



# CTSN SCITT

Cambridge Training School Network  
School Centred Initial Teacher Training

**2023-2024**

Secondary Training Handbook

@ | <https://ctsncitt.info/>

— | [scitt@catrust.co.uk](mailto:scitt@catrust.co.uk)

# Contents

<i>Introduction</i> .....	4
<i>Values</i> .....	4
<i>The structure of the training programme</i> .....	5
<i>Part-time trainees</i> .....	6
<i>Salaried Trainees</i> .....	7
<i>Trainee teaching and observation</i> .....	8
<i>Recommended teaching milestones</i> .....	8
<i>Trainee timetables</i> .....	9
<i>Well-being and workload</i> .....	10
<i>Outline time allocation</i> .....	11
<i>SCITT who’s who</i> .....	12
<i>SCITT Tutors</i> .....	13
<i>Subject Lead trainers</i> .....	13
<i>Safeguarding</i> .....	14
<i>CTSN SCITT trainee calendar</i> .....	14
<i>The curriculum</i> .....	17
<i>CTSN SCITT’s ITE curriculum strands – our eight building blocks</i> .....	20
[1] <i>Behaviour for Learning</i> .....	21
[2] <i>Subject knowledge for teaching</i> .....	22
[3] <i>Understanding Learning</i> .....	23
[4] <i>Planning Learning</i> .....	24
[5] <i>Assessment</i> .....	25
[6] <i>SEND and Personalised Learning</i> .....	26
[7] <i>Pupils’ Personal Development</i> .....	27
[8] <i>Personal and Professional Conduct</i> .....	28
<i>The weekly curriculum plans</i> .....	29
<i>Subject knowledge for teaching</i> .....	30
<i>Overview of assessment (QTS)</i> .....	33
<i>Formative assessment of trainees’ progress (CTSN SCITT ITE curriculum)</i> .....	34
<i>Evidence bundles</i> .....	35
<i>Summative assessment in relation to the Teachers’ Standards</i> .....	37
<i>Assessment dates at a glance</i> .....	38
<i>PGCE deadlines</i> .....	38

<i>Trainees requiring a long extension, into the next academic year</i> .....	39
<i>Overview of support plan process</i> .....	40
<i>School-based training</i> .....	41
<i>The professional tutor</i> .....	42
<i>The professional tutor’s year</i> .....	43
<i>Professional tutor meetings</i> .....	45
<i>Professional tutor quality assurance</i> .....	45
<i>Mentors</i> .....	46
<i>NASBTT’s Level 2 certificate in instructional coaching</i> .....	47
<i>Additional mentor responsibilities</i> .....	48
<i>Subject mentor responsibilities (from the partnership agreement)</i> .....	48
<i>Programmes of support for trainees</i> .....	49
<i>Quality assurance</i> .....	52
<i>Literacy &amp; numeracy tests</i> .....	53
<i>Appendix A: Partnership Schools 2023-24</i> .....	55
<i>Appendix B: CTSN SCITT’s Policies</i> .....	56
<i>Appendix C: Partnership Agreement 2023-24</i> .....	57
<i>Appendix D: Organisation chart</i> .....	58

# Introduction

The purpose of this handbook is to provide trainees, professional tutors, and mentors with guidance about the content and format of the secondary training courses provided by CTSN SCITT. Trainees core training will take place across two training hubs, one based in Cambridge, and one based in Bury St Edmunds. led by Laura King. A list of all the partnership schools, and contact details, can be found at [Appendix A](#).

Additional documentation, policies and electronic downloads are available from the 'Content Library' of the [One Note Class Notebook](#). Trainees have access to this notebook with their @camteach.org.uk email account; mentors and professional tutors will need the link to the content library (and a separate link for each trainee's individual folder). Support with course administration, including these links are available from Beata Gibson [[bgibson@camteach.org.uk](mailto:bgibson@camteach.org.uk)]

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

## Values

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

### *WHY? – Mission Statement Values that define who we are*

#### Children first (inc Safeguarding)

All decisions made, by Tutors, mentors, schools or trainees, should be geared towards promoting a better education for young people. Keeping everyone safe, whether children, trainees, or trainers, 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 into the life of a school, learning alongside expert practitioners. Once a week, they attend core training, which is taught by a range of expert, practising teachers who help make 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. A high percentage of our trainee teachers go on to work in local schools.

### *WHAT? – Core Values that run throughout our training programme*

#### Researched-engaged

All of 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 critically engage with research, and develop their own 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. These action steps are at the centre of our training programme.

### Progressively sequenced

We aim to ensure there is clear, carefully sequenced, practical, professional learning, organised in sequential steps, following the principles of ‘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 on a Friday. This means that all full-time trainees spend four days a week at school, and one day in core training, usually at either Bottisham Village College or Sybil Andrews Academy; (see next page for the structure of part-time training).

