



CTSN SCITT

Cambridge Training School Network
School Centred Initial Teacher Training

2023-2024

Primary Training Handbook

 <https://ctsnscitt.info/>

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Introduction

The purpose of this handbook is to provide trainees, ITE co-ordinators and mentors with guidance about the content and format of the training courses for the primary training route provided by CTSN SCITT. additional documentation, policies and electronic downloads are available from the 'Content Library' in the OneNote notebook. Trainees have access to these notebooks with their camteach email account; mentors and ITE co-ordinators will need the link to the content library (and a separate link for each trainee's folder).

These links are sent out in September via the Hub admin.

- Primary Senior Administrator Lucy Murray lmurray@camteach.org.uk

SCITT policies can also be found on the website [[click here](#)].

CTSN SCITT is organised into one training Hub with core training based at Trumpington Park Primary Academy in Cambridge and Sybil Andrews Academy in Bury St Edmunds, led by Hub Lead Emma Ring. The CTSN Strategic Board oversees the delivery of all CTSN SCITT training programmes. CTSN remains committed to delivering high-quality initial teacher education, drawing on the skills and expertise of the strategic partners represented in this group and our broader school partnership.

In addition, trainees are placed in CTSN SCITT partnership schools, which means that we can offer our trainees a wide range of placements across Cambridgeshire, Suffolk, Norfolk, Hertfordshire and Essex.

Values

We want our trainees to be dedicated, creative, research-engaged, optimistic, and future professional teachers. *In this endeavour, we are guided by our core values.*

WHY? - Mission Statement Values that define who we are

Children First *(including Safeguarding)*

All decisions made by senior tutors, mentors, schools or trainees, should be geared towards promoting better education for young people. Whether children, trainees, or trainers, keeping everyone safe is at the very foundation of our community. We aim to treat all stakeholders with dignity and respect.

School-Based

From the beginning of the course, trainees are immersed in a school's life, learning alongside expert practitioners. Then, once a week, they attend core training taught by a range of expert teachers who help make the abstract theory come alive in a 'classroom-facing' context.

Locally Grounded

We are a local provider aiming to make a positive contribution to the education of local children through the development of high quality, inspirational teachers. As a result, a high percentage of our trainee teachers go on to work in local schools.

WHAT? - Core Values that run throughout our training programme

Research Engaged

Our training is based on research into education and learning, and we expect that trainees' developing classroom practice will be similarly research-engaged. In addition to research-based training, trainees are encouraged to engage with research critically and develop their professional knowledge, through a critical reflection on their own learning and the evidence on which it is based.

Practically Focused

All of our training will encourage trainees to make the link between research, professional literature and their own developing practice. Core training sessions will include both theoretical models and practical modelling of effective learning and teaching strategies.

HOW? - Process Values that guide our practice

Action Step driven

The complex process of learning to teach is broken down into specific action steps that drive the training forward. The weekly mentor time, at which such action steps are set and reviewed, is at the centre of our training programme.

Progressively sequenced

We aim to ensure clear, carefully sequenced, practical, professional learning, organised in y sequential steps, following the principles of deliberate practice and 'instructional coaching'.

Quality not Quantity

We believe that it is not about how many hours are taught but the quality of the planning, assessment and reflection that will help trainees make the best possible progress.

The structure of the training programme

Trainees are based in schools and attend core training one day a week, usually on a Thursday (please see core training timetable). This means that all full-time trainees spend four days a week at school, and one day in core training, at either Trumpington Park Primary or Sybil Andrews.

School-based training

The principal training relationship is with the classroom-based mentor, and the weekly mento time is very much the engine that drives the whole training programme. Mentors will review trainees' progress and set two weekly action steps: an 'ITE curriculum action step' specific to our ITE curriculum, closely linked to the Core Content Framework (CCF). This will focus on the core training programme and develop practical professional learning in the school placements. These action steps will be provided in the *Weekly Curriculum Plan (WCP)* for mentors and trainees to thread into their weekly plans. The second is the 'subject action step', which unpacks the teaching and learning of the primary national curriculum. We will provide a menu of sequenced subject action steps for each curriculum area for mentors and trainees to utilise together. This will allow them to identify a precise sequence of priorities and enable them to choose subject-specific aims and tasks that are appropriate to the subjects that are being taught in their classroom.

Each action step aims to support each trainee's professional knowledge, skills, and behaviours that form our ITE curriculum alongside the knowledge and understanding of the specific subjects in the primary national curriculum. Each action step will be specific and informed by the trainee's discussion on progress with their mentor. [See the section on 'mentors' in this handbook for further information and guidance about the role of the mentor.]

Each school has a nominated ITE co-ordinator who will oversee the work of the school's mentors and offer further support to the trainees. [See the section on 'ITE co-ordinators' in this handbook for additional information and guidance about the role.] *Please note* that ITE co-ordinators are encouraged to attend all training opportunities from CTSN partnership schools.

Time in school

Full-time trainees will spend four days in school and attend core training, usually on a Thursday. Non-salaried trainees will spend the autumn term in Placement A and the rest of the course, from January to June, in their Placement B School. Salaried trainees spend the whole year in their employing ('Home') school, except for a short alternative school placement in the first half of the spring term (Jan/Feb).

Part-time trainees spend 1.5 days in school in Year 1 to attend core training. In Year 2, they spend 2.5 days in a different school and do not attend core training but follow the PGCE programme. Salaried, part-time trainees spend the whole two years in their employing school, apart from an alternative placement throughout the summer term of Year 1.

SCITT training

There are various strands to the SCITT training program:

- **Core training:** The core training programme is the principal SCITT-based delivery of the CTSN ITE curriculum.
- One intensive training practice (IT&P) week focused on Questioning in January 2024.
- **PGCE:** embedded within the core training programme, Anglia Ruskin University (ARU) teaches the Postgraduate Certificate of Education (PGCE) in partnership with CTSN SCITT.

Part-time trainees

Part-time trainees follow the core training programme in the first year of their training.

The advantage of this arrangement is that ALL the ITE curriculum in core training can be covered in the first year of the course (which avoids decisions about which parts of the core training Programme can be left until Year 2). However, less time in school means that trainees will have fortnightly mentor/trainee time and a fortnightly weekly reflection form to complete. Therefore, whilst the core training element of the SCITT ITE curriculum can all be covered in Year 1, the school-based aspects of the curriculum are spread over two years.

	<i>Year 1</i>	<i>Year 2</i>
<i>Core training</i>	<i>All ITE curriculum (Weeks 1 – 36)</i>	<i>PGCE (for non-salaried) or action research (for salaried) trainees.</i>
<i>Weekly reflection</i>	<i>Complete for weeks 1 – 18 [Trainees complete their reflection regarding all core training to inform school-based training in Y2.]</i>	<i>Complete full reflection for weeks 19-36. Trainees use their record of core training (weeks 18 – 34) to inform their school-based training in Y2]</i>
<i>School-based training</i>	<i>ITE curriculum: Weeks 1 - 18</i>	<i>ITE curriculum: Weeks 19- 36</i>

Trainees will need to complete their weekly reflection form to inform school-based training in Year 2. In addition, please complete the 'core training' sections of the weekly reflection form each week and keep them for reference when this topic arises in school-based training in Year 2.

A fortnightly training cycle

Part-time trainees have the same cycle of a mentor/trainee time and weekly reflections. However, these are spread over two weeks, i.e. equivalent mentor/trainee time a fortnight, which will review trainees' fortnightly reflection, at least one lesson observation, and action steps completed in the fortnightly cycle. Thus, by the end of the course, part-time trainees will have taught the same amount as full-time trainees.

<i>Part-time training</i>	<i>Placement 1</i>	<i>Placement 2</i>
<i>Non-salaried Trainees</i>	<i>1.5 days in school + core training throughout the whole of Year 1</i>	<i>2.5 days in school + PGCE throughout the whole of Year 2, 0.5 days per week can be spent on PGCE either on or off the school site</i>
<i>Salaried trainees</i>	<i>1.5 days in school in Y1 (autumn and spring terms); 2.5 days throughout Year 2</i>	<i>1.5 days in summer term Year 1</i>

The organisation of time in school for part-time trainees is flexible and is to be negotiated by the trainee, mentor, and the school ITE co-ordinator. For 1st year part-time trainee, we would suggest, for best practice, that the trainee is in school for three mornings a week.

Trainee teaching and observation

The precise point at which trainees start teaching whole classes and lessons will vary from trainee to trainee. In common with all other action steps and activities, this will be based on the trainee's particular training needs. All lessons taught in term 1 and most in term 2 (except for salaried trainees' timetabled classes, for which they are, in effect, the *de facto* class teacher) should be in the presence of an experienced teacher who can give written feedback to assist a trainee's progress. Every week, trainees must receive at least one formal observation (this must be recorded on the CTSN observation form), giving them written feedback on their teaching. Each week trainees will upload this to the *Weekly Formal Observation* section of their OneNote. This should be used with the weekly reflection form to inform a discussion on progress during the mentor/trainee time.

Team teaching -gradual release model of training

Team teaching and co-planning are recommended as a process whereby trainees can be gradually drawn into the complex process of whole-class teaching. This means that the trainee can learn through teaching alongside an expert colleague, and pupils' learning remains a shared responsibility. Co-planning also helps the class teacher check the quality of the lesson materials in advance. The class teachers remain responsible for their class. This is great for the pupils and suitable for the trainee at any stage in their training depending on the complexity of the teaching task. Mentors should also ensure trainees have access to curriculum materials, including plans and resources to ensure trainees are not planning from scratch to limit unnecessary workload.

Recommended teaching milestones

Full-time - Recommended teaching milestones - hours per week by the end of the term			
Term 1 Autumn	Term 2 Spring	Term 3 To May half term	Term 3 From May half term*
8 hours	11 hours	14 hours	20 hours

*Core training ends at May half term: trainees will then be in school for five days a week (except for a ½ day secondary school visit and end of course training on the final day) and should be teaching 20 hours – equivalent to 80% (four days) of the week, from this time, in preparation for their ECT year 1.

Part-time - Recommended teaching milestones - hours per fortnight by the end of term					
Year 1			Year 2		
Term 1 Autumn	Term 2 Spring	Term 3 Summer*	Term 4 Autumn	Term 5 Spring	Term 6 Summer**
4 hours	8 hours	9.5 hours	11 hours	14 hours	20 hours

*Core training ends at May half term: PTY1 trainees will then be in school for 2½ days a week.

**There is no PGCE in the summer term: PTY2 trainees will then be in school for 2½ days a week (except for a ½ day Secondary School visit and end-of-course training on the final day.) From Week 31, trainees should be teaching 20 hours equivalent to 80% (four days) per fortnight from this time, in preparation for their ECT year 1.

Outline time allocation

To support the workload reduction reforms and to encourage trainees and mentors to work together to monitor trainee workload, we have suggested the following time allocation.

Primary training: Outline time sheet	Approximate hours per week			
	Autumn	Spring	Summer**	Jun/Jul*
Teaching (team teaching or delivering whole lesson)	8	11	14	20
Planning & Preparation (½ day of PPA time, preparing resources for lessons, discussing planning with colleagues, assessment & marking)	8	9	11	14
Observations (observing in your base class, or elsewhere in the school, to work towards gathering evidence for action steps or personal targets)	10	6	4	0
Core training	5	5	5	0
Mentor time	1.5	1.5	1.5	1.5
Other professional networking (eg staff meetings etc.)	1.5	1.5	1.5	1.5
Weekly reflection	2	2	2	2
PGCE Training	3	3	0	0
ECT (action research, reading, writing, data collection, uploading evidence to OneNote, completing core reading)	3	3	3	3
	42	42	42	42

This is an approximate guide to help mentors and trainees plan weekly training, bearing in mind the importance of trainees' well-being and workload. The actual allocations might vary from week to week, but it is essential to keep an eye on the overall workload for trainees.

*Full-time trainees - From May half term to the end of the course, there is no regular core training and for most of the remaining weeks trainees are in school for five days and their teaching time should be 20 hours – equivalent to 80% (four days) of the week, in preparation for their ECT year 1.

For part-time trainees, these hours might be taken as a fortnightly guide. Please note that in Y1 there are 10 hours of Core training per fortnight (and no PGCE), and in Y2, there are 10 hours for PGCE (and no core training).

**Part Time Year 2 trainees - There is no PGCE in the summer term: PTY2 trainees will then be in school for 2 ½ days a week (except for a ½ day Secondary School visit and end of course training on the final day.) From Week 31, trainees should be teaching 20 hours - equivalent to 80% (four days) per fortnight, in preparation for their ECT year 1.

Well-being and workload

We have devised an outline weekly/fortnightly time sheet to suggest approximate times that might be needed for the various elements of the trainees' programme. This aims to keep the working week to 42 hours; mentors and trainees should work to keep the overall workload within sensible boundaries, to promote trainees' well-being and avoid burnout.

Learning to teach can be an incredibly stressful process, and we have ensured that there are several ways in which trainees can discuss their well-being:

- Discussion with mentor
- Discussion with ITE co-ordinator
- Discussion with senior tutor
- Raising a flag in the School-based Training Record
- Speaking directly to Emma Ring well-being tutor/Hub Lead ering@camteach.org.uk

We encourage trainees to raise any issues sooner rather than later, so that any difficulties can be nipped in the bud before they escalate to more serious concerns.

Mentors should flag any concerns about trainee well-being via the School-based Training Record. This will flag this to our well-being tutor and senior tutor.

PGCE overview

As part of the SCITT training course, non-salaried trainees study for a Postgraduate Certificate of Education (PGCE). This is based on two core modules taught predominantly during core training during the autumn and spring term. The first trimester looks at the reflective practitioner and is assessed through a visual presentation (750-word equivalent) and patchwork text (3000 words). The second trimester is a professional, evidence-based practitioner enquiry evaluated by a visual presentation (1,500-word equivalent) and a written report (4,500 words). Each project will be assessed at level 7 and will lead to the award of the PGCE (worth 60 master's credits) from Anglian Ruskin University (ARU).

The advantage of teachers engaging in such action research is well documented (see table below). There are two main reasons why we include this in the SCITT course.

First and foremost,

Action Research is an excellent way for teachers to evaluate and develop their practice.

In addition to this practical rationale, Action Research will allow trainees to develop their understanding of teaching as a research-engaged profession.

The PGCE course will enable trainees to understand how to make appropriate use of educational research in their own professional development and will also enable trainees to make their own small contribution to the development of teachers' professional knowledge.

The Education team at ARU partners with us to fully prepare caring, resilient, passionate and inspirational teachers for the ever-changing landscape of education committed to and prepared for lifelong learning in the 21st century.

Course Aims

To develop a systematic understanding of knowledge and a critical awareness of current issues linked to professional practice in primary teaching and learning.

To develop a thorough working understanding of and critically evaluate current research and established pedagogic strategies in primary teaching and learning.

To demonstrate skills in critically evaluating current practice in primary education.

To develop transferrable pedagogic skills demonstrating personal responsibility for professional development as a teacher.

The PGCE part of our course will develop an in-depth understanding of a complex body of knowledge and skills relating to the primary teaching profession.

This informs trainees of thoroughly analysed best practice models to fully evaluate teaching skills and set personal and professional goals.

This will allow trainees to progress to a full master's degree in education should they choose to do so.

Teaching for the PGCE is integrated into the core training programme. Trainees will have a link tutor from ARU to guide them through the PGCE.

* Hensen, K. T. (1996). 'Teachers as researchers' In J. Sikula (Ed.), Handbook of research on teacher education (4th ed.), pp. 53-66. New York: Macmillan.

Benefits* of Practitioner based enquiry (PBE)	How does the CTSN/ ARU PGCE develop this?	How can mentors (and other tutors) support this process?
Practitioner based enquiries help teachers develop new knowledge directly related to their classrooms,	A process of enquiry will develop evidence-based awareness of the impact of teachers' actions.	Through the close observation of particular pupils in the classroom, mentors might collect data to help trainees understand learning in their own specific context.
Practitioner based enquiries promotes reflective teaching and thinking,	Trainees will use a systematic process of reflection on their own developing practice.	Mentors might be a sounding board for trainees to turn their learning into practical, impactful classroom practice. It is beneficial if trainees are able to talk through their reading and planning for their PBE with a colleague who knows the school context will enhance the quality of trainees' reflections.
Practitioner based enquiries expand teachers' pedagogical repertoire,	Through action research, trainees will develop a robust, thoughtful, critical approach by which to evaluate new pedagogical ideas.	Mentors might discuss trainees' reading and help trainees link with other ideas.
Practitioner based enquiries put teachers in charge of their craft,	Trainees will make evidence-informed decisions about learning in their classrooms.	Mentors might encourage the process of evidence-based decision-making about learning.

Practitioner based enquiries reinforces the link between practice and pupil achievement,	Part of the data to be used in the evaluation of trainees' developing practice will be pupil progress data, including qualitative analysis of pupils' work.	Mentors might remind trainees that their research (in common with everything else they do in the classroom) should be focused on improving educational outcomes for pupils. Using data drawn from pupils' work is a vital way to develop this.
Practitioner-based enquiries foster an openness toward new ideas and learning new things,	Engaging with the wider professional literature will expose trainees to new ideas but in an appropriately critical manner.	Mentors might model an open-minded approach to the development of new ideas and help trainees link their own action research to other research or school improvement initiatives.
Practitioner-based enquiries give teachers ownership of effective practices.	Through the careful collection and analysis of data related to their own classroom context, trainees will be empowered to make better teaching and learning decisions concerning their own professional development.	Mentors might use the project as a way to increase trainee agency – can their research be related to other teaching?

SCITT staff

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<i>CTSN SCITT Director</i>	Martin Lee	mlee@catrust.co.uk
<i>Director of Primary and Early Years</i>	Lisa Fish	lfish@camteach.org.uk
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SCITT staff responsibilities

Primary director is responsible for overseeing the entire primary program alongside specifically monitoring the progress and support put in place for all trainees. They lead the wider team supporting primary trainees and are responsible for the complete training program. In addition, they liaise cross-phase with secondary CTSN SCITT colleagues to maintain consistency and high standards within the SCITT. The Phase Director sits on the CTSN SCITT Senior Leadership Team and Strategic board.

