make them aware of what had happened and explained how we were dealing with the situation. Then she phoned Pupil A's father and asked him to attend a meeting after school so I could discuss the situation with him and how to go forwards. At the end of the day, before attending the meeting with Pupil A's father, I ensured I took the time to speak to the parents of the pupil who had an injured arm. Whilst his parents were concerned about their pupil's wellbeing, they understood that the situation was being dealt with appropriately by staff members in the school.

When Pupil A's father came into school, I sat with him and his child and discussed what happened in the classroom. As his behaviour seemed to be getting more aggressive, we discussed possible next steps for a course of action. I knew other stakeholders would need to be involved in these next steps. Initially, I suggested that I speak to a pastoral member of staff as his behaviour seemed to be a way of communicating frustration or anger that he was feeling. I also suggested that I would speak to the SENCO about the incident and discuss whether there was something they might be able to do to support Pupil A's ability to regulate his emotions and reduce his violent and aggressive behaviour.

Over the following weeks, I worked with Pupil A's father and the SENCO to identify ways to help Pupil A manage his behaviour and aggression. We then used the graduated approach to monitor the progress of his success and the strategies we were using.

Appendix B: Primary challenging behaviour case study

Pupil background

This pupil is in Year 6. He joined the school halfway through Year 4 and comes from a challenging background. His parents are separated and have been for the duration of his time at our school. Both parents hold very different views on behaviour and as a result have different expectations of their child which can confuse him as it muddles the boundaries we try to set at school. His mother is approachable and willing to try and support him in school but often makes excuses for his lack of engagement or disruptive behaviour, often blaming the lesson for not being engaging or challenging enough for him, whereas their father is very strict and holds extremely high expectations of him. He sees his father every other weekend and I always notice a difference in his behaviour after spending time with his father.

I have no contact with his father as his mother is his primary carer. He has very low self-esteem and resilience.

The incident

The pupil regularly demonstrates challenging behaviour across a range of settings throughout the day. On one occasion I was teaching long division, explaining the steps, and asking pupils to attempt further questions on their whiteboards. Whilst I was teaching, I could see he was not tracking me or following my explanation. When asked to complete examples on his whiteboard, he rested his head on his arms and ignored my request.

Teacher response

During the explanation, when I noticed he was not tracking me, I called his name and said a simple instruction, 'Eyes on the board, thank you'. He did not respond to this. When I asked pupils to complete an example on their whiteboards, I went over to his desk and quietly asked him to begin an example on his whiteboard. He ignored my request. I then gave him two options, sometimes known as a deferred consequence; 'You can complete this question on your whiteboard now, or you can sit with me during your lunch time and do it.' I then walked off to give him time to think about his next action. I went around the class, supporting other pupils with their working out and noticed that he had begun to complete the example on his whiteboard. When everyone had completed the example, we went through it as a class. When he demonstrated positive learning behaviours, I ensured I recognised those and rewarded him using positive and precise praise. I asked to speak with him at the end of the lesson quickly to discuss why he was refusing to engage during the lesson and how we can prevent that from happening again.

I have found building trust and respect whilst addressing negative learning behaviours is very important otherwise this pupil tends to shut down completely and his behaviours escalate quite quickly.

Appendix C: Secondary challenging behaviour case study

Pupil background

The student (Student A) is in Year 11. He and his twin brother (Student B) have officially attended the school since arriving in Year 8 following their parents' divorce, but both have low attendance, with the student in question on the verge of persistent non-attendance in Year 10. The boys live with their mother, though Student B has spent periods living with their father. The mother is personally supportive, but struggles to influence the behaviour of the boys, often accepting their misbehaviour or non-attendance in order to maintain her own relationship with them and avoid the risk of them returning to their father. Father refuses to interact with school. Both boys are socially active, with reports of smoking, drinking and anti-social behaviour outside of school. Both students are theoretically bright, but have limited motivation and concentration, content gaps due to absence, and a tendency to react aggressively or 'walk out' when challenged.

The incident

Student A and Student B are both in the same class for their English lessons, and regularly distract each other when present. Student B's attendance has been noticeably higher than his brother's. In the run-up to a set of mock exams, both students, following some pressure and support from both parents, were going through a phase of regular attendance. While revising poetry, some of which Student A had not studied due to absence, Student A was distracted by Student B. When reprimanded, Student B focused on the work in question. Student A continued to attempt to catch his brother's attention. He refused to engage with the tasks given, rejected support offered, and eventually threw his pen across the table, asserted that he couldn't do it and couldn't see the point, added 'F**k this', and walked out of the lesson.

Teacher response

Obviously, the immediate response needed to be pastoral and follow the school behaviour system. In terms of my actions as the class teacher, before the next lesson, I reached out to both parents to emphasise the importance of his participation, the upcoming exams as a formative experience and avenue for success, and the range of support avenues available to him. Mother responded positively; father could not be contacted.

I re-arranged the seating plan to limit the ability of Student B and Student A to make eye contact. Student A was seated next to a similarly able and reliable student with full attendance and an approachable manner. I also made a point of bumping into Student A 'spontaneously' around the school beforehand to ensure a positive interpersonal dynamic at the beginning of the lesson.

On his arrival into the lesson, I ensured that early tasks matched his ability and avoided 'crunch points' of unfamiliar content early on, promoting a positive attitude on his part and opportunities on my part to give praise. Tasks involved some interaction, but with frequent opportunities for verbal contact with me. Early work also linked thematically to later work, building a platform for Student A to participate, and with quiet prompts and support given both individually and to Student A with his partner to diminish any perceived threat or loss of face.

Links were made in the lesson between familiar topics he could access, and content missed so that he could see the holistic picture. Group and paired tasks were organised to ensure that compartmentalised content facilitated his participation while also filling in content gaps from his peers. Praise was emphasised, but clear boundaries were also asserted consistently and gently throughout the lesson to de-escalate potential confrontation without simply ignoring issues.

Additional support was also provided in terms of feedback during and after the lesson, some home learning materials, and pointers towards online resources. Following the lesson, pastoral staff, SLT and home were all contacted to ensure that Student A was praised through available routes for his attendance, resilience, effort and progress, with the hope of reinforcing these behaviours.

To summarise, the important factors were to see and access the wider contextual factors influencing the student's behaviour (ensuring home buy-in, as much as possible), prevent environmental distractions, emphasise his skills and ability, confirm and build confidence through familiar content while interweaving missed content (and providing wider low-threat opportunities for filling content gaps), de-emphasise potential 'flash' points within the lesson, and establish a firm but positive dynamic and set of learning behaviours to promote longer-term success.

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