### School-based training

The principal training relationship is with the [subject mentor](#), who will oversee all aspects of the school-based training programme. Each week (or fortnight for part timers) there are two action steps: the curriculum action step, which will take the focus of the core training programme and develop practical professional learning in the context of the school placement; and the subject action step, which will be a development of each trainee’s subject-specific training, outlined in the subject training table. [See the section on [‘mentors’](#) in this handbook, for further information and guidance about the role of the mentor.]

Each school has a [professional tutor](#) who will oversee the work of the school’s subject mentors and offer further support to the trainees. [See the section on [‘professional tutors’](#) in this handbook, for further information and guidance about the role of the professional tutor.]

### Time in-school

Full-time trainees will spend four days in-school and attend core training on a Friday. Non-salaried trainees will spend the autumn term in placement 1, and the rest of the course, from January to June, in a second placement school. Salaried trainees spend the whole year in their employing school, except for a shorter alternative placement see next page for information about [part-time trainees’](#) time in-school. See information about [‘trainee teaching’](#) regarding trainees’ timetables.

### SCITT training

There are various strands to the SCITT Training Programme:

- **Core training:** The Friday’s core training Programme is the principal SCITT-based delivery of the [CTSN ITE curriculum](#). The [weekly curriculum plan](#) outlines how this is integrated with the school-based training and, each week, specifies the curriculum action step.
- **Subject specialist training:** Throughout the year, there are regular opportunities for subject specific training; eg three subject focused intensive training practice days and 11 (Friday) afternoons of subject specialist training, led by subject lead trainers. In addition, mentors will use the [subject training table](#) to develop each trainee’s subject specific training programme. Trainees will also work through their subject knowledge audit as an on-going document throughout the year to develop their subject knowledge. Copies of these can be found in the [Content Library of the OneNote notebooks](#).
- **PGCE:** Embedded within the training programme, CTSN SCITT teaches the postgraduate certificate of education (PGCE), in partnership with Anglia Ruskin University (ARU).

## Subject lead trainer

In addition to the subject lead trainers, mentor, and professional tutor in-school, secondary trainees will be supported by a SCITT tutor throughout the course. Subject lead trainers are subject specialists who look after a small group of trainees to monitor their progress against the curriculum throughout the year. There are regular tutorials, and the tutors will visit trainees in-school each term. Subject lead trainers will also quality assure the mentoring, ensuring the school-based curriculum is delivered effectively, and offer support to mentors where needed. If there are any problems or concerns, relating to the wider SCITT programme, the SCITT tutor is the first port of call; see the [Who's who guide](#) for contact details.

## Part-time trainees

Part-time trainees follow all 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). Less time in-school means that trainees' school-based training follows a fortnightly cycle, in place of the weekly cycle for the full-time trainees. Therefore, whilst the core training element of the SCITT ITE curriculum can all be covered in year 1, the school-based elements of the curriculum are spread over two years. Non-salaried part-time trainees do core training in year 1 and their PGCE in year 2.

	Year 1	Year 2
Core training	All ITE curriculum: Blocks 1 – 30	PGCE (for non-salaried trainees) or Action Research (for salaried trainees).
School-based Training	ITE curriculum: Blocks 1 – 14, one block per fortnight.	ITE curriculum: blocks 15 – 30
Weekly reflection	Complete all for blocks 1 – 14, and Core training (and reading?) only for blocks 15 – 30.  <i>We recommend all year 1 part-timers complete the core training part of the weekly reflection as they go and then come back to the rest of the weekly reflection in year 2 for blocks 15 – 30.</i>	Complete the full reflection for blocks 15 – 30 in-school-based training.  <i>[Trainees use their record of core training (blocks 15 – 30), and the accompanying resources in OneNote to inform their school-based training in year 2.]</i>

## A fortnightly training cycle

Part-time trainees have the same cycle of school-based training and reflection but spread over two weeks. Teaching load is similar to full timers' weekly milestones but, again, spread over two weeks: [click here for trainee teaching 'milestones'](#). In other words, the 'weekly curriculum plan' becomes the fortnightly curriculum plan, and the 'weekly reflection' becomes the fortnightly reflection.

## Part-time trainees' subject action steps

As all subject training is completed in year 1, part-time year 1 trainees need to work through the subject action steps action steps per fortnight, working chronologically. Half will be completed in year 1 and the others in year 2.

Part-time trainees should be set a subject action step each fortnight by their mentor using the subject training table.

## Time in-school for part-time trainees

Part-time training	Placement 1	Placement 2
Non-salaried trainees	1.5 days in-school + Friday core training throughout year 1	2.5 days in-school + PGCE throughout year 2 some time each week might be spent on PGCE either on or off the school site
Salaried trainees (Provisional)	1.5 days at their salaried school throughout both years of the training course.	1 day per week throughout Autumn and Spring term in Y2 in a contrasting school, whilst continuing with the 1.5 days at the home school.