Hub leads are responsible for the day-to-day organisation of each Hub. They facilitate the weekly core training sessions and have an overview of the trainees' progress within the Hub. They work closely with and deliver training for the senior tutor team, mentors and ITE co-ordinators for each Hub. Hub leads sit on the Senior Leadership Team.

Recruitment lead (primary) is responsible for overseeing the recruitment of trainees for each Hub. In addition, they manage all the related organisational issues, including recruitment events, interviews, safeguarding, skills checks and partnership school/placement development. The Recruitment Lead sits on the senior leadership team. The recruitment tutors support the recruitment lead.

Senior tutors are the *key person* for a small group of trainees throughout their course. They are responsible for monitoring each trainee's weekly progress alongside regular checks on a trainee's evidence. Senior tutors carry out a termly visit and have regular tutorials with each trainee throughout the course. They are responsible for quality assurance of the evidence gathered and the placement mentoring that each trainee is receiving. After the spring term visit the senior tutor will set the final action steps for the trainee to achieve before their QTS tutorial. They then carry out a final review of the trainee's evidence towards achieving QTS.

Mentor development tutor monitors the overall mentoring practice across the primary training program. They celebrate and share good practices and work with senior tutors and ITE co-ordinators to support mentoring practice where needed.

Well-being tutors have a pastoral support role alongside senior tutors. They will work with individual trainees and mentors (where appropriate) to identify methods and strategies of support where a need is identified.

Hub administrators manage the day-to-day organisation of the SCITT program. They are the critical communication link between all members of the SCITT community.

Safeguarding

When on placement, trainees should follow the school's safeguarding processes and refer concerns to the placement school's designated safeguarding lead (DSL). If there are particular concerns related to the SCITT program, the key safeguarding personnel/DSLs are the primary director and hub lead/well-being lead (Lisa Fish and Emma Ring). In addition, concerns about the leadership of the SCITT can be directed to the chair of the Strategic Board (Stephen Munday). There are further details in the SCITT's safeguarding and whistleblowing policies which can be found on the SCITT website [\[click here\]](#).

The curriculum

By mastering our curriculum over the length of the ITE course, our trainees will be prepared for their next steps and emerge as effective, reflective and professional teachers. We intend to monitor trainee progress against our curriculum strands, offering support where needed. Each curriculum strand has been carefully mapped against the ITT Core Content Framework and the teacher standards, allowing us to feel confident that trainees who master our ITE curriculum by the end of the course can be recommended for QTS. Trainees should work through the sequenced curriculum against each strand, working towards the more complex intent and impact statements as we move into the final term. Taught CCF statements are made explicit each week in both the weekly curriculum plans and core training PowerPoints.

How does our curriculum relate to our core values?

Our curriculum is designed to be a thoughtfully sequenced model, with a combination of general and subject-specific teaching pedagogy and practical classroom training, which is personalised to meet trainees' needs. The curriculum model aims to take core training seamlessly into school practice in bite-sized chunks through specific, adapted action steps.

Our curriculum model is sequenced to allow trainees to re-visit key topics at different points throughout the course and to practise and review each topic, developing an awareness of more complex theory over time as the training develops. The mastery of our curriculum will ultimately lead to trainees evidencing the teacher standards and meeting QTS. Our curriculum content is research-based and draws on the latest pedagogy and subject-specific research.

We want our trainees to be dedicated, creative, research-engaged, optimistic, and future professional teachers.

Our curriculum is constructed, led, and demonstrated by experts, practising teachers, mentors, school ITE co-ordinators, senior tutors, and subject experts from within our partnership schools. These professionals model what it looks like to be a professional, optimistic and research-engaged teacher and share both theoretical and practical inputs covering all curriculum strands.

Researched-engaged

All of our training is based on research into education and learning. Therefore, we expect that trainees' developing classroom practice will be similarly 'research-engaged'. As part of trainees' engagement in research, they must plan and carry out at least one practitioner based enquiry to develop their professional practice. For non-salaried trainees, this relates to the PGCE programme, which will run in parallel with the SCITT core training curriculum.

Running through the whole curriculum is our aim for trainees to become research-informed collegiate professionals. As a result of being research-informed, professional trainees would demonstrate professional behaviours in response to their development, utilising professional networks and regularly updating their professional knowledge. There is a shared vision across the partnership of creating a culture of continuous improvement. We encourage trainees to be engaged 'with' and 'in' educational research to both inform and improve their teaching practice and help them mobilise research evidence into their classrooms. We aim to make trainees critical consumers of the educational evidence base, who should ASK, ACCESS, APPRAISE, APPLY and ASSESS evidence they may draw on to inform their teaching. We use our weekly reading to model this practice, linking this to each core training topic and linked to their weekly reflection.

We want trainees to learn how to use the advice of expert colleagues and work as part of a team, drawing on professional networks both in school, within the SCITT and beyond to upskill themselves as a teacher. Close connections with NASBTT, the Icen Research and Development Community, The

Chartered College of Teaching, local EEF Research School, Unity and ARU all facilitate trainees to engage with the most up-to-date research and methods of professional enquiry.

Practically focused

Our training will encourage trainees to link research, professional literature, and their own developing practice. Core training sessions will include both theoretical models and practical modelling of effective learning and teaching strategies. The core training sessions are led by practising, expert teachers from within our partnership of schools from different contexts. This makes the training richer, practical, and representative of our partnership, where many of our trainees go on to work.

Action step driven

To ensure quality training experiences linked carefully to core training, specified, adapted 'ITE curriculum action steps' are given each week alongside selecting specific 'subject action steps' from our sequenced menu. These can be personalised to the trainee's needs and the placements primary national curriculum coverage. Action steps help break down the complex process of learning to be a teacher into a progressive, step by step process and keeps the learning coherent for all involved. The setting of action steps with their mentor is at the heart of a trainee's development. The mentor is the key to helping make the links between the core training programme and school-based training. So we have a carefully sequenced ITE curriculum that develops our trainees' in-school experiences, alongside systematic core training. We then revisit topics after trainees have more practical classroom experience, allowing for more developmental action steps.

Progressive, carefully sequenced, practical, professional learning

We aim to ensure clear, consistent, and effective mentoring/guidance in sequential steps from all who work with our trainees. Our constant use of Rosenshine's Principles of Instruction to help conceptualise quality teaching and our use of a reflective cycle to model effective reflective practice is clearly communicated to all our stakeholders. We follow deliberate practice and 'instructional coaching' principles as a basis of professional learning, focusing on the ADAPT model (attempt-develop-adapt-practise-test.) We will share Tom Sherrington's and Olivier Caviglioli's WalkThrus model with all our partners and communicate directly with the trainees to highlight how to tackle weaker areas of their practice in an incremental way.

Quality not quantity

We believe that it is not about how many hours are taught but the quality of the planning, assessment and reflection that will help trainees make the best possible progress. Our curriculum model encapsulates this by sharing effective models of reflection and building up this practice with weekly reflections on trainee practice and pupil progress. In addition, our mentors and senior tutor visits will also focus on the quality of trainees' planning, offering supportive feedback to both the trainees and mentor where needed.

The weekly curriculum plan

It helps to connect the core training programme, and the weekly action steps trainees will undertake. It is key to the coherence of the curriculum that this plan is followed carefully, and training activities put in place by the mentor for the trainee to meet the weekly action steps. This framework is differentiated to allow for personalisation, depending on trainee progress.

The weekly core training ITE curriculum action step: This is directed but adapted appropriately and cements the link between weekly centre-based training and school-based weekly training.

The school-based weekly subject action step: The weekly practice-based subject action step is intended to allow mentors and trainees to respond to the specific primary curriculum that they are teaching that week. The decisions on which subject action steps should be used are informed by the trainees' subject knowledge tracker that identifies specific areas for development. The action step is selected from a sequenced menu of subject-specific action steps provided.

CTSN SCITT's ITE curriculum strands – our eight building blocks

Behaviour for Learning: creating and sustaining a culture of learning in the classroom. **This relates to the CCF standards 1 and 7** and is particularly relevant to teachers' Standards 1 and 7. However, this strand also relates to teachers' Standards 2, 4, 5, 6 & 8.

Subject knowledge for teaching: developing substantive, pedagogic and age-appropriate subject knowledge. **This relates to the CCF standard 3**. This is particularly relevant to Teachers' Standard 4 and 3. However, this strand also relates to teachers' Standards 1, 7 & 8.

Understanding Learning: the principles of cognitive science, metacognition and self-regulated learning. **This relates to the CCF standard 2**. This is particularly relevant to Teachers' Standards 4 and 3. However, this strand also relates to teachers' Standards 1, 2, 5, 6 & 8.

Planning Learning: mapping the curriculum and sequencing learning in the short- and medium-term. **This relates to the CCF standard 4**. This is particularly relevant to Teachers' Standard 4. However, this strand also relates to teachers' Standards 1, 2, 3, 5, 6 & 8.

Assessment: both formative and summative. **This relates to the CCF standards 6 and 1**. This is particularly relevant to teachers' Standards 2 and 6. However, this strand also relates to teachers' Standards 1, 3, 4 & 5.

SEND and personalised provision: developing a pedagogy to meet the needs of all learners. **This relates to the CCF standard 5**. This is particularly relevant to Teachers' Standards 4 and 5. However, this strand also relates to teachers' Standards 1, 2, 3, 6, 7, & 8.

Pupils' personal development: holistic development of the child; pupils' understanding of their personal development. **This relates to the CCF standards 8 and 1**. This is particularly relevant to teachers' Standards 1, 2 and 8. However, this strand also relates to Teachers' Standards 1, 2, 4, 5, 6 & 7.

Personal and professional conduct: teachers' legal responsibilities; managing their well-being, resilience, and workload. **This relates to the CCF standard 8**. This is particularly relevant to teachers' Standards 8, 3 and Part 2. However, this strand also relates to Teachers' Standards 1, 2, 4, 5, 6 & 7.

Each of these 8 strands is developed over the course of the training year. The following pages outline the sequence and progression in each of the curriculum strands.

[1] Behaviour for learning

Creating and sustaining a culture of learning in the classroom

Rationale

Learning to develop effective behaviour management is a complex process that follows four steps – Research, Observation, Practice and Review considering your teaching experience.

Our Instructional Coaching model supports our core training Programme; it will offer you continuous and incremental instruction on focused aspects of behaviour management by expert mentors.

Learning the theory behind behaviour for learning strategies will inform you and enable you to select the right strategies in the right contexts. *We will explore a range of behaviour theories, including some aspects of the work of Tom Bennett, Sue Cowley, Paul Dix, John Bayley, Rob Lowe and Roland Chaplain.*

Pre-course / Induction

Pre-course school observation visits.
Online Behaviour Resources supplied in induction online learning package -NASBTT
Reflect on routines, responses, and relationships.



Term 1

Learn how to engage with **behaviour management theories** to help discuss/analyse how routines and B4L expectations are established.

Learn that **establishing and reinforcing basic rules and routines through positive reinforcement** will help create an effective, predictable, and secure learning environment (Start to consider what your classroom expectations/norms might be and how you might enforce them).

Learn how to work within the boundaries of the **school's behaviour system**, using a predictable, supportive, and inclusive sanctions & rewards system and careful groupings/seating plans to maximise learning and support more vulnerable pupils.

Learn how to present yourself as the teacher to ensure an effective learning environment (using consistent language, good use of voice, clear non-verbal signals, clever placement in the room etc.)

Learn that to **build effective relationships** and create a positive learning environment it is easier if pupils believe their feelings will be considered and understood. **Learn that** pupils are motivated by **intrinsic and extrinsic factors**.

Learn how to plan for **proactive behaviour management strategies** in your lesson plans. Learning from expert teachers on how to give manageable, specific, and sequential instructions, checking understanding of instructions before releasing to the task.

Learn, practise and review how to **mentally prepare for common behaviour problems** - scripting what you say/do.



Term 2

Learn how to develop in pupils **the learning behaviours necessary for the subject content**, ensuring student engagement and motivation.

Learn how to apply **both proactive and reactive behaviour management strategies** to ensure pupil engagement and motivation.

Learn how to use a variety of **de-escalation techniques** to de-personalise and defuse potential conflict situations with pupils and defuse challenging behaviour. Learn to rehearse de-escalation techniques in advance and use early/least intrusive interventions possible, responding quickly to any bullying behaviours.

Learn how to use both **reactive behaviour management and proactive behaviour management strategies** to reinforce the school policy and meet pupils' needs. (dealing with low-level disruption, more challenging behaviours, and pupils with bespoke needs)

Learn that the ability to **regulate one's emotions affects pupils' ability to learn**. Learn to build your own resilience when dealing with low-level disruption and more challenging behaviour.

Learn that teachers can influence pupils' resilience and beliefs to succeed, by ensuring that all pupils can experience meaningful success.

Learn that **emotional self-regulation** may affect pupils' behaviour, motivation, and attitudes to learning. **Teachers should promote self-regulated behaviour for learning in pupils** (resilience, growth mindset, motivation, self-regulated emotion)

Learn how to proactively contact parents and establish a positive working relationship with them to better understand the pupils' circumstances.



Term 3

Learn that **positive reinforcement and regular routines, alongside explicitly teaching the learning behaviours** required will have an impact on pupils' progress. **Learn how to** teach the B4L you want to see in your classroom.

Learn how to plan for B4L and **promote pupils' self-regulation and a growth mindset** when faced with challenges or challenging content and consider how to move pupils to be intrinsically motivated to learn.

Learn how to take increasing responsibility for **setting targeted, manageable, and sequential instructions**, checking for understanding of instructions before each task begins.

Learn how to create a **predictable and secure learning environment** that supports ALL pupils.

Learn how to respond **consistently to pupil behaviour and act early** and select the most appropriate and least intrusive interventions to **limit low-level disruption**. Deal with any challenging behaviour with appropriate **de-escalation techniques** and in line with school policies.

Learn with increasing independence how to proactively **engage with parents/carers and seek guidance from expert colleagues** on how to establish firm expectations with support for more challenging pupils. (Scripted where required)

Learn how to regulate your own emotional responses and build resilience when faced with more challenging behaviours. (Working with a more challenging class/pupils)

[2] Subject knowledge for teaching

Developing substantive, pedagogic & age-appropriate subject knowledge

Rationale

CTSN SCITT has consistently recognised and valued the distinct and specific differences between subjects.

Our programme acts as a starting point for mentor and subject specialist's links to further develop specific core content training strands using the language, knowledge, skills and behaviours of the subject. We see your subject knowledge development progressing under three broad headings: subject knowledge, subject pedagogy, the theory, and practice of each subject and understanding of pupil's development. Our aim is to move on your thinking from 'task managers to curriculum deliverers and to be able to encourage you to think more like concept/skill builders' throughout the course.

Pre-course / Induction

Subject Knowledge Audit (SKA) given during Induction. This will determine your knowledge and understanding of the primary national curriculum foundation subjects. In addition, it will question your understanding and view of teaching pedagogy and ask you to share your knowledge and experience of pupils' development as you progress through the course.

The audit will determine the extent of your knowledge of critical concepts and skills. This audit is divided into both subject knowledge and practice of teaching at both KS1 and 2. The purpose of the audit is to identify strengths and gaps and help you consider how to improve your practice.



Term 1

Encouragement to join **Subject Associations, and other professional bodies, such as** The Chartered College, and the Icen R&D community and assess EEF resources. With expert guidance from your mentor and specialist subject trainers, **learn how to determine your Subject Knowledge for Teaching (SKFT) strengths and gaps** whilst being mindful of your starting points.

Learn how to engage with the carefully sequenced **gaps tasks set by core trainers** that trainees take into school to help you develop your SKFT

Learn how to engage with your **weekly subject action steps and training activities** set by your mentor, ensuring you are clear on the learning that occurs as a result. **Learn how to** use your placement **school's focused observations** to help you strengthen your Subject Knowledge for Teaching required to teach both KS1 and KS2.

Learn how to use your **Subject Knowledge Audit and** review this continuously and update this regularly, noting developments and emerging priority areas. This will be reviewed by your senior tutor and mentor.

In Term 1 you will explore your subject through the lens of the science of learning, behaviour for learning, understanding lesson planning, planning for formative assessment, and personalisation.

Core trainers and mentors will help trainees **plan an effective lesson and then move on to help you see how to sequence lessons at KS1 or 2** (medium-term planning) and help pupils master critical components/skills.

The PGCE will teach you how to engage in action research.



Term 2

Learn how to identify your own **SKFT strengths and areas of development** by using your Subject Knowledge Audit. Your SKA will continue to be used as an audit tool, but in a more personalised and diagnostic way to track your progress from Term 1 and to support your subject knowledge development in Term 2. will keep the value of scholarship in your subject high on the agenda and will complete a detailed review your SKA.

Learn that the school's **curriculum in each subject develops over time and impacts on pupils' knowledge, skills, and values.**

Learn how to draw on expert guidance/supportive resources to begin to **prioritise development areas of SKFT**; learn the subject-specific pedagogy, and how to sequence learning appropriately to support pupils' progress regardless of their starting point.

Learn how to take increasing responsibility for developing your reflections and for becoming more engaged in subject-specific research to improve your teaching practice. (PGCE/EBP) Update your SKA with regular actions and draw on up-to-date research and expert subject specialist guidance to address gaps.

Learn how to plan your own lessons within a carefully sequenced subject curriculum, **explicitly teaching the knowledge, skills, and behaviours required- including pupils' literacy.**

Learn how to move from planning tasks as **'task managers' to thinking of yourself as a 'curriculum deliverer.'**

In Term 2 you will explore subjects further through the lens of pupil progress, sequencing learning, and personalisation for the more able.

Your PGCE- will allow you to undertake purposeful action research connected to either a school or personal practice issue within the primary phase.