*1.5 or 2.5 days represent 0.3 or 0.5 of a full time teacher's teaching load*

The ways in which these days in-school are flexible, to be negotiated with the trainee and the professional tutor. Such decisions should be based on the amount lessons for which a trainee is available to train; '1.5 days' would mean that a part-time trainee must be in-school, and available to teach or observe as required, for 30% of the total number of lessons taught by a full-time teacher in a fortnightly timetable rotation. ([See milestones](#) for part-timers). In some cases, particularly to fit in with timetable requirements, it might make sense to have different 'school days' in the fortnightly rotation; for example, trainees in year 2 might attend school for two days in week A, and three in week B, etc. This should be negotiated with the professional tutor at each placement school, taking into account trainee needs and timetable constraints. Part-time trainees will negotiate this with professional tutors at their placement schools; such discussions will balance the flexible nature of the part time course, other responsibilities of the trainee, and the constraints of the school timetable.

## Reports

The reporting schedule from schools follows the same timescale with report 1 due after 9 fortnightly training cycles; report 2 after 21 cycles; and report 3 after 30 cycles. Report 2 is problematic because fortnights 10 – 14 will be in the first placement, and fortnights 18 – 32 in the second placement. Part-time year 1 trainees will therefore have a report 2a for blocks 10 – 14 and then report 2b for blocks [18-21]. These will be combined to create report 2 ensuring each placement school contributes to the report in relation to this division, as appropriate. [\[click here for assessment dates at a glance\]](#)

## Salaried Trainees

Salaried Trainees follow the same programme as their non-salaried colleagues, with some modifications

- They can teach up to a maximum 0.4 of a teacher timetable (2 days), including full responsibility for classes from September. However, there must be a minimum of a further 0.4fte (2 days) available for supernumerary training; ie maximum 0.4fte with salaried classes, minimum 0.4fte supernumerary training; 0.2fte (Fridays) in Core training.
- They teach their 0.4fte timetable throughout the year; in the Spring term the alternative placements will take place in the 0.4fte supernumerary training. (This is why it is better of schools can organise the salaried and supernumerary aspects of trainees' timetable on discrete days).
- The final report (Report 3) is slightly later in the term.
- In view of their increased school responsibility, salaried trainees do not study the PGCE.

## 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 targets and training activities, this will be based on the trainee's particular training needs. All lessons taught in term 1, and most in term 2 (with the exception of 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 is able to give feedback to assist a trainee's progress.

Every week, throughout the entirety of the course, trainees receive written feedback on their teaching, which is recorded on the CTSN observation form Appendix B (which can be downloaded from the secondary Team Notebook. [Each week, at least one formal lesson observation in relation to the trainee's action steps should be added to the trainee's file in the OneNote notebook.](#) It is important that trainees should be given some form of feedback on most lessons taught; other lesson observations can be completed on the general lesson observation form – seen in Appendix B.

### *Team teaching – gradual release model of training*

Co-planning and team-teaching are recommended as a process whereby trainees can be gradually drawn into the complex process of whole class teaching. We actively encourage mentors to adopt an 'I, WE, YOU' approach with trainees, setting up lessons as team teaching from the beginning of a placement, and co-planning, co-delivering lessons, using a gradual release model of training, to move to whole class teaching when the trainee is ready.

This approach not only supports the trainee, but it also ensures that mentor stays in control of what their class is learning. This means that the trainee can learn through teaching alongside an expert colleague, and pupils' learning remains a shared responsibility. This is good for the pupils and good for the trainee. Co-planning also helps the class teacher check the quality of the lesson materials in advance. The class teachers remain responsible for their classes throughout.

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 trainees

- by the end of term 1: [teach 5 – 7 hours a week](#) (inc evidence bundle 1)
- by the end of term 2: [teach 7 – 10 hours a week](#) (inc evidence bundle 2)
- by the 10th May: [teach 10 – 12 hours](#)
- by the beginning of July: [teach 12 – 16 hours](#)

#### Part-time trainees

- by the end of term 2: [teach 4 – 6 hours in a two-week cycle](#) (inc evidence bundle 1)
- by the end of term 3: [teach 6 – 7 hours in a two-week cycle](#)
- by the end of term 4 in year 2: [teach 7 – 10 hours in a two-week cycle](#) (+ evidence bundle 2)
- by the 10th of May in year 2: [teach 10 – 12 hours](#)
- by the beginning of July in year 2: [teach 12 – 16 hours in a two-week cycle](#)

*For salaried trainees this is inclusive of any unsupervised timetabled teaching: no more than 40% (full-time) or 20% part-time) of your school teaching allocation.* 