Term 3

To learn the **rationale for each subject curriculum and be clear on how knowledge, skills, and values are taught sequentially.**

Learn how to teach pupils to be **critical thinkers to meet the demands of the subjects taught**, offering them supportive frameworks to establish this.

Learn how to plan to teach more **complex concepts and skills and balance exposition, repetition, and practice with increasing confidence, planning for common misconceptions.** Learn how to plan, model and scaffold essential knowledge, skills, and behaviours.

Learn how to model and teach high standards of literacy.

Learn that subject knowledge development for a teacher is key and **show how you have addressed your SKFT gaps. Learn how to engage with the research base to improve your teaching and help you develop into 'concept builders.'**

You will explore the subjects through the lens of assessment: Learn that assessment has real power in supporting learning and influencing the next steps through your experiences of feedback, marking and moderation this term. **Learn how to adapt planning responsively because of your AfL.**

Learn how to give **effective feedback (formative) and assess against criteria (summative)** and reflect on how this informs pupils' next steps

ITT to ECT transition document will reflect on your ITT year and will note areas to in your ECT year 1.

[3] Understanding Learning

Principles of cognitive science, metacognition & self-regulated learning

Rationale

“Curriculum and pedagogy; the two pillars of teaching and learning. Held in place by the cornerstone of assessment” -Professor Steve Higgins.

We seek to ensure you are well versed in the principles of cognitive science and the development of knowledge, alongside the practices of metacognition and self-regulated learning to inform your planning. We want our trainees to make connections between this theory and the theory of formative assessment and to be able to plan effectively by **“Walking backwards from their desired destination”** and using effective strategies to support learning/ retention of knowledge ensuring ‘sticky learning’ in pupils’ long – term memories. **Learn how to** engage with research base on cognition and metacognition and demonstrate how you have used this in your practice. **EEF Metacognition and Self-regulated Learning Guidance reports.** Read, research, and discuss with expert professionals how best to employ these strategies.

Pre-course / Induction

Consider the trainee’s view on and of learning
Consider the **different theories of learning.**
Introduce trainees to Rosenshine’s Principles.



Term 1

To learn that learning involves a **lasting change in pupils’ capabilities or understanding** and that **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.**

To learn that memory is key to learning (working memory and long-term memory) and that where **prior knowledge is weak, pupils are likely to develop misconceptions if introduced to new ideas quickly.**

To learn the importance of **threshold concepts, foundational knowledge and skills** required for each subject and learn from expert colleagues how to plan to teach this sequentially and with appropriate scaffolds in place.

Learn that the principles of Cognitive Science can help improve your teaching and research the connections between learning and memory.

Learn how to use the **Learning Scientist’s six strategies for effective learning.** (Spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding) and consider the implications for these on your planning.

Learn that the knowledge of metacognition and self-regulated learning can support teachers to help pupils become more effective learners- Learn to explore a few of these strategies in your practice and reflect on their impact- Dual Coding, guided practice (I, WE, YOU) and chunking.



Term 2

Learn how pupils learn in the primary national curriculum and how knowledge/skills are constructed over time, making clear distinctions between substantive and disciplinary knowledge. Learn the theory of the **forgetting curve** and apply this to your own planning to help pupils retain knowledge over time.

Learn how to look in more depth at **metacognitive practices** and their **link to cognitive science and learn how to promote pupils’ self-regulation of learning and embed this into your planning.**

Learn how to ensure you have **secure subject/curriculum knowledge** to best support your pupils, **staying ahead of the pupils and using assessment data to inform adaptive teaching practices.**

Learn how to plan to assess the development of pupils’ knowledge/skills over time to support long-term memory retention and avoid cognitive overload.

Learn how to pre-empt/plan to deal with knowledge gaps and common misconceptions/mistakes. Trainees should demonstrate that they can start to identify patterns of (under) performance and consider strategies to tackle this. Using different kinds of appropriate data, trainees should be able to identify knowledge gaps and see the difference between mistakes and misconceptions in pupils’ learning and plan accordingly.

With expert guidance, learn how to plan to aid pupils in making connections in thinking from little to big picture (schema) and from concrete to abstract concepts - Trainees should be aware that pupils will struggle to transfer this from one discipline to another.

With expert guidance learn how to teach pupils self-regulation of learning required for your subject and aim to get pupils to be able to evaluate systematically, offering insight on how to improve their own learning.



Term 3

Learn how to sequence learning and **communicate the learning journey to pupils,** breaking it down into manageable and recognisable steps, ensuring prior and foundation knowledge is in place before moving on.

Learn how to draw on relevant cognitive and metacognitive research in your planning, balancing exposition, repetition, practice, and retrieval of critical knowledge/skills. Review and use research from **Rosenshine and others** in each subject context.

Learn how to plan to support pupils’ **retention of knowledge, avoiding cognitive overload, reducing distractions and planning to avoid common misconceptions/mistakes.**

Learn how to plan for to support **pupils’ self-regulation,** by giving them the tool to think, revise, plan and reflect.

Learn how to support pupils’ metacognitive thinking, exploring links between collaboration, cognition, and critical thinking. Focus on practical strategies to model and support effective thinking. Develop ways of getting pupils to be able to interpret, analyse, evaluate, infer, and explain effectively.

Learn from expert colleagues how to remove scaffolding, lengthen spacing and when to add more complex elements and experiment with this.

Learn how to help pupils **make connections and organise knowledge** – exploring graphic organisers for organisation and recall.

[4] Planning Learning

Mapping the curriculum and sequencing learning

Rationale

Planning to ensure at least good progress for all is a complex process. CTSN SCITT are passionate about training teachers whose planning will foster a love of learning and demonstrate the development of knowledge/skills that their pupils have learned over time. We want planning to be a creative process, with trainees showing that they understand the curriculum building blocks, can plan from pre-existing resources and they can provide the necessary support and challenge for ALL pupils. We will use *Rosenshine's Principles* as an effective way to train the next generation of highly effective, skilful, and inspirational teachers. *We will draw on research including the EEF reports on Metacognition, utilising publications from Mark Enser, Christine Counsell, Daniel Willingham, Barak Rosenshine and Tom Sherrington to inform our practice.*

Pre-course / Induction

Planning for a lesson activity during the interview process
Pre-course online learning unit on planning.
Subject Knowledge Audit to support subject knowledge enabling effective planning for learning.
Opportunity to observe lessons, and look at planning, during pre-course school observation visits.



Term 1

Trainees will be planning and delivering parts of lessons and team teaching initially, moving towards whole lessons by week four/five. These may be core subjects (English and maths) in primary. We want our trainees and mentors to adopt an '*I, WE, YOU.*' model to build trainee confidence and experience of planning and delivering lessons and to **model good practice and co-planning.**
Learn different **theories of learning and child development** and use this knowledge to inform your understanding of planning.
From expert colleagues learn how to introduce **new material in steps**, explicitly linking new ideas to what has been previously learnt and provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
Learn how to plan a lesson – using the supported thinking process presented in the CTSN SCITT lesson plan. Focus on: **The journey and purpose of the lesson.**
With expert guidance learn how to plan to **break down tasks into constituent components when first setting up an independent practice.**
Learn how to understand the curriculums your pupils are learning and in demonstration, you can start to pull out the knowledge/skills/building blocks required for a sequence at KS1 or KS2.
With support learn how to engage with research that will support you with your planning. Including, *Rosenshine's Principles, The EEF Toolkit and Metacognition report.*
Learn that how pupils are grouped is important and show you have taken care to plan and monitor the **impact of grouping on pupil behaviour and attainment.** **Learn that** planning needs to be flexible and see how it fits into the teaching cycle. **PLAN, ASSESS, TEACH.**
With support learn how to reflect on the effectiveness of your planning and make changes to the next lesson. **reflective Cycle.**
Start to plan sequences of lessons, seeing the journey over time and being sure of knowledge/skill development. Start to use assessment for learning to adapt future plans.



Term 2

Learn how to sequence learning into manageable steps using Rosenshine's Principles of Instruction.
Learn how to use strategies which support **cognition and pupils' self-regulation** of their learning.
Learn how to use the PLAN TEACH ASSESS cycle and understand how **short-term planning fits into any medium/long-term curriculum maps.**
Learn to take greater responsibility for your planning to **meet your milestones and focus on planning a sequence of lessons.**
Learn to apply your **knowledge of cognition and metacognition to your planning**, adapting models, including repetition and retrieval, using scaffolds, questioning, guided practice, and dialogic learning all to support the needs of ALL learners.
Learn to plan more effectively to **pre-empt misconceptions and difficulties** when teaching more complex content by using effective scaffolds, mental models, guided practice, critical thinking, dialogic learning, and effective questioning.
Learn to demonstrate how you use the **planning support tools to structure your planning** and how you have acted on feedback given by expert colleagues.
Learn how to focus your **lesson reflections on evidence of pupil's progress** and learn how to evaluate and distinguish between effective and less effective lessons and reflect on what impact this will have on the next lesson/sequence of lessons. Use the weekly reflection with increasing independence.
Learn how to plan for **effective formative and summative assessment strategies** within the curriculum being taught to both improve and review learning.
Focus this term on adaptive teaching, thinking about how new content is broken down, balanced and prioritised based on your AfL findings, so that ALL pupils can master key concepts/knowledge/skills.
Learn effective methods and take responsibility for the planning for literacy, oracy, and the teaching of subject-specific vocabulary.



Term 3

Learn that explicitly teaching pupils the **metacognitive strategies linked with subject specific knowledge, including how to plan, monitor and evaluate supports independence and attainment.**

From expert colleagues learn how to consolidate and retrieve prior knowledge and practice applying new knowledge.

Learn how to meet the **teaching milestones**, taking increasing responsibility for planning and teaching, adapting existing plans/resources to meet the needs of your class.

Learn how to have a clear **awareness of the learning journey and a clear rationale** for your chunking, scaffolding, adaptations, and assessment.

Learn how to model, explain, scaffold, question and provide pupils sufficient opportunity to consolidate and practice new knowledge

Learn how to reflect, evaluate, and use the feedback from expert colleagues to refine your planning.

Learn how to adapt your planning to meet the individual needs of pupils to ensure progress for all pupils.

[5] Assessment

Both formative and summative

Rationale

Assessment for learning should be an integrated part of the learning cycle – Effective assessment ensures that you constantly review the impact of your teaching and the learning of ALL pupils in each lesson and over time.

We aim to ensure that you understand the principles and purpose of formative and summative assessment – the difference between ‘assessment for learning’ and ‘assessment of learning’. We want you to see how both elements move learning forward. We aim to help you understand and effectively use the four pillars of assessment in your practice- **Purpose, Validity, Reliability and Value.**

Pre-course / Induction

Pre-course school observation visits.
Observe the methods of assessment used and reflect on the impact they have on the learning during school visits.



Term 1

Learn that effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding/needs.

Learn from the research base what effective assessment for learning looks like and how pupil progress is measured in schools (formative and summative) and use of quantitative and qualitative data to measure progress. *Dylan Williams, Daisy Christodoulou.*

Begin to understand how pupil progress is measured in your current key stage.

With support learn that there is a **link between planning and assessment – PLAN ASSESS TEACH CYCLE.** Apply this to your planning.

With support from expert colleagues learn how to plan formative assessment tasks linked directly to the learning objectives, looking to **improve not prove learning**, (eg, low stakes testing, peer/self-assessment, effective questioning and verbal and written feedback, exploring how to use these to improve learning). Practise and review the assessment strategies tried, being clear on the purpose and ensuring the pupils act on any feedback given.

Learn that before any assessment teachers should be clear about the decision it will be used to support and be able to justify its use.

Learn with support from experts how to deconstruct the four pillars of assessment – **Purpose, Validity, Reliability and Value** and be able see how these impact evaluating learning judgments. Evaluate what works in different contexts and begin to apply this.

Learn with support how to use low-stakes testing to test for misconceptions/common mistakes and highlight who might need support.



Term 2

Learn that there is a difference between assessing learning and assessing performance and be aware of how pupil learning and performance is tracked and reported on in your school. Demonstrate your knowledge of this in your assessment rationale.

With increasing independence learn how to select appropriate AfL strategies to check for progress, identify misconceptions and mistakes, adapting planning accordingly.

With increasing independence learn how to use AfL strategies to check for progress against the lesson objectives and check for retention of learning over time. (Learning happens when knowledge is transferred from the working memory to the long-term memory.)

Learn how to plan to use effective whole class and personalised feedback, peer assessment and self-assessment to check foundational/prior knowledge is secure, adapting teaching where required. Develop the skills of giving high-quality, time-efficient feedback. This involves both verbal and written feedback that can be given in different ways. Learn to ensure reflection and review opportunities effectively to provide time for pupils to act on the feedback given.

Learn how to track learning over a period and provide summative judgments on pupil progress, reporting to key stakeholders where appropriate. This is most likely to be seen in your KS1 or KS2 Evidence Bundles.

Learn how to question the purpose, validity, reliability, and value of each assessment you plan for and with support develop an understanding of the statutory assessments for each key stage.

Learn how to develop effective questioning techniques as a means of targeted AfL to support the planning of well-scaffolded, higher-order and hinge questions. Planning these into your planning.



Term 3

Learn that assessment (formative and summative) provides us with information about pupils’ understanding and needs and avoids us being influenced by misleading factors. Learn how to engage with prior data to inform your planning/support.

Learn that assessment is an integral part of the learning cycle and be clear on how any assessment links with objectives, assessment criteria/learning journey and how you are using the PLAN/ASSES/TEACH cycle to inform your planning next steps.

With support, learn how to assess against key criteria, moderate outcomes and evaluate performance in a summative way.

Learn how to plan with increasing independence a broader range of AfL strategies (written and verbal), allowing time for pupils to respond and learn from these tools. Each AfL should have a clear purpose and relate to learning objectives/assessment criteria. Focus on marking this term.

Learn how to critically engage with research from key practitioners to help you understand and demonstrate the difference between an assessment of learning and an assessment of performance.

Learn how to draw conclusions about what pupils have learned by looking at patterns of performance of several lessons/assessment points, adapting your planning where required.

Learn how to be clear on how progress is measured and reported to key stakeholders and consider the implications of this process.

[6] SEND and Personalised Learning

Developing a pedagogy to meet the needs of all learners

Rationale

We will aim to help you develop an understanding of the broad range of SEND and personalised needs that you may face in the classroom. You will learn and practise a range of adaptive teaching approaches, quick wins, useful processes, and teaching methods to meet those differing needs. You will demonstrate effective methods for adaptive teaching, thinking about when and how you scaffold learning by identifying the most appropriate teaching and learning methods for identified needs. You will work with expert professionals to learn from their knowledge and practice. (SENCOs and Special School leads, LSA etc.) We will use support and resources including: NASEN, ENIC UK, Senteacher.org, EEF SEND, SEND Code of Practice, Equality Act.

Pre-course / Induction

Initial school visit and initial observation week experience to explore support for pupils with special learning needs.



Term 1

Learn that the teacher has a pivotal role and responsibility to understand the individual needs of pupils in their classroom and to plan to meet these needs by having an awareness of the SEND Code of Practice/SEND Framework.

Learn the four main areas of SEND need and their barriers to learning. Learn the associated acronyms.

- **Sensory or physical needs** - (such as physical disabilities and visual and hearing impairment) Link to Equality Act.)
- **Communication or interaction needs**- (such as dyslexia and speech and language needs, ASD/Asperger's)
- **Social, emotional, and mental health needs**, (including behaviour disorders such as ADHD, ADD, attachment disorders, anxiety disorders, bipolar/schizophrenia.)
- **Cognition and learning needs**, (including dyspraxia, dyscalculia, and dysgraphia.)

Learn to observe **how expert colleagues adapt lessons** whilst maintaining high expectations for all. Looking for clearly differentiated activities, but also for more subtle and tangible methods too.

Learn with support how to plan for the most common SEND and personalised needs dealing with misconceptions and seeking to understand pupils' differences in terms of both barriers to learning and prior knowledge. (Dyslexia and ADHD are used as a focus.) In term 1, trainees should ensure they know the personalised needs in their classes and start to use adaptive teaching strategies to support needs.

To complete focused **lesson observations on the role of the TA** by observing and learning how teachers plan, communicate and evaluate with a TA. Consider how expert colleagues get over any barriers.

Learn with support how to engage with EHCPs, PCPs and other support plan documentation. Read, research, and discuss with expert professionals how best to meet any SEND needs in your classes using the support strategies suggested in the documentation.

Learn how to plan your own personalised and adaptive teaching and learning strategies that respond to any barriers to learning. Learn that careful planning to scaffold new learning '**deliberate difficulty**' and ensure the '**Zone of Proximal Development**' is key to success.

Focus in Term 1 on supporting pupils with **low literacy levels**- exploring effective and practical strategies to support oracy.



Term 2

Inclusion and personalised approaches will be explored through the lens of the four main areas of SEND need and through an EAL lens.

- **Sensory or physical needs**- (such as physical disabilities and visual and hearing impairment) Link to the Equality Act.
- **Communication or interaction needs** (such as dyslexia, speech and language needs, ASD/Asperger's)
- **Social, emotional, and mental health needs**, (including behaviour disorders such as ADHD, ADD, attachment disorders, anxiety disorders, bipolar/schizophrenia)
- **Cognition and learning needs**, (including dyspraxia, dyscalculia, and dysgraphia)

Three intensive training practice days focused on SEND and Personalised learning take place in January of this term.

Learn with support how to assess and measure the progress of pupils with SEND, considering their prior attainment, support documentation and knowledge of how the student may respond to feedback/marks.

Learn how to plan carefully to ensure evidence learning/progress has been captured for these pupils through your assessment processes and that any processes maintain motivation and self-esteem.

Learn how to plan effectively with a TA, planning, and evaluating provision. Demonstrate this in your planning/reflections.

Learn with support how to plan to **meet the needs of more extreme/complex SEND needs. (Needs such as Down's Syndrome, Cerebral Palsy, ASC/extreme anxiety, attachment disorders)** Learn some top tips for supporting these pupils in the context of a mainstream setting and put these into action where appropriate.

With increasing independence learn how to plan for personalised needs through careful chunking, scaffolding, modelling, and dual coding strategies that decrease cognitive load for these pupils and ensure regular retrieval practice with the required level of support.

Learn the rationale in your placement school for groupings/settings and consider the impact this has on SEND pupils' progress. Experiment with your own seating plan and groupings to support any personalised needs.

Learn how to effectively **differentiate for pupils in a time-efficient way**, by trying different time-efficient methods- E.g. (using pre-existing resources, textbooks, online materials, school resources)

Learn how to effectively support **EAL learners and our high-attaining pupils** this term and will put these strategies into practice.

Focus in Term 2 on supporting pupils with **low literacy levels**- exploring effective and practical strategies to support reading.



Term 3

Focus in Term 3 on learning how to support pupils with **low literacy levels**- exploring effective and practical strategies to support writing.

Learn how to offer targeted **support to personalised needs/SEND pupils more responsively**, drawing on your knowledge from Terms 1 & 2.

Learn how to use formative assessment outcomes to carefully scaffold any next steps. Plan to track data carefully to identify underperformance in identified pupils and quickly put in strategies to address this.

Learn how to support SEND pupils with more extreme/complex SEND needs by learning from experts in the context of a special school. The special school core training session will give trainees strategies for recognising all pupils' strengths/talents and help trainees know how to support pupils with Autism. **This term will also include a special school visit.**

Learn and trial strategies for flexible groupings within your classes with a sharp focus on meeting personalised needs.

Learn how knowledge might be supported, scaffolded, and retained by pupils with personalised needs. Utilise training on cognition and metacognition to support these pupils to remove barriers to learning, build in time for additional practice to master concepts/ skills and where necessary, offer pre-teaching of key foundation concepts/skills where needed.

Learn how to review and widen your toolbox of adaptive teaching strategies, plan proactively and reflect if strategies were effective.

[7] Pupils' personal development

Holistic development of the child; pupils' understanding of their personal development

Rationale

We want you to understand the holistic development of the child and to be mindful of how both school and life experience can have an impact on academic progress, behaviour and well-being. We will equip you to be aware of the statutory frameworks schools work within. (**RSE, PSHE, Safeguarding etc**) and the implication of this for you as a teacher. We want you to learn from expert professionals on how to mentor effectively to improve pupils' motivation, behaviour and academic success. We will draw on the work including Marc Smith, Daniel Willingham, Dr Spencer Kagan and the relevant statutory frameworks, for example, <https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>

Pre-course / Induction

Demonstrating a positive and professional attitude when dealing with pupils during pre-course visits and interview experiences.
From time spent in an educational setting, consider pastoral structures of support, and observe professional pastoral behaviours.



Term 1

Learn the responsibility of the teacher with the statutory frameworks which outline the professional standards and duties expected of all teachers both in and outside of school. (Safeguarding, Prevent, Equality and Diversity legislation and Part 2 of the Teachers' Standards. All of which define professional and ethical behaviours and attitudes required of the teacher. (This includes fundamental British Values.)

Learn about your responsibility in the areas of **safeguarding and whistle-blowing** and be clear on procedures for sharing concerns.

Learn how to engage professionally and **positively in all pastoral-focused training**. (This includes pastoral meetings, training and being an active part of a tutor group.)

Learn how to read, understand, and implement the professional expectations required by the school as a pastoral teacher. Including on attendance and reporting.

Learn how to start to build effective professional relationships with your class, taking responsibility for registration, playtime duty once a week and transition times by the end of the term.

Learn about child development and consider the implications this has on behaviour, well-being and academic success.

Learn how to engage with pupils in wider teaching contexts eg, in PSHE, RSE or extra-curricular learning experiences) and reflect the outcomes.



Term 2

Learn how to adapt to the change in the school context, with changes in policies, expectations, context, and culture of second placement schools.

Learn that there are statutory implications on schools in teaching the 'wider' curriculum Health and Relationship Education, PSHE, To consider the debate between 'progressive' and 'traditional' viewpoints. We want you to consider and experience how pupils access the following: getting actively involved where appropriate:

- Personal, Social, health and economic PSHE- (Well-being, safety online, physical health and fitness, healthy eating, substance abuse, basic first aid, changes in adolescence.
- Relationships and Sex Education RSE- Family, respectful relationships, online- risks, rights, impact, personal safety-including consent, intimate sexual relationships-including sexual health.
- The teaching of our fundamental British Values
- The importance of a rich extra-curricular programme.

Learn how to build an effective professional relationship with your class, getting to know the 'whole child' and take responsibility for the delivery of registration, a playtime duty once a week and transition times.

Learn how to follow all school pastoral reporting procedures and understand how this supports the safety, happiness, and achievement of pupils.

Learn how to engage with expert colleagues to support pupils in your class who have more complex needs and learn from experts on how to engage with parents/carers/other staff/other agencies to best support pupils' well-being and attainment.



Term 3

Learn to take increasing responsibility in ensuring that you understand/draw on the frameworks which ensure the professional and ethical behaviours of a teacher.

Learn how to plan inclusive lessons, by meeting any personalised needs and celebrating differences. Ensure you draw on a diverse range of examples, role models and resources in your lessons.

Learn how to develop effective pastoral relationships with pupils. Reflect on how to balance/deal with the tensions of being the gatekeeper of academic achievement and key point of contact for any pastoral support for your class.

Learn how to plan and lead a wider school event, taking increasing responsibility (Parental consultations, registration, playtime duty, extra-curricular event, showing you can communicate professionally with parent/carers/teachers where appropriate.

Learn how to use strategies to handle conversations on difficult topics with pupils, ensuring that the conversations happen with respect and within a protected environment. (Race, sexuality, disability, physical and mental well-being etc)

Learn how to draw on the research base to enable you to plan to support pupils in your pastoral role to ensure that you safeguard pupils and build resilience, respect, a positive mindset, and self-regulation.

Learn how to draw on your mental health and well-being training to support pupils with specific mental health disorders/anxiety.

[8] Personal and professional conduct

Teachers' legal responsibilities; managing well-being, resilience & workload

Rationale

Being a teacher is an immensely rewarding career. CTSN takes pride in developing and enabling great teachers to understand the statutory frameworks and value their professional responsibility. We will ensure trainees have high expectations, positivity and resilience and can demonstrate this throughout all aspects of the ITE course. CTSN SCITT's view is that teachers, in common with other professionals, should have ownership of their professional knowledge. Trainees will critically engage with educational research/literature and engage in classroom-based action research throughout their ITE year and hopefully beyond.

Pre-course / Induction

Ensure all offer conditions are met before starting the course. Be proactive and take responsibility for demonstrating a positive, professional, and respectful attitude from day one. From time spent in an educational setting, observe professional behaviours, and become familiar with statutory frameworks for the teaching profession. Complete the safeguarding module within your induction week.



Term 1

Learn how to engage with the statutory frameworks which outline the professional standards and duties expected of all teachers both in and outside of school - a reference to Part 2 of the teacher's standards.

Learn how to engage with national policies to keep our pupils safe. Read Part 1 of Keeping Children Safe and school safeguarding, prevent and whistleblowing policies and signs to say this has been understood.

Learn about your responsibility as a teacher within the areas of safeguarding, prevent, equality, well-being and health and safety. Be clear on all procedures and mechanisms for sharing concerns.

Learn how to engage in all training, developing professional, respectful, and trusting relationships with your colleagues and act professionally on all feedback given.

Learn how to implement the expected code of conduct for your behaviour when in school and on the SCITT course. Draw on school policies for guidance. Have high expectations of yourself and seek advice when required. (Note absence policy implications.)

Learn how to respond to advice/coaching given. Constantly reflect upon your practice using the reflective cycle and see this as part of your continued improvement and learning.

Learn from educational research and the experience of others. See this as a step-by-step process and take ownership of each step.

Maintain a sense of your own well-being – aim to manage your time and your workload effectively/efficiently and ask for help if needed. Learn that to ask for help and support is a sign of professional strength., not a weakness. Communicate concerns professionally! Share the highs and the lows and learn from these. **Build your resilience strategies.**



Term 2

Learn the important statutory frameworks, and school and SCITT policies which outline the professional standards and duties expected of a teacher and follow them. In your second placement- you will have to go through some of this process again in your new school. **Learn how to** demonstrate professional behaviours as outlined in the frameworks/policies. Learn to work professionally with a range of colleagues to effectively plan and support pupils (eg: TA, other teachers)

Learn how to use guidance from experts and realise how they can support your professional development – engage with your weekly action steps and any lesson observation feedback. Learn why building your own reflective skills is key for any teacher. Learn to **establish a positive working relationship with any new placement mentor**. Benefit from their expert practice, observe their teaching and take responsibility for sharing your development on the course so far.

Learn how to reflect on feedback and be clear on how you have acted on this in subsequent planning. Learn to take more ownership of your developing reflective practices (using the reflective cycle). Learn how to evaluate your learning and identify elements to implement that will further improve your teaching.

Learn how to contribute to the wider life of the school, such as through parental consultations, staff meetings, whole school training, communication with key stakeholders etc.

Establish a positive working relationship with any new placement mentors/colleagues. Benefit from their expert practice, observe their teaching and take responsibility for sharing your development on the course so far.

Where applicable, learn how to make **effective use of TAs** so that their successful deployment contributes to successful learning outcomes. Work with experts to make this a priority- this is your professional responsibility.

Learn how to engage in your continuing professional development, – engage positively and professionally with any research to help you improve.

Learn and implement helpful strategies from colleagues for managing workload and protecting time for yourself. Review with colleagues and benefit from their advice and support.



Term 3

Learn how to engage in professional debates in teaching and offer some personal thoughts/reflections.

Learn what it means to be a professional teacher and show this through your professional conduct in all areas.

Learn how to with increasing independence and how to reflect on your learning and the progress of pupils in your care. Focus on reflective cycle.

Learn how to engage critically with the research base to improve your practice and give tangible examples of how you have done this.

Learn the value of feedback from experienced teachers and show how you have acted on this and put this into action.

Learn how to make contributions to the wider life of the school/profession. Engage in wider school activities and with your professional community.

The weekly curriculum plan

Each week, the key theme of the week will be taken from core training and developed into a weekly curriculum plan. There are adapted action steps using novice, competent and expert to allow mentors to personalise the ITE curriculum action step. Each week the action steps are laid out following the ‘read’, ‘observe’, ‘do’ framework. Evidence is suggested so that the trainee will know what to bring back to subsequent mentor/trainee discussions and what to reference/hyperlink in weekly reflections. The links with the PGCE are noted. The curriculum plan will be published termly, and an outline of each week published on Teams in a weekly update.

An **example** of the weekly curriculum plan:

	Reading. Plan and teach a phonics lesson with the support of your mentor.	Plan, and teach, a phonics lesson using your knowledge and understanding.	phonics lessons, and sequences of lessons, using your knowledge and understanding.
Evidence for ITE Curriculum Action Step <i>What evidence might be uploaded to OneNote?</i>	<ul style="list-style-type: none"> Notes from reading and discussions about phonics and early reading Your own written reflections from the lesson observations completed (trainee observation forms) Core reading reflections and wider reading/research reflections Written plans identifying your knowledge and understanding of teaching and learning in phonics/early reading Reflections on the effectiveness of the strategies you have used with your phonics lessons 		
Subject Action Step	Please see the separate Subject Action Step Menu for the Subject Action Step and ideas for evidence. Remember to include opportunities to observe expert practice in relation to your chosen subject focus as part of the evidence for the Subject Action Step		
School Training Tasks (towards teaching milestones) <i>What do we call this?</i>	<ul style="list-style-type: none"> Plan a Maths Oral/Mental Starter (OMS) alongside your mentor and deliver independently to whole class. Observe Maths in at least one other class (preferably a different key stage or phase) Meet with Maths Lead – find out about Calculation Policy and the school’s approach to teaching Mathematics Observe 1 x Phonics (KS1) or Reading session (KS2) and record on the trainee observation form Read one to one with 3 children – one greater depth child, one working at age related expectations and one working towards age related expectations 		
PGCE <i>Action Research – details of PGCE content for the week</i>			

Core Reading	For reflection & discussion with mentor: https://journals.sagepub.com/doi/full/10.1177/1529100618772272 https://www.scholastic.com/teachers/articles/teaching-content/understanding-phonics/		
ITE Curriculum Action Step	Novice Demonstrate your understanding of teaching and learning in Primary Phonics and Early	Competent Demonstrate your knowledge and understanding of teaching and learning in Primary Phonics and Early Reading.	Expert Through research and reflection, demonstrate your knowledge and understanding of teaching and learning in Primary Phonics and Early Reading. Plan, and teach,

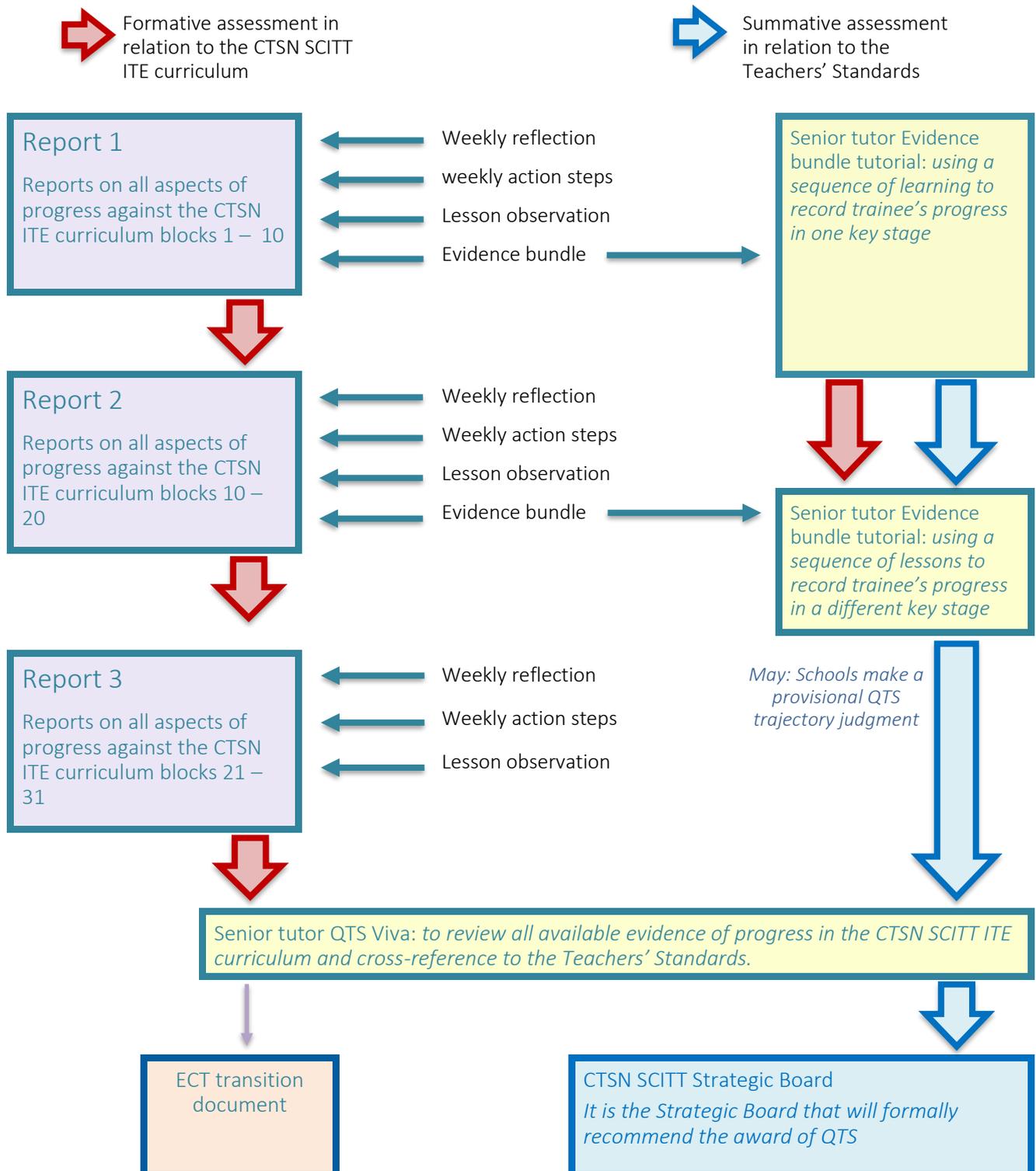
The Initial Needs Audit (INA) and the Subject Knowledge Audits (SKA)

Each trainee completes an initial needs audit tool on starting the course they are asked to self-assess against aspects of the CTSN curriculum strands. The INA is then shared with the trainee’s senior tutor who will use this to lead a discussion about target areas and next steps. The SKA is found in each trainee's file on OneNote and highlights key strands of subject knowledge relevant to each primary national curriculum subject, offering more detail on the knowledge, skills, and topics that sit within each subject. Trainees update each subject knowledge audit with the date of the experience as they are taught, research, plan, and teach specific subject content. Trainees must update these documents regularly and they should be reviewed consistently by mentors and senior tutors. The SKA is not intended to be an exhaustive subject knowledge list, but to be used as a means of an ongoing review of trainees’ subject-specific development. Trainees also can add additional subject knowledge actions throughout the year and may continue to use this document in their subsequent progress through the Early Career Framework (ECF). The SKA are flexible to allow trainees to prioritise certain content knowledge to meet the demands of what they are teaching.

Observation and Teaching log

To ensure that trainees have observed, taught and been observed teaching all of the primary national curriculum subjects in both key stages for the duration of the course the trainee will complete an Observation and teaching log. They are asked to record the dates each time an observation or teaching experience occurs to illustrate the comprehensive coverage of each subject. Senior tutors and mentors should regularly check that this is being updated by the trainee.

Overview of assessment



Trainee formative assessment

Throughout the course, there is both weekly and termly formative assessment of the trainees' progress with the CTSN SCITT ITE curriculum.