### *Teaching time & planning time*

As the teaching time increases, it is important that mentors assist trainees to plan lessons more efficiently; as more time is taken with teaching, there will need to be less time for planning each individual lesson. This might mean thinking of alternative ways of efficient lesson planning as trainees take on more teaching. For

example: (i) there should be less emphasis on trainees planning all lessons from scratch; the development of shorter format lesson planning proformas; thoughtful use of shared planning and resources (always adapted to the particular needs of each class). In practice, mentors might guide trainees to use different approaches to planning for the different classes they teach to help maintain a manageable workload. Throughout the course, trainees ought to spend 15 hours per week in the classroom; this would include their teaching, the observation of expert colleagues in relation to the weekly (or fortnightly) action steps, or other classroom experience, such as working to support individual pupils, or assisting with particular groups. There is an [outline time allocation](#), covering various elements of the course on p.10. Trainees will need mentors to help them achieve these allocations by guiding them on how to speed up areas that are taking more than the allocated time. Where mentors and class teachers have short planning meetings with the trainees, this can accelerate the process of planning for the trainee, as they have a clearer idea about the thinking behind the department's curriculum planning and resources.

## Trainee timetables

Timetables should be uploaded to the trainee's OneNote notebook, and kept up to date, to inform subject lead tutors (or others) when arranging visits. Please include the actual times of lessons, '10:30am – 11:45am' (rather than 'Period 3') and make clear the actual dates of weeks 1/A and 2/B on any rotation.

Please note:

Trainee timetables should include a variety of lessons throughout the age range for which they are training to teach; in particular, trainees should teach both KS3 and KS4 in both placements (and KS4 & KS5 if on 14 – 19 route). Trainee must be teaching both KS3 and 4 in both placements. KS4 is only Year 10 and 11 and not year 9, irrespective of the content taught – it is about the age of the pupils.

Trainees should at times [teach alongside experienced teachers](#); in fact, team teaching and following a gradual handover process might be good for both trainee's and pupils' learning: eg 'I do it' >> 'I do it with you' >> 'you do it with me' >> 'you do it'.

[Observation of expert practitioners](#) is a key part of training. However, it is important that this observation is linked to specific action steps, as outlined in the weekly curriculum plan. Trainees should not routinely observe the same class unless there is a clear purpose to do so. It is more likely that they will observe different expert practitioners each week, according to their particular action steps. At the beginning of the course trainees will be observing more, but observation will reduce as trainees' teaching time increases. There is a lesson observation support booklet, found in OneNote (key documents) that supports targeted lesson observation, offering detailed questions on specific areas.

Timetables should pay attention to the full range of different types of training activities with which trainees are involved. Trainee timetables should include specific time to work on the full range of training activities and this should be marked on the trainee timetable. For example, trainees should have blanked timetabled slots to work on their [weekly reflection and weekly reading](#); one afternoon a fortnight might be reserved for [PGCE work](#), including consideration of off-site working, if this is better for the trainee.

It is good practice for trainees to get some experience of [teaching 6<sup>th</sup> form classes](#), if practicable, but their evidence for QTS should come from KS3 and KS4; they are all on KS3/4 courses, except for business Studies or Psychology, which are KS4/5). Similarly, if on a KS4/5 route, some experienced of KS3 is helpful, but should be limited.

## PGCE

All non-salaried trainees will follow a PGCE, as part of the SCITT programme. This is taught by the team of SCITT PGCE tutors and accredited by Anglia Ruskin University. [It is important that mentors and trainees seek to integrate PGCE study with other aspects of the SCITT training course.](#) In the autumn term, trainees complete a unit on 'The Reflective Practitioner', and in terms 2 & 3 they complete a Professional Evidence Based Enquiry into their developing professional practice. Please refer to the PGCE section in the [Content Library](#) of the OneNote notebook for further details about the PGCE aspect of the SCITT training course.

PGCE deadlines can be seen in the [overview of assessment](#).

## *Well-being and workload*

There is an [outline weekly / fortnightly time sheet](#) to suggest approximate time 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 overall workload within sensible boundaries, in order to promote trainees' well-being and avoid burnout (*see next page*).

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 professional tutor
- Discussion with subject Lead tutor
- Raising a flag in the weekly mentor meeting record
- Speaking directly to Mo Middleton, well-being tutor, [MMiddleton@camteach.org.uk](mailto:MMiddleton@camteach.org.uk)

We encourage trainees to do 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 weekly mentor meeting form.

## Outline time allocation

In order 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. Please use this to plan your timetables for your trainee and label timetable slots with these heading – eg two hours marked weekly reflection.