Weekly reflection form

Trainees complete a '**weekly reflection form**' that draws together their learning from core training, school-based training, and reading. This is an opportunity for trainees to record their progress and also to reflect on what they are learning as the course develops. The first stages are about the '**What**' experiences and reflective observation should be brief summary bullet points; describing the key takeaways. The main focus is the '**So what?**' where the experience becomes intentional learning. What is the significance of these experiences (in terms of your knowledge and meaning making). Trainees are encouraged to focus their weekly reflection on this stage, aiming to draw key themes from their learning across the different elements of their training. Finally, trainees need to refer to the '**Now what**', what is the impact of your professional learning on your professional practice. An editable weekly reflection form will be uploaded to the trainee's OneNote each week and completed by the trainee and should be discussed at the weekly mentor/trainee discussion time.

Observation of trainee's teaching

Each week, at least one formal observation of the trainee's teaching should be made by the mentor or suitably experienced teacher. These observations should be focused on the trainee's particular action steps and should refer to the trainee's progress within the CTSN SCITT ITE curriculum. The weekly observation form should be uploaded to the 'Weekly Formal Observation' section in the trainee's OneNote.

Weekly action steps

Each week during mentor time trainees will decide with their mentor two action steps to work towards and what evidence they can gather for each. The first action step is specified from our ITE curriculum from core training (ie, the ITE curriculum action step). The other action step arises from trainees' ongoing development in their subject-specific teaching in schools. This should also be informed by the opportunities to teach specific subjects within their placement and the individual trainee's needs identified in their subject knowledge audit (SKA), subject action step log and teaching and observation log. The trainee will work with their mentor to determine the appropriate action step from the sequenced menu of subject action steps.

Each week, these action steps are set during mentor time and reviewed during subsequent mentor /trainee time. It is the trainee's responsibility to show the mentor evidence (stored in the OneNote notebook) of the successful completion of these action steps.

The most challenging stage is the 'So What' section, but it is arguably also the most important, whereby, learning is created through the transformation of experience. There is a danger that if trainees move too quickly from reflective observation [e.g. 'www'/'i'] to active experimentation, they may change their practice but not develop their learning. During the 'So What' stage, trainees theorise their practice, make links with other learning, in particular through their reading, and develop their professional knowledge, not simply adapt their professional practice.

Weekly action steps and training tasks

Each week, trainees and mentors negotiate two action steps: an ITE curriculum action step, taken directly from the CTSN SCITT ITE curriculum; and a subject action step, taken from the subject action step menus which will arise from the trainee's own specific subject teaching needs and opportunities in the class to teach this subject.

These action steps are the focal point of how the CTSN SCITT ITE curriculum is put into practice and are at the very centre of the training programme. There is further guidance on the setting of action steps and the mentor time in the mentor section of this handbook.

Termly assessment

Three reports throughout the trainees' training, annotated by the mentor, in collaboration with the trainee, draw together a summary of the impact of our ITE curriculum on the trainee's professional knowledge, skills, and behaviours in all areas of the CTSN SCITT ITE curriculum.

The reports are a formative assessment of the trainee's progress within the CTSN SCITT ITE curriculum. The senior tutor team will use them as part of the evidence to support the recommendation of the award of QTS in the final term of training.

At the end of each reporting cycle, the mentor in term 1 and senior tutor in terms 2 and 3 will suggest key targets to inform the trainees focus in the following term.

Term 1: Placement transition targets to focus transition to the second placement school; (for part-time trainees this will be at the end of year 1).

Term 2: Moderation targets to focus on trainees' progress in term 3; (for part-time trainees this will follow report 2).

Term 3: Transition targets to inform ongoing progress as an ECT (Early Career Teacher); (at the end of the course for both full- and part-time trainees).

An Evidence Bundle in each phase placement demonstrates trainee progress in the ITE curriculum through English and maths (KS2) and systematic synthetic phonics and maths (KS1), utilising a sequence of learning for each. The trainee must show how they know that all children made progress in the lessons or what they would change if they did not. This is assessed via a tutorial with the trainee's senior tutor.

There will be other assessments as part of the SCITT training course: most notably the trainees' PGCE study. This will have considerable benefits regarding trainee learning, particularly in the areas where their action research is focused. However, as not all trainees complete the PGCE, it is not formally a part of the QTS assessment process. Those trainees not studying the PGCE undertake a small-scale evidence-based practice project to demonstrate their ability to engage with research.

Evidence bundles

Trainees will compile two evidence bundles within the year. Evidence bundles are a collection of evidence demonstrating the trainee's progress in meeting the curriculum strands and how they know that all children are making progress in the classroom or what they would change to make this happen. Each evidence bundle will be delivered as a PowerPoint presentation to their senior tutor; it should illustrate with examples their progress and impact as a teacher in each curriculum strand using supporting evidence such as detailed, annotated lesson plans, resources, observations, children's work, photographs of displays etc. For example, during their KS1 placement, trainees will gather evidence for a sequence of at least three systematic synthetic phonics lessons and a sequence of at least three maths lessons. In their KS2 placement, trainees will gather evidence for a sequence of at least three English lessons and a sequence of at least three maths lessons. Trainees will find this a little easier to do – and obtain mentors' help along the way – if the pupils' progress is regularly discussed during the mentor/trainee time. In particular, one might discuss how one knows that all the pupils in the teaching sessions are making progress, and *link to specific trainee actions* –

both in the classroom and in their wider professional role. Trainees should collect samples of (anonymised) pupil work and ensure that the children taught are regularly observed; this will add to the evidence-based collected.

Focus summary of the content

KS1EB: Systematic synthetic phonics & maths, trainees, collect a range of evidence, based on a sequence of at least three systematic synthetic phonics lessons and a sequence of at least three maths lessons taught, demonstrating their teaching has had a positive impact on pupil progress. Trainees are encouraged to think carefully about how they can show they have met the curriculum strands.

KS2EB: English & maths, collect a range of evidence, based on a sequence of at least three English lessons and a sequence of at least three maths lessons, demonstrating how teaching has had a positive impact on pupil progress. Trainees are encouraged to think carefully about how they can show they have met the curriculum strands.

How will the evidence bundles be assessed?

Trainees will collect and present their evidence bundle to their senior tutor in a tutorial; (the SCITT will provide an outline PowerPoint to help structure this presentation). Evidence bundles are not officially 'graded' – they feed into it the ongoing reporting schedule. **Trainees will receive formative feedback following their EB tutorial. Where evidence is not sufficient trainees may be asked to represent the EB or teach the sequences again and present a new evidence bundle.**

An example of how a trainee might use their experience in an evidence bundle.

John is a pupil in your class with a specific learning difficulty. At the beginning of the process, you might collect data to show John's current level of attainment; use both quantitative (eg test scores) and qualitative (eg photocopies of John's work) indicators. You would consult his individual education plan (IEP), or maybe consult with the SENCo or the teaching assistant (TA) about strategies that are known to be effective with John. Your lesson planning would show how you have used this information to plan John's learning. You might have a particular behaviour plan for John and a particular way in which you are deploying the TA to support his learning. There might be resources that you have designed or adapted, with John's learning in mind. You might ask your mentor (or class teacher) to make a careful note of how John responds to the lessons and photocopy his work (and home learning) to show how he is making progress; in particular, to show how he has responded to your feedback. You could interview John to help him realise how much progress he has made and draw up a plan for this to continue in the next unit of learning.

In this example, you would have evidence to show progress in all of the curriculum strands

1. Behaviour for Learning (B4L): creating and sustaining a culture of learning in the classroom.	John's behaviour plan and the use of the TA are two examples of how you might show your learning about behaviour management. Lesson observation notes might also refer to this.
2. Subject knowledge for teaching: developing substantive, pedagogic and age-appropriate subject knowledge.	Your planning will show subject knowledge and a consideration of the best teaching and learning strategies that might help pupils learn this.
3. Understanding learning: the principles of cognitive science, metacognition and self-regulated learning.	You might annotate your planning to show how you have thought about things such as cognitive load, dual coding, or other insights from cognitive science.
4. Planning learning: mapping the curriculum and sequencing learning in the short- and medium-term.	Your planning will show how you have sequenced the learning, drawing on key threshold concepts to help pupils learn the knowledge required. There may also be evidence in your lesson plans and in any resources that you have prepared for sequencing learning in the shorter term.
5. Assessment: both formative and summative	There is a range of evidence mentioned in the case study: test scores, qualitative scrutiny of pupils' work, etc.
6. SEND and personalised provision: developing a pedagogy to meet the needs of all learners.	There is a lot of evidence in the above example to show how you have met John's needs. There might also be other pupils with specific needs in your evidence bundle class.
7. Pupils' personal development: holistic development of the child; pupils' understanding of their personal development.	Good use of the IEP; the TA might show how you have taken a count of John's personal development. The observation data from the class teacher will also help you understand John's personal development, and how to relate the key knowledge to pupils' development.
8. Personal and Professional Conduct: teachers' legal responsibilities; managing their well-being, resilience, and workload.	You might link to the SEN code of practice and refer to other professional protocols which have enabled you to meet John's needs.

Summative assessment in relation to the Teachers' Standards

To reach Qualified Teacher Status (QTS), trainees must demonstrate that they meet the Teachers' Standards in their teaching in both key stage 1 and key stage 2. The CTSN SCITT ITE curriculum has been designed to ensure that, if a trainee makes good progress in their learning of the curriculum, then they will have met all the Teachers' Standards. Towards the end of the course, the trainee's progress with the CTSN ITE curriculum is cross-referenced against the Teachers' Standards to check that trainees have met the Teachers' Standards.

Senior tutor moderation

Following the completion of the term 2 report, trainees' progress will be moderated, and their progress cross-referenced to the Teachers' Standards. The senior tutor will complete a review of the evidence in the OneNote notebook and discuss the trainee's progress with the trainee and mentor. The senior tutor will judge whether the trainee is on course to meet the Teachers' Standards by the end of the course and will set action steps to address any areas requiring development.

At the end of the moderation, the trainee will be provided with specific action steps to work on for the remainder of their time on the course. These will form the basis of the senior tutor QTS Tutorial.

Senior tutor QTS tutorial (June)

Following the completion of the term 3 report, the trainee's senior tutor will review all available evidence to support the award of QTS. This will include the term 3 report and evidence of meeting the moderation action steps: evidence in the OneNote notebook, particularly school-based training records, weekly reflections and lesson observations. After achieving a successful QTS tutorial, the senior tutor will recommend a trainee to the CTSN ITT Strategic Board recommend QTS.

The Recommendation of the award of QTS (July)

The Strategic Board meeting in July will formally recommend the award of QTS for all trainees who are recommended by the senior tutor team.

Support & assessment process (overview)

The great majority of trainees will progress through the standard assessment process: ie report 1, report 2, moderation, report 3, QTS viva with the senior tutor.

Some trainees will need additional support.

This might be a short-term additional focus on specific targets, after which they can return to the usual process of monitoring progress via the weekly mentor/trainee time.

Where problems persist, particularly regarding the award of QTS, the following diagram outlines the process involved in additional support and assessment.

Trainees requiring a long extension, into the next academic year

Any trainee who is flagged as needing a longer extension to meet the QTS requirements will immediately be placed on a stage 2 cause for concern report. *[If a trainee is part way through a support plan 1, then any ongoing concerns can be taken into the support plan 2 / cause for concern.]*

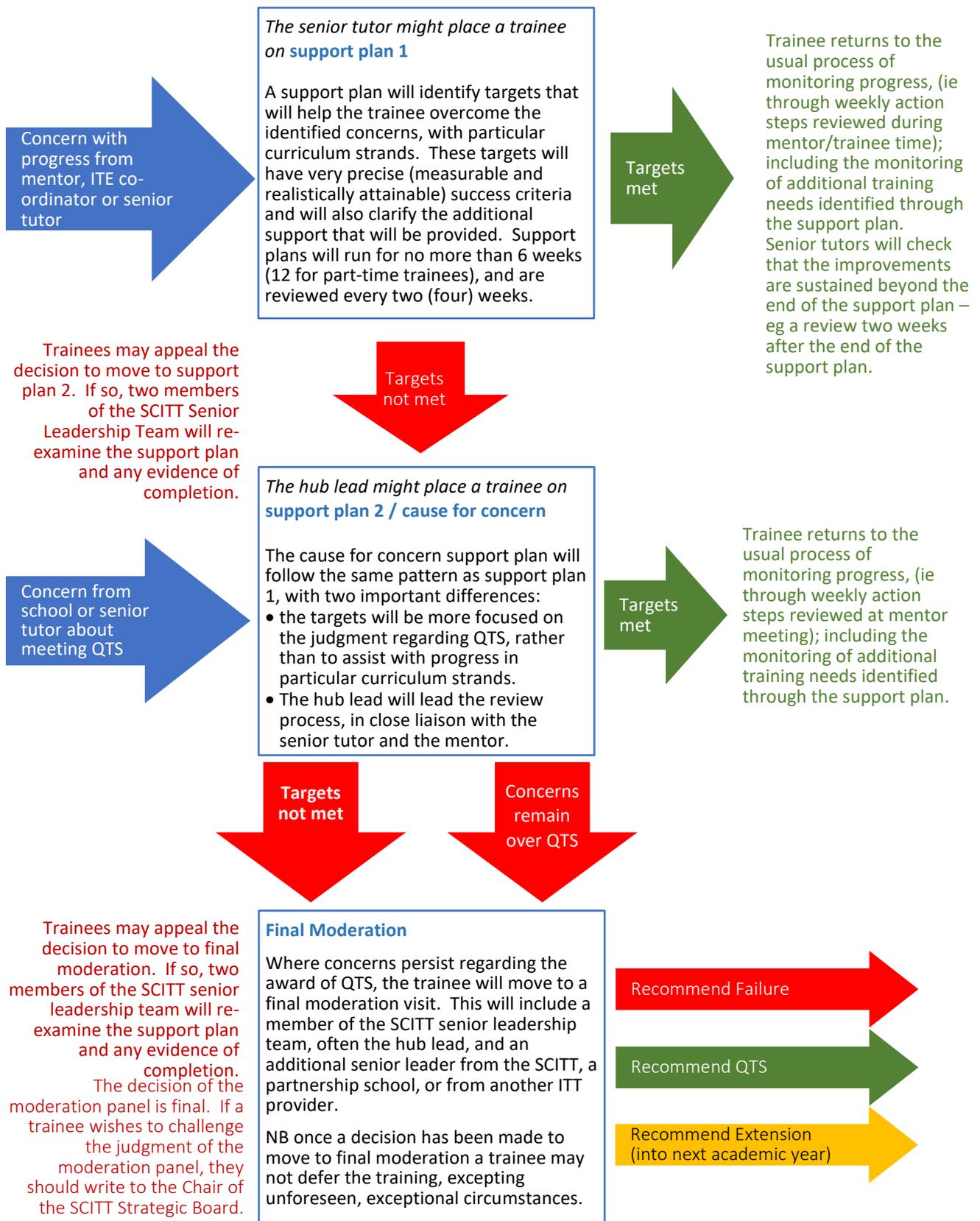
If all concerns identified are met, then the trainee will be able to gain QTS in July, (although will probably need a short extension to the end of the term). If the cause for concern report does not enable the trainee to address all concerns, then they will not have a QTS viva, but instead, an extension viva which will set clear targets for a five-week support plan 1, which will need to be addressed from week 3 of the extension (to allow for a fortnight's induction).

This means that all trainees on an extension will begin the extension on a five-week support plan 1.

Trainees who have met all concerns will complete support plans in week 7 of the extension placement and proceed to a QTS viva from week 12.

Trainees who do not address all concerns by week 7 will move to a five-week support plan 2 / cause for concern report. If this is successful, then a QTS viva will follow. If concerns remain, there will be a final moderation in week 12 or 13 of the extension placement. See the next page for an overview of the concern process.

Deferments are not permitted during an extension placement, except in very exceptional circumstances.



Trainees may go directly to cause for concern if:

- identified as at risk of requiring an extension into next academic year;
- there is a particularly serious concern, eg safeguarding or other professional concern;
- there is insufficient time left on the course to allow for both support plan 1 and 2 to be completed.

Assessment dates at a glance

	Full-time trainees
	<p>Autumn Term: Report 1 & Evidence Bundle 1 (EB1) - Start collecting evidence (from weeks 1-10) after October half term; Report 1 due late November, EB1 due end of November. EB1 Tutorials – start early December until end of Autumn term</p> <p>Spring Term: Report 2 & Evidence Bundle 2 (EB2) - Start collecting evidence (from weeks 11-20) early February; Report 2 due early March, EB2 due mid-March. EB2 Tutorials – start mid to late March.</p> <p>Summer Term: Report 3 & QTS Tutorial & Targets Evidence - Start collecting evidence early May; Report 3 (from weeks 21-30) due early June, QTS evidence (from any week) due mid-June. EB2 Tutorials – start mid to late June.</p>
	Part-time trainees
	<p>Year 1 Autumn/Spring Term: Report 1 & Evidence Bundle 2 (EB1) - Start collecting evidence (from weeks 1-10) early December; Report 1 due end-February, EB1 due early March. EB1 Tutorials – start mid to late March.</p> <p>Year 2 Autumn/Spring Term: Report 2 & Evidence Bundle 2 (EB2) - Start collecting evidence (from weeks 11-20) mid-September; Report 2 due mid-December, EB2 due end of November. EB2 Tutorials – start at the beginning of November.</p> <p>Spring/Summer Term: Report 3 & QTS Tutorial & Targets Evidence - Start collecting evidence after February half term; Report 3 evidence (from weeks 21-30) due end April/early May, QTS evidence (from any week) due early June. EB2 Tutorials – start mid to late June.</p>

School-based training

SCITT stands for School Centred Initial Teacher Training, and our trainees spend the vast majority of their time in school.

How are our values reflected in the school-based training?

Children first

All schools will provide safeguarding induction for trainees, who are expected to always act within the school's safeguarding policy. Trainees should remember that the reason why anyone is a teacher, and the reason for the SCITT to exist, is for the benefit of the pupils in our local schools, who deserve the very best teachers that we can help to develop.

School-based

80% of the training course is based in schools; trainees are immersed in the life of their placement school, observing and working alongside expert colleagues. It is here that trainees learn how to 'be' a teacher.

Locally grounded

Nearly all of our trainees go on to work in local schools. Given this, their school placements are an opportunity to develop a local professional network that might help sustain them in their early career development.

Research-engaged

Trainees should have an opportunity to see research-engaged practice in their placement schools and will be able to develop school-based professional knowledge through their action research projects. Mentors will utilise the research-based professional literature listed in the weekly curriculum plan when setting the action steps and broader discussions with trainees.

Practically focused

School-based training is where trainees can experiment with the ideas encountered in core training or in their reading. This is where mentors can encourage trainees to develop their professional practice, forming good habits to sustain them in their early careers and beyond.

Action step driven

Organising training in specific action steps will enable mentors to break down the complex learning process to teach into manageable measures. All colleagues working with trainees must understand their current stages so that trainees can follow this step-by-step approach.

Progressively sequenced

Our approach to mentoring follows the principles of 'instructional coaching', carefully organising professional learning into sequential steps. In this way, our school-based training attempts to avoid trainees being overwhelmed by the sheer complexity of learning to teach.

Quality not quantity

Trainees might have less contact time with pupils, particularly at the beginning of the course, but this enables each interaction with pupils to be of high quality. Furthermore, as trainees learn the process of teaching high-quality lessons, their contact time can be scaled up.

The ITE co-ordinator

This is a vital role in overseeing and developing mentoring within our partnership schools and supporting the CTSN SCITT Senior Team to quality assure the experience of our trainees in their placements. The ITE co-ordinator also has an integral role in the development of the ITE programme and its continued success.

The responsibilities of the ITE co-ordinator

- To be the main point of contact between CTSN SCITT, mentors and trainees in the school, and the first port of call for issues relating to trainees.
- Act as the first line of quality assurance for mentors in the school, ensuring that mentoring is in accordance with the guidelines laid out in part [3] of the partnership agreement.
- Ensure that each trainee's training programme:
 - Is driven by appropriate action steps that link directly to the weekly curriculum plan.
 - Is effectively personalised to a trainee's individual needs.
 - Is entirely supernumerary for non-salaried trainees.
 - Has no more than the equivalent of two days of directed, timetabled teaching for full time salaried trainees.
 - Is guided by the recommended time allocation outlined in Section 6.
- Observe each trainee at their school teach (at least) once a term, before each report, giving written feedback on the CTSN SCITT lesson observation form.
- Moderate the judgment of the mentors in their assessment of trainees' progress against the mastery of CTSN SCITT's eight curriculum strands. (Evidence of mastery of these eight curriculum strands will ultimately lead to a summative judgment of the trainee meeting the Teachers' Standards; the Teachers' Standards are no longer used as formative assessment throughout the course.)
- Ensure the quality, accuracy, and rigour of the termly reports.
- Ensure termly reports are submitted on the required deadline.
- Provide additional support and guidance to both mentors and trainees, including further classroom observation if needed, when a trainee is on a support plan.
- Attend all CTSN SCITT mentor/ITE co-ordinator training/meetings.
- Be available for discussion of a trainee's progress at any visit from a CTSN SCITT tutor.
- Contribute to the evaluation and development of CTSN SCITT's training programme.
- Liaise with CTSN SCITT, as appropriate, to facilitate recruitment processes and school placement allocation.

Mentors



Please use QR School based training record

Or click on <https://form.jotform.com/232445084200344>

A key feature of school-centred initial teacher training (SCITT) is a strong focus on school-based training. 80% of the training programme occurs in school, which means that the most critical trainer in each trainee’s progress is their mentor. It is the mentor’s responsibility to plan the school-based training, which will be focused around the allocation of action steps from the weekly curriculum plan/subject action step menu (*fortnightly for part-time trainees). This will be noted in the school-based record. It is essential that all the various aspects of the trainee’s learning - core training, reading, observation, PGCE work, etc. – all come together in the trainees weekly reflection form to be reviewed by the mentor prior to completing the school-based record.

There are 5 key expectations of mentors

Expectations	Resources to help mentors
<p>1 Enable the trainee to follow the weekly curriculum plan. Ensure that there are sufficient opportunities for the trainee to achieve both curriculum and subject action steps, as specified in the weekly curriculum plan and subject action step menu. This will include regular class teaching, team teaching, other interactions with pupils and other targeted training activities linked to particular action steps (eg observation or discussion with expert colleagues).</p>	<p><i>The weekly curriculum plan will be published termly. The subject action steps are found in the subject action step menu.</i></p>
<p>2 Read the research summary in order to link trainee’s development to the evidence-base.</p>	<p><i>The weekly curriculum plan will reference the research the trainee is being asked to read each week. The mentor section in the content library on OneNote includes a mentor summary section of the key evidence that should underpin the trainees’ learning.</i></p>
<p>3 Organise an opportunity for deliberate practice to rehearse some aspect of the training plan. This should be a practical activity, such as co-planning, or low-stakes rehearsal of some aspect of trainee development.</p>	<p><i>Mentors will have access to the WalkThrus book for this purpose, which might be useful here, or some other model for deliberate practice.</i></p>
<p>4 Observe trainee teaching at least once each week and provide written feedback that the trainee might use as evidence of their learning.</p>	<p><i>The formal weekly lesson observation form (core or foundation) should be used for this purpose.</i></p>
<p>5 Read the trainee’s weekly reflection, and sign this off as an accurate record of the trainee’s learning. There should be links to evidence of both action steps being</p>	<p><i>The weekly reflection can be found in the trainee’s section of the OneNote folder.</i></p>

completed and links made between the different aspects of the course, including links to reading / evidence. The point of the weekly reflection is not only to record the trainee's actions, more importantly, to be a reflective journal of their professional learning.	
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Each week, the mentor and trainee will complete the school-based training record. Mentors will need to meet with trainees to realise any of these responsibilities, but there is no expectation of an additional "mentor meeting". The time might be used for co-planning, deliberate practice, feedback, reviewing the weekly reflection, etc.

Training tasks

The training tasks are the range of activities through which this learning is achieved. There are many ways to develop training tasks: for example, something to read, something to observe, something to do. Planning trainees' learning and then skilfully selecting tasks through which to achieve this learning is the same process as planning for pupils' learning: small, specific, carefully sequenced tasks, focused on developing one aspect of a topic can, over time, develop quite complex learning. As with pupils' learning, when planning the tasks through which to achieve the learning, mentors should be mindful of the evidence that trainees might produce by which to demonstrate their new professional knowledge. This evidence needs to be filed in the appropriate OneNote folder and hyperlinked in the weekly reflection form each week. This should then be reviewed by the mentor to check that the trainee has achieved the learning specified in the action step prior to completing the school-based record.

Weekly training priorities

A trainee's week	A mentor's week
<p>Teach some lessons (following the trainee milestones guide): quality is better than quantity - three hours of great teaching and learning is better than six hours of mediocre teaching. These will be team-teaching opportunities initially building up to increasing changes in responsibility.</p>	<p>Feedback on lessons; focused on action steps, aiming to identify the next steps rather than descriptive. Written feedback might focus on the planning or the quality of the resources or pupil progress – even if the trainee couldn't teach a substantial part of the lesson. At least one lesson must be completed in the formal form as evidence of the completion of one or other of the action steps.</p>
<p>One of these formal lesson observations is to be uploaded as your key lesson observation - this might be the one to be discussed in your time with your mentor – so pick one that fits with your action steps.</p>	<p>It is best practice if at least one observation of the trainee's planning, teaching, or assessing is focused on particular action steps and the written feedback links to these statements. Discuss any matters arising from the weekly observations in mentor/trainee time.</p>
<p>Attend core training, do the core reading, and complete the 'weekly reflection form'. Use the weekly reflection as evidence of your action steps, including all reading-related tasks.</p>	<p>Discuss the key themes in the weekly reflection form (in mentor/trainee time) - especially in the 'So what' box, where the trainee should bring together the various elements of the training programme.</p>
<p>You will have two action Steps to evidence each week. Most of this evidence can come from (i) weekly reflection, (ii) lesson observations of you (including contributing to team teaching), (iii) your planning, resources, and assessment of pupils' progress. The subject knowledge audit is another good source of evidence for your specific progress.</p>	<p>Set [i] the ITE curriculum action step (from the weekly curriculum plan) and [ii] the subject action step (from the sequenced menu of subject action steps provided). Support in selecting these might come from the subject action step audit, work from the PGCE or work with you in the classroom. Choose appropriate subject action steps according to the primary curriculum teaching opportunities in your classroom. Be clear about where the evidence might come from (assessment, planning, resourcing, teaching, evaluating) for this evidence or the subject knowledge audit rather than 'extra' tasks. It is vital to check the evidence for the completion of these tasks at the next mentor/trainee time.</p> <p><i>Ensure at least 30 minutes of deliberate practice is completed each week, either as part of the mentor/trainee time or in the lesson feedback opportunities. This might utilise the WalkThrus book to support.</i></p>
<p>Keep up to date with your PGCE work and try to integrate it with your other school-based training, discussing your PGCE project with your mentor might support selecting some of your action steps. Don't neglect your subject knowledge audit.</p>	<p>Discuss progress with the PGCE and integrate this into the weekly training – this might be a good stimulus for selecting an action step. Regularly review the subject knowledge audit.</p>
<p>One (or two) observations of other teachers a week is good practice. Focus on a particular action step or your subject knowledge audit gaps.</p>	<p>Organise at least 1 (or 2) relevant observations of the trainee, where needed, to collect evidence as part of one or other of the action steps and to support their subject knowledge audit.</p>
<p>An additional piece of evidence, e.g., interview SENCO, talk to a TA, interview pupils with EAL. Consider one</p>	<p>On occasion...organise extra training/observations, such as a meeting with an expert colleague or a group of</p>

extra thing that might help you collect some particularly interesting evidence.

pupils to gather some evidence for progress with one or other of the action steps.

Mentor development

Mentors are an essential aspect of the SCITT training programme. 80% of the training takes place in schools, and mentors are the key people in making this a high-quality training programme. There is a renewed focus on the importance of the mentor throughout the Core Content Framework and the Early Career Framework, CTSN SCITT aims to provide a range of means to support its highly valued mentors.

Membership of the Chartered College of Teaching

We encourage all of our mentors to become members of the Chartered College and will reimburse 50% of the annual membership fee.

Mentor development & training

There are two different types of mentor training events:

- **Online mentor training and updates** - these online events will enable us to keep in touch with our mentor community and offer detailed guidance at different stages of the training course: new to CTSN mentoring/ report writing/ transition to Placement 2, and moderation. These are our main training events. In addition, we continue to use Tom Sherrington's and Oliver Caviglioli's 'Walkthrus' as the basis of our instructional coaching model. All mentors will receive a paper copy of the 'Walkthrus' Instructional Coaching book to support their work.

NASBTT teacher educator programme level 2; Instructional Coaching

We are also offering the NASBTT level 2 'Instructional Coaching course'. The early Career Framework will require more mentoring capacity from schools and understanding principles of Instructional coaching will help mentors in either the SCITT or with ECT mentoring or other coaching situations. With this in mind, we are offering this certificated course, particularly to aspiring mentors who might be interested in mentoring in the future. However, if any current mentors would like to do the course, they would be more than welcome.

Programmes of support for trainees

Support plans

As CTSN SCITT grows, it is essential that we have robust mechanisms in place for supporting trainees throughout the ITE year. The support plan formalises this support process, offering documented tangible support from both the placement school and CTSN SCITT, in addition to the specific, achievable, incremental targets with precise deadlines which the trainee should follow. The documentation provides evidence of the support put in place by both the placement school and CTSN SCITT and evidence of the trainee's progress against their personalised targets. It is intended that the trainee is consulted throughout this process, and targets and support are mutually agreed upon and always in the best interests of the trainee and in liaison with the placement school.

A trainee might be placed on a support plan if:

The mentor/ITE co-ordinator makes a referral of the placement school, referencing the lack of trainee progress against CTSN SCITT's curriculum strands and a concern that the trainee might not be on track to meet the Teachers' Standards by the end of the ITE year if further progress is not made.

- The termly report suggests a concern in one or more areas of CTSN SCITT's curriculum strands and that the trainee is not on track to meet the Teachers' Standards by the end of the ITE year.
- A referral is made by the mentor/school ITE co-ordinator about the trainee's attitude to the course and / or professionalism.
- Attendance has been raised as an issue, and a programme of catch-up activities and support may be required.
- A referral is made by the mentor/school ITE co-ordinator to the senior tutor noting that the trainee is not progressing with their teaching load and cannot meet the suggested milestones for their chosen route. (Trainees need to be consistently not meeting the milestones to warrant a support plan.)
- A referral is made by the senior tutor or hub lead about the trainee's progress and the lack of evidence against CTSN SCITT's Curriculum Strands and therefore at risk of not being on track to meet the Teachers' Standards by the end of the ITE year. (The mentor/ School ITE co-ordinator may not have picked this up.)

Implementing a stage one/stage two support plan

The stage one support plan is in addition to the usual action steps and evidence offered in the weekly mentor/trainee time. Action steps are likely to dovetail and complement the targets set in any plan. A support plan can only be actioned by a senior tutor or hub lead within CTSN SCITT, in liaison with the placement school. The senior tutor will then set the support plan, reviewing it, and deciding on the next steps.

Senior tutors should notify the hub lead, well-being lead and admin once a trainee has been placed on a support plan.

Support plans should:

- Contain no more than four SMART targets;
- Very precise evidence itemised for each target;
- Clarity about the support that is provided (from both school and/or SCITT);

- Clarity about whether the evidence suggests the target has been met (to ensure that targets are clearly measurable targets). This must be a binary YES/NO option; (it might be helpful to specify, eg “80% of lesson plans must...”, or “80% of pupils should...” to ensure the targets are realistic and achievable)
- The purpose of the review is both to check the trainee’s progress against the targets and also to ensure that additional support is in place. Trainees should not fail to achieve a support plan if the identified support has not been forthcoming; in such cases, the support plan is continued to ensure a six-week period with the identified support in place.

Monitoring of both stage one and stage two support plans

Evidence of the trainee’s progress concerning the targets set on the support plan will be reviewed fortnightly by the mentor and senior tutor. The senior tutor will follow this up with the trainee, mentor, and School ITE co-ordinator and set the following fortnight targets. Each two-week support plan should be signed off by the senior tutor and saved in the trainees file in the senior tutor Team. If the support plan targets have not been met, this should be documented and saved as above.

Senior tutors should share the support plan with the trainee, mentor and School ITE co-ordinator at all stages of the support process.

On a stage one support plan, the senior tutor should ensure that they have a phone/virtual call fortnightly with the mentor and trainee to review progress against the support plan targets. In addition, the senior tutor should undertake at least one additional lesson observation in each half term to review the trainee's progress and offer formative feedback on teaching and learning. More observations may be needed, depending on the reason for the support.

Trainees should not be on a stage one support plan for more than six weeks. This allows them to run through two two-week cycles of additional support, target setting and observation. At this point, the hub lead, in liaison with the senior tutor, will determine if a stage two support plan is required.

A stage two support plan will be triggered if limited progress has been made against the targets during the stage one support plan process. This now becomes a cause for concern. The trainee must be told that they are not making expected progress on the course and that they are at risk of not meeting the Teachers’ Standards by the end of the ITE year. Failure to meet the targets from support plan Two may result in an extended placement and/or failure to pass the course. The hub lead will lead a formal review meeting with the trainee and senior tutor to discuss the trainee’s options and make this clear to them.

On a stage two support plan/ cause for concern, all the above should take place, but also the hub lead will visit, observe and track the trainee's progress and consider additional steps/support needed to ensure the trainee is mastering CTSN SCITT’s curriculum strands and is on track to meet the Teachers’ Standards by the end of the ITE year. Progress review meetings will need to take place with the hub lead, senior tutor and trainee fortnightly.

Tracking of trainee evidence will need to be carefully monitored for those on a support plan, and more regular formative feedback will be required from the senior tutor.

Progress of trainees who are placed on a support plan will be a regular item in all senior tutor meetings to ensure hub leads are updated and further support considered where necessary.