<b>Secondary training: Outline Time Sheet</b>	Approximate hours per week			
	Autumn	Spring	Summer	
			Before PGCE	After PGCE
Teaching	6	9	12	15
Planning & preparation	9	9	9	12
Classroom experience (observing, supporting learning, etc)	9	6	3	2
Core training	5			
Deliberate Practice	1			
Professional networking (meetings etc)	1.5			
Assessment & marking	1.5			
Core reading (from weekly curriculum plan)	1			
Weekly reflection	2			
Uploading evidence / curating OneNote folder	1			
PGCE: reading, writing, etc	5		more teaching after PGCE submission	

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 important to keep an eye on the overall workload for trainees. For example, it is apparent that an increase in teaching time is not always accompanied with a reduction in planning time, and so mentors might focus help on smarter planning towards the end of the course, as teaching loads increase; it may be appropriate to vary the requirements for lesson plan records, with some classes’ planning recorded in shorter formats.

Trainees should spend 15 hours each week in the classroom and more after they have finished their PGCE, whenever possible: this would include their teaching, and observation in relation to action steps, working with groups of pupils or supporting learning in other ways.

\*Following the submission of the PGCE assignment at the end of April, trainees may be allocated more teaching, aiming for 80% of a teaching timetable (pro rata for four days in-school) for the last six weeks of the course.

For part-time trainees, these hours might be taken as a fortnightly guide; in year 1 there is 10 hours of core training per fortnight (and no PGCE), and in year 2 there are up to 10 hours for PGCE (and no core training).



## SCITT who's who

Secondary Programme Lead	Laura King	lking@camteach.org.uk
Well-being tutor	Mo Middleton	mmiddleton@camteach.org.uk

Secondary programme administrator	Beata Gibson	bgibson@camteach.org.uk
-----------------------------------	--------------	-------------------------

PGCE programme lead	Martin Lee	mlee@catrust.co.uk
	Melanie Davies	mdavies@camteach.org.uk
	Lucy Doddrell	ldoddrell@camteach.org.uk
	Laura King	lking@camteach.org.uk
	Naomi Barker	nbarker@camteach.org.uk

Recruitment lead	Alex Blagona	ablagona@camteach.org.uk
------------------	--------------	--------------------------

Recruitment admin	Sanja Radakovic	sradakovic@combertonvc.org
-------------------	-----------------	----------------------------

IT support		support@catrust.org.uk
------------	--	------------------------

SCITT finance	Carole Sayer	csayer@cambournevc.org
---------------	--------------	------------------------

Director, CTSN SCITT	Martin Lee	mlee@catrust.co.uk
----------------------	------------	--------------------

Chair of Strategic Board CEO, The Cam Academy Trust	Stephen Munday	smunday@catrust.co.uk
--	----------------	-----------------------

## SCITT Tutors

Art	Claire Chacksfield	cchacksfield@camteach.org.uk
Biology	Debbie Chadwick	dchadwick@camteach.org.uk
Chemistry	Sarah Morgan	smorgan@camteach.org.uk
Computing	Michael Thompson	mthompson@camteach.org.uk
Design Technology	Mark Bennett	mbennett@camteach.org.uk
Drama	Linzie Hodgson	lhodgson@camteach.org.uk
English	Laura King	lking@camteach.org.uk
	Sarah Boggis	sboggis@camteach.org.uk
	Melanie Davies	mdavies@camteach.org.uk
	Dawn Hook	dhook@camteach.org.uk
Geography	Deborah Brown	dbrown@camteach.org.uk
History	Sarah Jackson-Buckley	sjackson-buckley@camteach.org.uk
	George Tobutt	gtobutt@camteach.org.uk
Maths	Julie Warner	Jwarner@camteach.org.uk
	Catriona Agg	cagg@camteach.org.uk
	Ali Johns	ajohns@camteach.org.uk
MFL	Stephen Midgley	Smidgley@camteach.org.uk
Music	Audrey Caldwell	acaldwell@camteach.org.uk
PE	Jane Clarke	jaclarke@camteach.org.uk
	Katie Naylor	knaylor@camteach.org.us
	Rob Dovaston	rdovaston@camteach.org.uk
Physics	Liz Pascoe	lpascoe@camteach.org.uk
Psychology	Sarah Morgan	<a href="mailto:smorgan@camteach.org.uk">smorgan@camteach.org.uk</a>

## Subject Lead trainers

Art	Andrew Guinivan	aguinivan@camteach.org.uk
Biology	Debbie Chadwick	dchadwick@camteach.org.uk
Chemistry	Rachel Carrington	rcarrington@camteach.org.uk
Computing	Janet Symonds	jsymonds@camteach.org.uk
Design Technology	Tom Corker	tcorker@camteach.org.uk
Drama	Jeremy Frost	jfrost@camteach.org.uk
English	Laura King	lking@camteach.org.uk
History	Matt Elliott	Melliot@camteach.org.uk
Maths	Jonathon Dunning	jdunning@camteach.org.uk
MFL	Stephen Midgley	smidgley@camteach.org.uk
Music	Audrey Caldwell	acaldwell@camteach.org.uk
PE	Jo Thompson	jthompson@camteach.org.uk
Physics	Jessica Rowson	jrowson@camteach.org.uk
Psychology	Jess Ruddock	jruddock@camteach.org.uk

# Safeguarding

When on placement, trainees should follow the school’s safeguarding processes, and refer concerns to the placement school Designated Safeguarding Lead (DSL). If there are concerns related to the SCITT programme, the SL for secondary is the SCITT Director (Martin Lee) and the well-being tutor (Mo Middleton).