Example of a support plan

Key Target for development	Rationale (& link to Curriculum Strand)	Support	Activities
<p>TARGET 1: Curriculum Strand 8- Personal and Professional Conduct.</p> <p>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback.</p> <p>Focus on: Personal organisation and meeting deadlines: Meet planning deadlines of a least 48 hours if feedback is required/agreed/expected.</p>	<p>Curriculum Strand 8: Personal and Professional Conduct.</p> <p>This will allow you to make the most of the high-quality feedback that you are getting from colleagues and will improve the quality of your planning.</p>	<p>Weekly coaching with X on personal organisation and support with lesson planning.</p> <p>Class teachers will offer support with planning if lesson plans are sent 48 hours in advance and/or if meetings are requested to discuss planning.</p> <p>Existing resources/plans have been given and should be used to make planning more manageable.</p>	<p>Use lesson outlines you have already worked on with X for all groups you teach and stick to this when planning a solo lesson.</p> <p>Share detailed plans for lessons at least 24hours in advance.</p> <p>Make explicit in the lesson plan- indicating where the progress will be checked at crucial points.</p> <p>Plan in extra sessions per week on your timetable to work solely on the development of your teaching file.</p> <p>Make sure you have had verbal and written feedback on all your lessons, and you have responded to these with your reflections.</p>
<p>TARGET 2:</p> <p>Reflect systematically on the effectiveness of lessons and approaches to your teaching.</p> <p>Focus on: To reflect more deeply on your lessons, considering if pupils meet the learning objectives and, if not, what interventions need to happen going forward.</p>	<p>Curriculum Strand 4: Planning Learning</p>	<p>X to offer examples of lesson reflection both after the lesson and after the feedback to explore how to do this.</p> <p>X to organise an observation of at least two lessons per week – timetable this and ensure X is supported with target questions.</p> <p>Talk to class teachers about their reflections on progress in their lessons and explore HOW this happens and what evidence they draw on.</p>	<p>Evaluate lessons establish where you could have done more with your planning in order for pupils to make faster/sustained progress, and share this with your mentor.</p> <p>Ensure that evaluations of lessons are shared with observing teachers in your feedback meetings. DO this first before receiving their feedback.</p> <p>Share reflections with X in mentor/trainee time.</p> <p>Observe at least two lessons per week – timetable this- and ensure that you use the detailed reflection questioning to support this process.</p>

The support plan is intended to support X to securely meet all aspects of the Teachers’ Standards by the end of the course. Failure to meet these targets would put the aim of teaching consistently good lessons at risk and will result in a Stage 2 support plan being submitted. Failure to meet targets in support plan 2 could result in an extension or failure to gain QTS.		
Actions for School ITE co-ordinator	Actions for the senior tutor	Actions for the mentor
School ITT coordinator will meet trainee once a week and look at the quality of lesson reflections and offer formative feedback using the reflective cycle.	Senior tutor will check One Note Evidence and will focus on the quality of the lesson reflections in our review meeting.	Mentor to write a short formative commentary on progress towards each target on a fortnightly basis to be sent to senior tutor.
Review Meeting – Targets met?		Next Steps?
Review of PGCE:		

Support plan for well-being

We recognise that the training year can place significant demands on trainee teachers, and at times, trainee resilience may be low and trainee well-being adversely impacted. We are acutely aware that life sometimes does not go to plan, and trainees may find themselves in difficult personal circumstances, which may impact their ability to meet the demands of the ITE course. Trainees should contact the CTSN SCITT’s primary well-being tutor if they have any well-being issues or concerns at the earliest opportunity. If the senior tutor is aware of any issues or concerns, they will also alert the CTSN SCITT’s primary well-being tutor and encourage the trainee to work with them.

CTSN SCITT wants to support all our trainees and has robust mechanisms in place for supporting trainees throughout the ITE year on resilience, well-being and time management. The support plan formalises this support process, offering documented tangible support from both the placement school and CTSN SCITT, in addition to the specific, achievable, supportive and incremental targets with manageable deadlines which the trainee should follow. The documentation provides evidence of the support put in place by both the placement school and CTSN SCITT and evidence of the trainee’s progress against their personalised targets. It is intended that the trainee is consulted throughout this process, and targets and support are mutually agreed upon and always in the best interests of the trainee and in liaison with the placement school. It is also intended that a support plan for well-being should only be used for trainees who would under ‘normal’ circumstances be able to meet the demands of the curriculum and able to meet the Teachers’ Standards by the end of the ITE year, but as a result of well-being or personal issues, this might be a risk.

A trainee might be placed on a support plan for well-being if:

- The trainee alerted senior tutor, well-being tutor, mentor or ITE co-ordinator to a change in their personal circumstances that will impact the ITE course.
- The well-being tutor, mentor, school ITE co-ordinator or senior tutor became aware of the trainee's poor mental health/well-being.
- The well-being tutor, mentor, ITE co-ordinator or senior tutor became aware of time management issues brought on by changes to well-being or personal circumstances.
- The well-being tutor, mentor, ITE co-ordinator or senior tutor became aware of the trainee's lack of resilience and potential dropout from the ITE year.

Implementing a support plan for well-being

This support plan is in addition to the usual setting of action steps and evidence offered in the weekly Mentor/trainee time. The setting of action steps is likely to consider the suggestions in the support plan. A support plan can only be actioned by a senior tutor, well-being tutor or hub lead within CTSN SCITT in liaison with the placement school if appropriate. Depending on the circumstances, the senior tutor or well-being tutor will take on the responsibility for setting the support plan, reviewing it, and deciding on the next steps.

The senior tutor/well-being tutor, in discussion with the trainee, will decide if the placement school needs to be informed and work with the trainee to decide the best supportive course of action. The senior tutor and well-being tutor will confidentially share appropriate information in accordance with our Safeguarding Policy with the CTSN SCITT designating safeguarding lead and, where appropriate, CTSN SCITT personnel.

Monitoring a support plan for well-being

Evidence of the trainee's progress concerning the targets set on the support plan will be reviewed fortnightly by the well-being tutor/senior tutor and, where appropriate, shared with the mentor. The senior tutor will then set the targets for the next fortnight. Each two-week support plan should be signed off by the well-being tutor/senior tutor and saved in the trainee's file in the senior tutor team. If the support plan targets have not been met, this should be documented and saved as above.

Well-being tutors/Senior tutors should share the support plan with the trainee and, where appropriate, with the mentor. If the trainee is making progress on the support plan and meeting the demands of the ITE course with support, the trainee may stay on the support plan for as long as necessary. If the trainee has been on the support plan for six weeks and limited/no progress has been made, it may be appropriate for a further support plan to be put in place.

The well-being tutor will support the trainee and feedback to the senior tutor on progress and potential next steps.

Quality assurance



Quality assurance in senior tutor visits

The emphasis placed on high-quality mentoring in the Early Career Framework and on the importance of coherence with the ITE curriculum between core training and school-based training leads to a requirement for robust quality assurance. Not only do we need to ensure that we have high-quality, school-based training, thoroughly integrated with the core training curriculum, we need to be able to demonstrate that this is the case and have clear processes, both to celebrate and disseminate high-quality training practice, but also to offer more support to mentors where needed.

Each term, as part of their school visits, senior tutors will complete a simple QA form. This data is collected anonymously and is used to inform whole course planning, not to make any judgments about individual mentors. [Mentors who may need additional support and guidance will be identified through the senior tutors' termly visits, or ongoing QA with ITE coordinators and not through this particular QA process.]

In addition to these ten summary judgments, senior tutors will record one or two specific, 'recommended actions for the development of the school-based training programme.

The form will be shared with the mentor, the school ITE coordinator and CTSN SCITT mentor development tutor.

The trainee's timetable is appropriate (in terms of key stages and termly milestones).	Primary trainees should teach in the allocated key stage for each placement. They should have the opportunity to observe and team teach/teach (with a teacher present) in other classes within that key stage and observe expert colleagues throughout the school. (Milestones are outlined in the handbook, and in the 42-hour time sheet. Trainees ought to spend at least 15 hours a week in the classroom either observing, assisting or teaching.
Trainee workload is thoughtfully managed in line with the 42-hour guidance.	The trainee is helped to manage their workload in line with the 42-hour guidance sheet. Time for lesson planning, in particular, needs careful attention to ensure a sensible work-life balance. Co-planning or modelling planning (as part of deliberate practice) might help keep this aspect of the training more closely monitored to avoid excessive workload for trainees.
The trainee's OneNote contains high-quality evidence of each ITE curriculum action step.	Every week, trainees should upload high-quality evidence of the ITE curriculum action step. This should be clearly signposted, e.g. hyperlinked in the weekly reflection. It should be clear that trainees are able to know, remember and <i>apply</i> what they are learning. Evidence, therefore, should prioritise the impact on trainee's practice and not simply their theoretical knowledge base.
The trainee's OneNote contains high-quality evidence of each subject action step.	Every week, trainees should upload high-quality evidence of the subject action step. This should be clearly signposted, eg hyperlinked in the weekly reflection. It should be clear that trainees are able to know, remember and <i>apply</i> what they are learning. Evidence, therefore, should prioritise the impact on trainee's practice and not simply their theoretical knowledge base.
Both trainee and mentor share an understanding of	Both trainees and mentors read the weekly research (summary for the mentor), which means that the school-based training programme is informed

<p>the key reading & evidence from the CCF that underpins the training programme.</p>	<p>by the key research from the Core Content Framework. This should be evident in the professional dialogue between trainees and their mentors and might be seen in the weekly reflection, which should form an effective link between 'theory' and 'practice'.</p>
<p>Deliberate practice (modelling and rehearsal) is embedded in the mentoring cycle.</p>	<p>Deliberate practice and modelling of aspects of training is embedded in the school-based training and occurs each week (fortnightly for part-time trainees). This may follow WalkThrus or use some other approach but should include several short cycles of trainee practice with feedback. There are many forms of deliberate practice, ranging from low-stakes rehearsal of key classroom skills, co-planning, or the modelling and rehearsal of assessment & feedback, etc.</p>
<p>The weekly reflection is an accurate record of the trainee's professional learning, appropriately linked to evidence of the trainee's progress.</p>	<p>Trainees should reflect on how their learning is integrated across core training, reading and school-based learning, including the importance of subject-specificity in the trainee's learning. Each of these things ought to be mentioned explicitly in the weekly reflection. The 'So what?' section is where these things should be linked, as trainees create professional meaning from their various experiences. This means that the weekly reflection should be a reflective journal of trainee's professional learning (and not simply a record of their actions).</p>

Supporting quality mentoring

This table outlines the responsibilities and actions of individuals to support our trainees in being able to receive high-quality mentoring.

ROLE	RESPONSIBILITY	BUILDING KNOWLEDGE OF MENTORING	RESPONDING TO GOOD PRACTICE	RESPONDING TO DEVELOPMENT NEED
Trainee	To discuss their experience of mentoring with the senior tutor.	Discussions with senior tutor during visits and tutorials.	Share with their senior tutor.	
Senior tutor	To regularly review the mentoring of the trainee. To identify and share good practices or issues with the School ITE co-ordinator and mentor development tutor (MDT). Compiling the QA report as part of the senior tutor visit.	Reviewing mentoring practice during school visits, tutorials, and a review of school based training records.	Share with the school ITE co-ordinator and MDT	Offer support to the mentor during senior tutor visits to the school. Communicate with the school ITE co-ordinator and MDT regarding any issues. Be aware of and communicate the impact of any support to the ITE co-ordinator and MDT.
School ITE co-ordinator	To know the quality of mentoring across the school's mentor team. Use the key indicators in the QA table to monitor mentoring. To liaise with senior tutor and MDT sharing good practice and organising development support, if needed.	Review of school based training record. Discussions with mentors. Discussions with trainees. Observation of mentoring.	Share within their own mentor team. Share with MDT.	<i>Mentor not following expected procedures:</i> provide support and monitor. Communicate issues and actions to the senior tutor and MDT. <i>Mentor needing further development:</i> liaise with MDT to identify appropriate support that can be put in place. Support and monitor impact. Communicate issues and impact of actions to MDT and senior tutor.

Mentor Development Tutor (MDT)	To facilitate mentor development by sharing good practices and supporting mentors with developing practices.	Sampling school based training records. Discussion with senior tutors and Reviewing the QA reports.	Collate and disseminate evidence of good practice from senior tutors.	Liaise with senior tutors and mentors to identify and provide appropriate development support to mentors. Communicate with senior tutor regarding actions and impact. Communicate with SCITT Leadership Team regarding issues and actions.

Literacy & numeracy tests

Literacy and numeracy tests are no longer a pre-course condition of entry to an ITT course. Instead, the responsibility has been passed to ITT providers to assess whether a trainee is sufficiently literate and numerate to be recommended for QTS. A significant difference is that this is now at the end of the ITT course, rather than at the beginning.

Numeracy

Following a successful interview and acceptance of an offer onto our course, trainees will be required to take the 'elevate my maths' diagnostic numeracy test before the start of the course. Where the diagnostic test indicates that further support might be necessary, any trainee will not be able to be recommended for QTS until the relevant 'elevate my maths' modules are completed, or, in exceptional circumstances, a suitable alternative has been agreed with the senior tutor and SCITT Director.

Trainees will need to bear the (very nominal) cost of this course; (£5 per module required, maximum of seven modules). [*Please remember* that, in the past, all trainees were required to pay for their own literacy and numeracy tests as part of the application process.]

Literacy

At interview, trainees will undertake a written literacy task which will involve reading and commenting on an academic article. Their response will be considered as part of the decision to make an offer. If an offer is made and further literacy development is suggested, this will be part of the ongoing conversation between the senior tutor, trainee, and mentor.

CTSN have developed a trainee literacy support tool (an example is seen below) which can be used alongside support from the trainee's senior tutor.

Skill:	RAG rating:	Evidence so far: Codes to use for evidence: EB = Evidence Bundle WR (week no.) = weekly reflections SBTR (week no.) = School- Based training record R1 / R2 = Reports LP (group, date) = Lesson Plan LO (group, date) = Lesson Obs, O = Other Evidence (specify)	What have you completed to improve competence with this skill: (I.e., from the menu of suggested support resources)
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Use of standard English grammar in speaking and writing			
Use of clear pronunciation when speaking			
Use of correct vocabulary relevant to context			
Use of clear verbal and written instructions			
Use of clear verbal and written questions in class			
Fluent reading of English texts.			
Good comprehension of written English texts			
Clear and coherent communication in written English			
Correct use of spelling and punctuation in written English			

Both literacy and numeracy will be monitored via the termly reports, and any ongoing development need might inform an action plan where necessary.

Please note the following guidance from the DfE in respect of Literacy and Numeracy:

Prior to the award of QTS, providers must assure the trainee’s English and mathematics. Providers must assure that trainees demonstrate competence in the following areas.

Speaking, listening and communicating are fundamental to a teacher’s role. Teachers should use Standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with a good understanding.

Writing by teachers will be seen by colleagues, pupils and parents, and, as such, it is important that a teacher’s writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.

Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.

Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches, including estimating and rounding, sense checking answers, breaking down problems into simpler steps, and explaining and justifying answers using appropriate language.

Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee’s responsibility to secure fundamental English and mathematics, whereas responsibility for assurance lies with the provider.

PGCE (non-salaried)

The Education team at ARU partner with us in seeking to fully prepare caring, resilient, passionate, and inspirational teachers for the ever-changing landscape of education who are committed to and prepared for lifelong learning in the 21st century.

Course Aims

- To develop a systematic understanding of knowledge and a critical awareness of current issues linked to professional practice in primary teaching and learning.
- To develop a thorough working understanding of and critically evaluate current research and established pedagogic strategies in primary teaching and learning.
- To demonstrate skills in critically evaluating current practice in primary education.
- To develop transferrable pedagogic skills demonstrating personal responsibility for professional development as a teacher.

The PGCE part of our course will develop an in-depth understanding of a complex body of knowledge and skills relating to the primary teaching profession.

You will have thoroughly analysed best practice models to fully evaluate your teaching skills and set personal, and professional goals.

This will give you the opportunity to progress to a full master's degree in education.

PGCE - 60 credits at Level 7 - Course Structure:

Trimester 1 (PGCE training is six half-days throughout the autumn term)

The Reflective Practitioner (30 Credits)

- Understanding the reflective practitioner discourse, competency discourse and notions of evidenced-based practice in teaching.
- The impact of reflective practice on children's learning.
- Using critical self-reflection to set personal goals.
- Creating appropriate resources to enhance children's learning.
- Reflecting on and responding to professional feedback (teaching observations).

Trimester 2 (PGCE training is six half days throughout the spring term)

Professional Evidenced-based Enquiry (30 credits)

- Theoretical approaches to learning and professional enquiry.
- The value of professional enquiry for individuals and institutions.
- Audit skills in relation to academic and professional work.
- Uses of and approaches to enquiry. Planning, implementing and reporting an enquiry.
- Communities of enquiry for professional enquiry.

PGCE course - Assessment:

PGCE = 60 Credits at Level 7

Two core modules: Trimester 1: The Reflective Practitioner Assessment: Visual Presentation (750-word equivalent) Patchwork Text (3000 words).

Trimester 2: Professional Evidenced-based Enquiry Assessment: Visual Presentation (1500-word equivalent) Written report (4500 words).

Trainees also get support access to: CANVAS, ARU's learning portal, a PGCE Tutor, and the University Library.