To raise a CTSN SCITT safeguarding concern email Martin Lee: [mlee@catrust.co.uk](mailto:mlee@catrust.co.uk) with SAFEGUARDING in the subject line. In addition, concerns about the leadership of the SCITT can be directed to the Chair of the Strategic Board (Stephen Munday: [smunday@catrust.co.uk](mailto:smunday@catrust.co.uk)). There are further details in the SCITT’s Safeguarding and Whistleblowing policies which can be found on the SCITT website [\[click here\]](#).

A copy of the [organisational diagram for the SCITT can be seen in Appendix H](#)

## CTSN SCITT trainee calendar

FT	PTY1	PTY2	Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday	
0	0	0	28/08/23					Induction online	Induction online
			04/09/23	Induction	Induction	Induction	Induction	Induction	Subject Lead Session 1:30pm-4:00pm
			11/09/23	Induction	Induction	Induction	PGCE Conference Day 1	Placement 1 begins for all NS trainees	
1	1	19	18/09/23					Core Training 10:00am-1:00pm	Subject Lead Session 1:30pm-4:00pm
			25/09/23	IT&P	IT&P Behaviour for learning in my subject	IT&P Behaviour for learning in my subject	IT&P Behaviour for learning in my subject	IT&P Behaviour for learning in my subject	IT&P Behaviour for learning in my subject
2	2	20	02/10/23					Core Training 10:00am-1:00pm	PGCE Workshop 1 13:30pm-15:30pm
3			09/10/23	PGCE Patch 1 deadline	Primary placement 1 begins 2 days between this date and end of November			Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
4			16/10/23					PGCE Conference Day 2	Core Training 10:00am-1:00pm
5	3	21	30/10/23					Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
6			06/11/23	PGCE Patch 2 deadline					Core Training 10:00am-1:00pm
7	4	22	13/11/2023					Core Training 10:00am-1:00pm	PGCE Workshop 2 13:30pm-15:30pm
8			20/11/23					Core Training 10:00am-1:00pm	Subject Lead Session 1:30pm-4:00pm
9			27/11/23	PGCE Patch 3 deadline				FT EB1 completed ready for tutorial PTY2 evidence links for Report 2 [blocks 19-22] & EB2 ready	Core Training 10:00am-1:00pm
10	6	24	04/12/23	SCITT Tutor EB1 tutorials and transition targets		FT evidence links for Report 1 [blocks 1-9]		Core Training 10:00am-1:00pm	Subject Lead Session 1:30pm-4:00pm
11			11/12/23	PGCE Final RP deadline				FT/ Salaried Placement 2 Visit	Core Training 10:00am-1:00pm
			18/12/23	FT Report 1 [blocks 1-9]		End of term			
				PTY2 Report 2b [blocks 19-22]					

			01/01/24	BH				PGCE Conference day 3	Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
12	6	25	08/01/24	FT Placement 2 begins					Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
				Salaried 2 parallel placement commences						
13	7		15/01/24	PGCE outline project plan proforma deadline					Core Training 10:00am-1:00pm	Subject Lead Session 1:30pm-4:00pm
		26	22/01/24	ITAP Questioning						
				PGCE Section 1 deadline	ITAP Questioning	ITAP Questioning	ITAP Questioning	ITAP Questioning	ITAP Questioning	ITAP Questioning
14			29/01/24						Core Training 10:00am-1:00pm	Subject Lead Session 1:30pm-4:00pm
15	8	27	05/02/24						Core Training 10:00am-1:00pm	PGCE Workshop 3 13:30pm-15:30pm
16			12/02/24							Core Training 10:00am-1:00pm
			19/02/24	PGCE Section 2 deadline						
17	9	28	26/02/24					PGCE Conference Day 4	Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
18			04/03/24				FT evidence links for Report 2 [blocks 10-18]	FT EB2 completed ready for tutorial		Core Training 10:00am-1:00pm
19	10	29	11/03/24						Core Training 10:00am-1:00pm	PGCE Workshop 4 1:30pm-15:30pm
20			18/03/24	PGCE Poster presentations this fortnight	FT Report 2 deadline [blocks 10-18]					Core Training 10:00am-1:00pm
21	11	30	25/03/24							BH
			01/04/24	BH						
			08/04/24							
	11	30	15/04/24						Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
22	12	31	22/04/24	PGCE final submission of all PEBE sections by 9am		KS 5 school visit	KS 5 school visit		Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
23			29/04/24							Core Training 10:00am-1:00pm
24	13	32	06/05/24	BH					Core Training 10:00am-1:00pm	Core Training 1:45pm - 4:00pm
25			13/05/24							Core Training 10:00am-1:00pm
26	14	33	20/05/24						Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
			27/05/24							

27	14	33	03/06/24	Primary placement 2 begins: 2 days between this date and end of June				Core Training 10:00am-12:30pm	Subject Lead Session 1:30pm-4:00pm
28			10/06/24		PTY2 evidence links for Report 3 [blocks 23-33]			Core Training 10:00am-1:00pm	Core Training 1:45pm-4:00pm
29			17/06/24		FTNS evidence links for Report 3 [blocks 19-28] PTY1 evidence links for Report 2a [blocks 10-14]			Subject Lead Session - in SL school: 9:30am - 4:00pm	
30			24/06/24			All NS QTS Viva & Transition document by 4 <sup>th</sup> July		End of year reflection 10:00am-4:00pm	
			01/07/24	FT Salaried evidence links for Report 3 [blocks 19- 30]	FT Report 3 [blocks 19-28] PTY1 Report 2a [blocks 10-14] PTY2 Report 3 [blocks 22-33]			Final Core training and course end for non-salaried trainees- End of course celebration 6-8pm at ARU	
			08/07/24				Report 3 deadline for Salaried FT [blocks 19-30]	Induction Day for 2024-25 Trainees	
			15/07/24	Salaried QTS Viva & Transition document by end of term				End of short extensions and end of course for salaried trainees	

# The curriculum

By mastering our curriculum over the length of the ITE (Initial Teacher Education) course, our trainees will be prepared for their next step and emerge as effective, reflective and professional teachers. It is our intention that we will monitor trainee progress against our curriculum intent and impact statements, offering support where needed. Each curriculum strand has been carefully mapped against the ITT core content framework (CCF) and is progressively sequenced to allow trainees to meet the Teachers' Standards, allowing us to feel confident that trainees who complete our ITT curriculum by the end of the course can be recommended for QTS. The trainee curriculum is sequenced in termly blocks. 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 integrate the core training programme with school-based training through the weekly curriculum plan and the subject training tables and to look at the curriculum through both a core and subject lens.

Our curriculum model is sequenced in a way that allows 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 up-to-date pedagogical and subject-specific research.

Our curriculum is constructed, led and demonstrated by expert, practising teachers, mentors, professional tutors, subject lead tutors and subject lead trainers 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 exemplification inputs covering all curriculum strands with fidelity to the core content framework (CCF).

## *Core values that run throughout our curriculum*

### *Researched-engaged*

All of our training is based on research into education and learning. We expect that trainees' developing classroom practice will be similarly research-engaged. In addition to core reading linked to the weekly curriculum, including subject-specific reading, all non-salaried trainees will engage with research through the PGCE (Post Graduate Certificate in Education) aspect of their training; salaried trainees will complete an action research project, usually in term 2. Weekly reading will be accessible to both the mentor and the trainee to allow for subject specific dialogue around the topic for each week.

### *Running through the whole curriculum is our aim for trainees to become a research-informed professional.*

Trainees will demonstrate professional behaviours in response to their own 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, offering CCF evidence and additionally reading to support trainee and mentor understanding of the evidence base linking this to each core training topic and linked to their weekly reflection.

Trainees will 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. Close connections with the subject team tutors, NASBTT (National Association of School Based Teacher Trainers) and regional subject networks, The Chartered College, Local EEF (Education Endowment Foundation) Research School, Unity and Anglia Ruskin University all enable trainees to engage with up-to-date research and methods of professional enquiry.

### Practically focused

All of our training will encourage trainees to make the link between evidence, professional literature, and their own developing practice. Core training sessions will include evidence, 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.

### Instructional Coaching Approach to mentoring

Mentors will use instructional coaching and deliberate practice using Tom Sherrington's and Oliver Caviglioli's teaching WalkThrus to support the implementation of theoretical learning in the school-based context. This makes the training richer, practical, and representative of our partnership; where many of our trainees go on to work.

## *Process Values that guide how the curriculum is enacted in practice*

### Action step driven

In order to ensure quality training experiences that are linked carefully to core training, specified, adapted action steps are suggested each week, in both the weekly curriculum plan (curriculum action step) and the relevant subject training table (subject action step). This helps 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 weekly review of these action steps, at the mentor meeting, is at the heart of trainees' development. The subject mentor is the key to helping make the links between the core training programme, subject specific development, and school-based training throughout the course.