The weekly reflection form

Describe the key takeaways from...		WHAT ?
<p>... core training</p> <p>Aim to no more than 3 or 4 bullet points in each section – it's a summary</p>	<ul style="list-style-type: none"> Questioning can be used for a variety of tasks and should be planned. Not just a teacher to child relationship but encouraging q's and interrogation from the chn themselves is also important. Not just a closed question (although not wrong to use in situations) but encourage open explorative questioning. Questioning should be planned for to enable checking in, assessment, and challenging chn. 	<p>Summarise your key takeaways from core training in 3 - 5 bullets. You can't include everything, so what were the most significant learning points?</p>
<p>... your reading</p> <p>Include links to the reading (or research summaries)</p>	<ul style="list-style-type: none"> Robert Diyanni (<i>Critical and Creative Thinking – a guide for teachers</i>, 2015) suggests that only open-ended questions are 'Good' questions but does agree that questions are key to enabling creative thinking and learning hyperlink to the research summary or your notes about it. Gallagher and Ascher's taxonomy (<i>A preliminary report on analyses of classroom interaction</i>, 1963) identified 4 types of questions identifying different levels of questioning. Hyperlink to this diagram and your notes Dylan Wiliam (<i>Formative Assessment in Mathematics</i>, 1999) says that questioning should not be just rehearsing old learning, but cause pupils to think - this is where the learning happens. https://discovery.ucl.ac.uk/id/eprint/10001150/1/Wiliam1999Formativepart115.pdf 	<p>What have you read this week - again summarise in just a few key points.... might be one thing from each of three readings of three key takeaways from one key reading</p>
<p>... your ITE curriculum /subject knowledge development</p>	<ul style="list-style-type: none"> Maths – an interesting shift from getting the sums right to critiquing method – so sometimes better questions are about process White Rose Maths, “maths mastery approach”, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on – so the questions might be focused on exploring these key concepts and not on getting the right the answers 	<p>If there is a link to a particular subject, record it here</p>
<p>... your teaching</p> <p>Hyperlink evidence for both your ITE Curriculum and Subject</p> <p>Include hyperlinks to your evidence in the OneNote folder</p>	<ul style="list-style-type: none"> Starters can link into the core lesson subject or be used to revisit/retrieve /practice material already learnt. The importance of the questioning here to drill into what the children already know is vital. (Hyperlink to trainee observation of mentor focusing on questioning and the impact on learning) Similarly, with Y1 to Y2 in Phonics - the requirement to get the foundations correct and secure before being able to move on and build on that knowledge. Questioning was key in identifying this. (Hyperlink to trainee observations of Y5 maths lesson and Y1 Phonics lesson focused on identifying questioning and its impact on learning). My mentor and I co-planned and team taught focusing on questioning and the impact on the chn learning. This highlighted the need for me to know possible misconceptions and how to identify and then address gaps in chn learning using questioning (Hyperlink to co-planning with mentor and focused mentor observation of trainee during team teaching giving focused feedback on questioning) 	<p>This will be related to the action steps – you should include hyperlinks to BOTH the ITE curriculum action step AND the subject action step you have been following this week</p>

<i>What is the significance of these experiences (in terms of your knowledge and meaning-making)?</i>		SO WHAT?
<i>Similarities and differences</i>	<p>A key point this week is that the focus of questions needs to be on the learning and not simply on task completion. The White Rose Maths example is particularly interesting here – perhaps it is more important to question children about the concepts involved and not just about the answers. Sometimes children might learn more from a wrong answer – but only if the teacher is able to use questioning not only to correct a wrong answer but link to conceptual understanding to know WHY it’s wrong. This raises some really interesting questions about different types of questions; whilst I don’t really agree with Robert Dyanani that only open-ended questions are ‘good’, it is true that open-ended questions are key to enabling creative thinking, which might help with the development of mental models / schema in the long-term memory (required for new learning). Rather than the distinction between ‘open’ and ‘closed’ questions, perhaps, as Dylan Wiliam suggests, it’s more about ‘shallow’ or ‘deep’ learning; not just rehearsing old learning, but causing pupils to <u>think</u> - this is where the learning happens. This is why it is really important not only to ensure that the questions I ask link to the big concepts in the learning objective, but also that I allow wait time – because it will take time for the children to process this, and to make the new links in their long-term memory.</p> <p>The opportunity to co-plan with my mentor about anticipating misconceptions was really interesting here – it made me think much more about how the questions I ask link to the longer-term learning and not simply getting the answer correct. This ties in with last week’s reflection about the importance of my focus being on chn learning, not the activity completion; the same is true for how I plan and ask questions. This is also might help with knowing when to question and extend is important; relating chns’ answers directly to the Learning Objectives might not only help me be aware of what they are learning (formative assessment), but also to decide whether, and how, to extend.</p>	<i>It is probably better to write this as continuous prose and not as bullet points as the whole point here is to shoe the LINKS between core training, reading and school-based training.</i>
<i>Emerging themes / key ideas</i>		<i>There should be proper links to the reading and particular links made with your training</i>
<i>Key developments in your professional knowledge</i>		<i>NB there is some critical engagement here (with Dyani and Williams) – this section is NOT a summary, it’s where you are developing your mental models through the critical reflection on all your training during the week.</i>
<i>Include comments on both your reading, and your practice.</i>		<i>Note how the process of reflection develops professional knowledge – not only professional practice.</i>

<i>What is the impact of your professional learning on your professional practice...</i>		NOW WHAT?
<i>... in relation to your current context (ie in relation to particular classes etc)</i>	<ul style="list-style-type: none"> In maths, I will make much more effort to use Amy and Oscar’s answers not only to model the right answers but use questioning to see if I can help higher attainers talk about the underlying concepts. This, in turn, might help Jack and Jill to understand the importance of the method and also enable Nathan to learn from wrong answers rather than simply be discouraged – “I didn’t get that right – <u>yet</u> - <u>because...</u>” might be an interesting extension of the Carole Dweck open mindset in relation to questions and concepts. I will be exploring the planning approach trying to start at the end and work back from the learning objective. I will plan my questions (and ask them) with much more focus on the learning objective – not task completion, or getting the answer right, but helping chn learn WHY an answer is right or wrong (in terms of the underlying concepts) – this should help them build mental models in their long-term memories. 	<i>Two or three practical ideas about how you might develop your professional practice in this area.</i>
<i>... in relation to other (future) contexts.</i>		<i>This might relate to particular classes, or children within a class</i>

Termly curriculum overview summaries

Autumn term

(1) Behaviour for learning

Comment on the success of the instructional coaching approach of 'I, WE, YOU'. Where is the trainee on this journey for different aspects of Behaviour for Learning (B4L) Comment on the trainee's ability to manage basic classroom routines with both proactive and, where necessary reactive behaviour management strategies, in line with the school's behaviour policy. Comment on the trainee's ability to create a teacher persona in the classroom and use appropriate verbal and non-verbal signals.

Give examples of this in practice.

(2) Subject knowledge for teaching

Comment on the trainee's subject knowledge audit and subject action step log and strengths/gaps of their subject knowledge for teaching. Consider how the trainee has developed their subject knowledge for teaching in this term, responding to their audit and use of CPD to close their knowledge gaps on B4L, AfL and personalisation – SEND. Provide examples of this action.

(3) Understanding learning

Comment on the trainee's ability to use the principles of the science of learning and metacognitive practices in their planning this term. Give concrete examples of how Rosenshine's Principles of Instruction have been discussed and put into action in lesson plans.

(4) Planning learning

Comment on the trainee's lesson planning quality this term, giving precise examples from their planning. Discuss how they have used the CTSN lesson planning framework and Rosenshine's Principles of Instruction to support their planning. Comment on the quality of the trainee's self-evaluation. Give examples of how the trainee can discuss the journey and purpose of each lesson and note how knowledge/skills are developed.

(5) Assessment

Comment on the trainee's ability to communicate how progress is tracked and measured in their phase; (being aware of each assessment's purpose, validity, reliability, and value). Comment on how the trainee has shown they understand the link between planning and formative assessment (AfL) and how they have planned meaningful AfL strategies into their lessons to check for progress against the L/O.

(6) SEND & personalised provision

Comment on the trainee's knowledge of the categories of SEND [Physical/Sensory needs, Communication/Interaction needs, Social/emotional/well-being, cognition and learning needs]. Give examples of how the trainee has used the school's documentation on SEND pupils to support their planning for adaptive teaching. Comment on the quality of the trainee's adaptive teaching practice to remove students' barriers to learning.

(7) Pupils' personal development

Comment on the quality of the trainee's engagement with their wider role. What pastoral experiences has the trainee had? What experiences of teaching/supporting PSHE, RSE, Fundamental British values - the wider curriculum - has the trainee had? What extra-curricular involvement has the trainee had?

(8) Personal and professional conduct

Comment on the trainee's understanding of the importance and protocols for safeguarding/ child protection/prevent/equality and diversity/well-being/ health and safety and explain how the trainee has engaged with this training and put it into action (where appropriate). Comment on the trainee's resilience, time management and professionalism. Comment on how the trainee can support their well-being. Comment on the trainee's proactivity in developing their learning throughout this term.

Spring term

(1) Behaviour for learning

Comment on the success of the instructional coaching approach of 'I, WE, YOU'. Where is the trainee on this journey for different aspects of B4L? Comment on the success of the trainee in developing the appropriate B4L behaviours required for their phase. Comment on how the trainee plans for precise B4L instructions for each activity in the lesson. Comment on the ability of the trainee to deal effectively with behaviour that limits learning and de-escalates and de-personalises behaviour reminders/sanctions. Give examples of this in practice.

(2) Subject knowledge for teaching

Comment on the trainee's subject knowledge audit and subject action step log and note strengths/gaps in their subject knowledge for teaching. Consider how the trainee has developed their subject knowledge for teaching this term, responding to their audit and use of CPD to close their knowledge gaps on B4L, and AfL, e.g. pupil progress, personalisation for the more able. Provide examples of this action.

(3) Understanding learning

Comment on the trainee's ability to use the principles of the science of learning and metacognitive practices, especially metacognitive and critical thinking, in their planning this term. Give concrete examples of how Rosenshine's Principles of Instruction have been discussed and put into action in the trainee's lesson plans. Comment on how the trainee has developed pupils' self-regulation.

(4) Planning learning

Comment on the trainee's lesson planning quality this term, giving clear examples of what they have planned and how this relates to the milestones. Discuss how they have used the CTSN lesson planning framework and Rosenshine's Principles of Instruction to support their planning. Comment on the quality of the trainee's self-evaluation. Give examples of how the trainee can now use the principles of cognitive science and metacognitive practice in their planning. Finally, note how trainees can discuss how knowledge/skills are developed.

(5) Assessment

Comment on the trainee's ability to communicate how progress is tracked and measured in their phase. Comment on the quality of trainee feedback to check for and improve learning. Comment on how the trainee uses AfL strategies to check foundational knowledge/prior learning before moving on. Comment on the success of the trainee's ability to plan for meaningful self, peer and teacher assessment points, being clear on purpose. Comment on the trainee's ability to develop time-efficient feedback.

(6) SEND & personalised provision

Comment on the trainee's knowledge and experience of planning to meet the needs of SEND pupils in the following categories: (Physical/Sensory needs, Communication/Interaction needs, Social/emotional/well-being, Cognition and learning needs.) Comment on the quality of the trainee's adaptive teaching practice to remove pupils' barriers to learning and note ways they have evidenced SEND pupil progress and learning. Comment on how trainees have developed time-efficient ways to adapt teaching, noting the focus on Autism and EAL learners this term. Consider how the trainee has planned for more challenging SEND needs this term.

(7) Pupils' personal development

Comment on the quality of the trainee's engagement with their wider role. How has this been different to the trainee's placement 1 pastoral experiences? What pastoral experiences has the trainee had in placement 2? What experiences of teaching/supporting PSHE, RSE, and fundamental British values curriculum has the trainee had? What extra-curricular involvement has the trainee had?

(8) Personal and professional conduct

Comment on the trainee's understanding of the importance and protocols for safeguarding/ child protection/prevent/equality and diversity/well-being/ health and safety and explain how the trainee has engaged with this training and put it into action (where possible). How has this been different in placement 2? Comment on the trainee's resilience, time management, professionalism and how well they support their well-being. Comment on the trainee's ability to work with others effectively (such as TAs, parents etc.) Comment on the trainee's proactivity in developing their learning throughout this term.

Summer term

(1) Behaviour for learning

Comment on the success of the instructional coaching approach of 'I, WE, YOU'. Where is the trainee on this journey for different aspects of B4L? Comment on the success of the trainee in developing the appropriate B4L behaviours required for their phase. Comment on how the trainee plans for precise B4L instructions for each activity in the lesson. Comment on the ability of the trainee to deal effectively with more challenging behaviour that limits learning and how they can de-escalate and de-personalise behaviour reminders/sanctions.

Comment on how the trainees work with colleagues and parents to improve behaviour for learning. Give examples of this in practice.

(2) Subject knowledge for teaching

Comment on the trainee's subject knowledge audit and subject action step log and note strengths/gaps of their subject knowledge for teaching. Consider how the trainee has developed their subject knowledge for teaching in this term, responding to their audit and use of CPD to close their knowledge gaps on marking, feedback, moderation and focused action research. Comment on how trainees have moved on in their thinking to become more than task managers and curriculum deliverers.

(3) Understanding learning

Comment on the trainee's ability to use the principles of the science of learning and metacognitive practices, making clear links between knowledge and metacognition. Comment on the trainee's understanding of different types of knowledge and how they activate this knowledge through their planning.

(4) Planning learning

Comment on the trainee's lesson planning quality this term, giving precise examples of what they have planned and how this relates to the milestones. Discuss how they have used Rosenshine's Principles of Instruction and, in particular, retrieval practices and 'deliberate difficulty' as a focus in their planning. Comment on the quality of the trainee's self-evaluation. Comment on how the trainee reflects on pupil progress. Give examples of how the trainee can now plan to pre-empt misconceptions and adapt their planning to meet the needs of ALL learners.

(5) Assessment

Comment on the trainee's ability to ensure assessment is an integral part of the planning process. Comment on how well the trainee uses targeted and bespoke AfL strategies and how they have a clear rationale for each assessment. Comment on the trainee's success in discussing pupil progress with key stakeholders (e.g. parents & carers). Comment on the trainee's experience of marking and assessing in a summative way, in particular moderation processes where appropriate.

(6) SEND & personalised provision

Comment on the trainee's knowledge and experience of planning to meet the needs of SEND pupils in the following categories: (Physical/Sensory needs, Communication/Interaction needs, Social/emotional/well-being, Cognition and Learning needs.) Comment on the focus for this term - supporting SEND pupils with low literacy and consideration of grouping/seating plans. Comment on how the trainee responds to SEND needs in their class in a more responsive way, adapting their practice where necessary.

(7) Pupils' personal development

Comment on the quality of the trainee's engagement with their wider role, noting how they are taking more responsibility for their home class this term. What experiences of teaching/supporting PSHE, RSE, and fundamental British values – the broader curriculum - has the trainee had? How has the trainee supported pupils with well-being and resilience? What extra-curricular involvement has the trainee had?

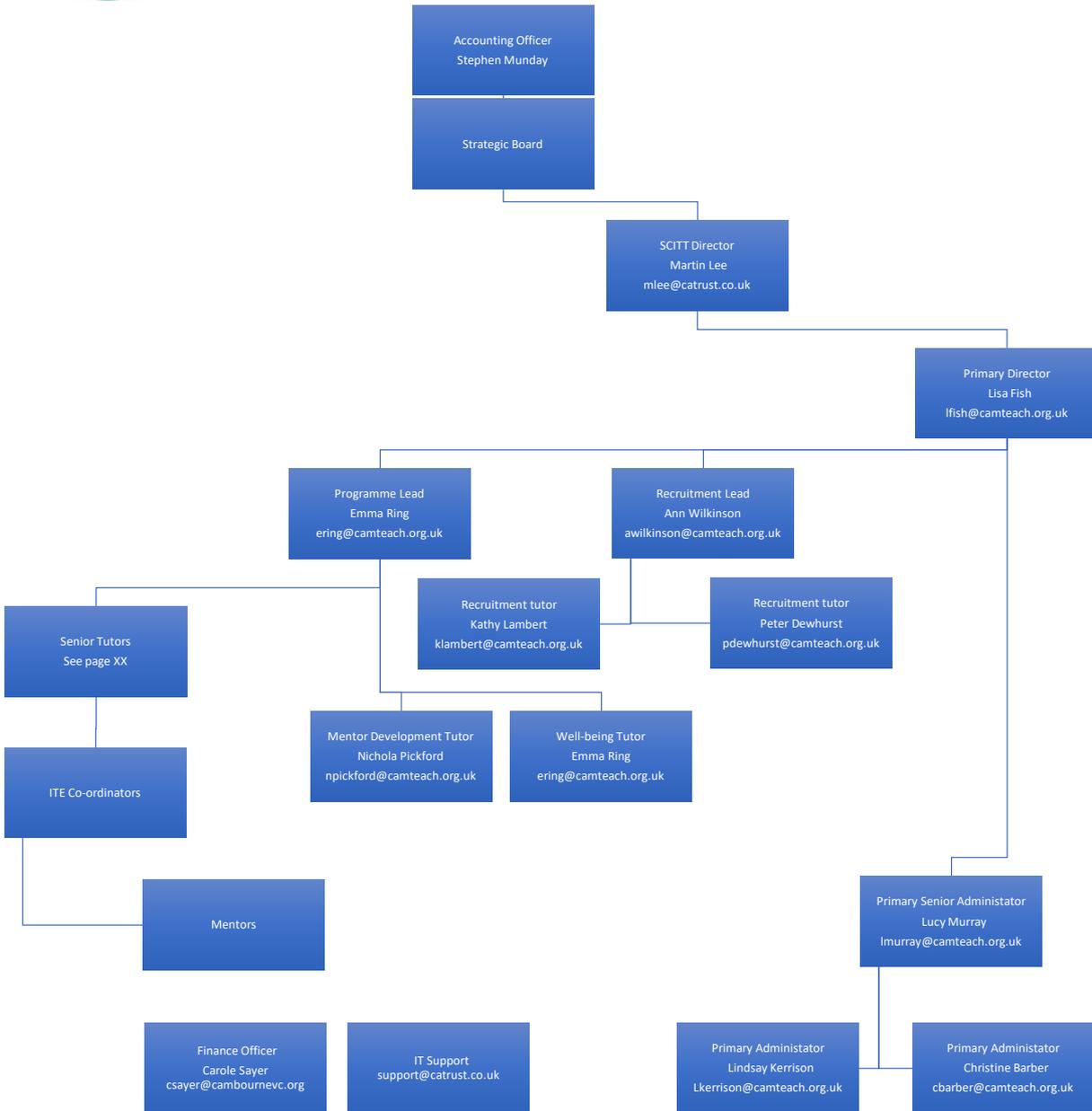
(8) Personal and professional conduct

Comment on the trainee's understanding of the importance and protocols for safeguarding/ child protection/prevent/equality and diversity/well-being/ health and safety and examples of how the trainee has put their training into action in the classroom/wider role. Comment on the trainee's resilience, time management, professionalism and how they support their well-being. Comment on the trainee's ability to work with others effectively (such as TAs). Comment on the trainee's proactivity in developing their learning through the quality of their reflection and research-engaged practice.

CTSN Organisational Diagram



CTSN SCITT Organisation Chart 2023-24



Policy QR code links

All CTSN SCITT's policies can be found on our [website](#):



But for ease of access you click or scan the QR code to open these documents:

[Absence policy:](#)



[Reasonable adjustment policy:](#)



[Acceptable use policy:](#)



[Recruitment policy:](#)



[Complaints policy:](#)



[Safeguarding policy:](#)



[Data protection policy:](#)



[Trainee code of conduct:](#)



[Disciplinary policy:](#)



[Well-being policy:](#)



[Equality & diversity
policy:](#)



[Whistleblowing policy:](#)



CTSN SCITT Partnership Agreement 2023-24
Click or scan the QR code to open the document