### Progressive, carefully sequenced, practical, professional learning

We aim to ensure there is clear, consistent, and effective mentoring/guidance in sequential steps from all who work with our trainees. Our consistent use of Rosenshine's Principles of Instruction to help conceptualise quality teaching and our use of Kolb's reflective cycle to model effective reflective practice are clearly communicated to all our stakeholders. We follow principles of 'instructional coaching' 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 share directly with the trainees to highlight how to tackle weaker areas of their practice in an incremental way. Each week trainees will be offered opportunities to try out best practice in their school context, link to a suitable WalkThrus and complete a focussed observation of an experienced colleague on a given topic, reflecting with their mentor on the weekly reading and their learning. Relevant WALKTHURS of the week are highlighted in the weekly curriculum plan and mentor meeting notes.

### 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 on pupil progress. Our mentors, subject leads, and senior team will also focus on the quality of trainees' planning, offering supportive feedback to both the trainees and mentor where needed. Gradual milestones help trainees develop teaching hours over time.

## *The big picture*

### Centre-based core training

This is taught each Friday. This covers a range of topics, linked with each curriculum strand and CCF, and is taught by experts in this area. Many core sessions are re-visited over the year to ensure trainee learning is clear and embedded. Core training presenters are often experienced colleagues from within our partnership schools. This programme is updated regularly and can be found in the OneNote notebook in the 'Key Documents' section, alongside associated reading. Each core training session has a weekly plan which follows, offering clear CCF statements, compulsory weekly reading that should be discussed in the next mentor meeting and some additional reading suggestions, which may be helpful if this is a particular focus for trainee development.

### Subject lead trainer (SL) sessions

These are taught over three subject conferences, three intensive training subject focused days and 12 afternoon sessions by subject experts (SLEs/Lead teachers) within the core training programme. The aim of these sessions is to keep subject knowledge development high on the agenda and help trainees make

connections between core training pedagogy and subject pedagogy and evidence base with the support of an experienced, practising subject teacher.

The details on the SL programme and the topics covered can be found in the SL booklet in [OneNote's content library](#). An example of a Subject knowledge audit and Subject training table can be found in [Appendix C](#).

#### School-based training

School-based training under the supportive and watchful eye of the subject mentor is where it all happens in practice! It is our intention that clear links are made between the core content and subject content covered and how this can be applied in the classroom and developed within the trainee's practice.

#### Weekly curriculum plan

The weekly curriculum plan helps to make the connections between the core training programme and school-based training. Each week, it will specify core reading and the weekly [curriculum action step](#); this is adapted to allow for personalisation, depending on trainee progress.

#### Subject training table

The subject training table will enable mentors to link subject specific training with the work of the Subject Lead Trainers, and the ongoing review of the subject knowledge audit. There are core [subject action steps](#) following each taught subject session, and progressively sequenced suggestions for the subject action step for other times in sequenced half termly blocks. This allows for personalisation.

## 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 for learning is a complex process which follows four steps – *Research, Observation, Practice and Review* considering your teaching experience.

Our core training programme is supported by our Instructional Coaching model and will offer you continuous and incremental instruction and deliberate practice on focussed aspects of behaviour management by expert mentors.

Learning from the evidence base on behaviour for learning will inform you and enable you to select the right strategies in the right contexts. We sequence this carefully to support your understanding/experience. Trainees placed in-schools with more challenging behaviour will receive additional guided/scaffolded support. *We will explore a range of behaviour theories and will engage with the work of Tom Bennett, Sue Cowley, Bill Rogers, 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 LEARN

Initial needs audit

Reflection on routines, responses, and relationships - Tom Bennett

### Term 1

**Routines, Responses and Relationships.** *Learn how to engage with behaviour management theory/evidence to help discuss and analyse how routines and behaviour expectations are established- (Use the lesson Observation Support Booklet to complete focussed lesson observations on Behaviour).*

*This term is more about establishing yourself as the teacher, working within the school's systems and learning how to use sanctions and rewards effectively, whilst starting to plan for both proactive and reactive behaviour management in your subject.*

*Learn that statements to cover this term –* Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment; A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs; The ability to self-regulate one's emotions affects pupils' ability to learn, success in-school and future lives; Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success; Building effective relationships is easier when pupils believe that their feelings will be considered and understood; Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward); Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure; teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; Teacher expectations can affect pupil outcomes; Setting goals that challenge and stretch pupils is essential; Setting clear expectations can help communicate shared values that improve classroom and school culture.

Refer to learn how statements 7a, 7b, 7c, 7d,7e,7f,7h,7i,7j,7k,7l,7n,7m,7o, 1b.1c, 1, e, 1f.1g.1h (See 'learn how to' statement summary table) **Put this all into practice through your Intensive Practice Placement on Behaviour in term 1.**

### Term 2

*Learn how to develop in pupils the learning behaviours necessary for your subject, ensuring pupil engagement and motivation. Term 2 builds on term 1 and focusses on ensuring trainees have high expectations for all and can manage more complex behaviour, using de-escalation, re-booting and re-setting a class, planning to support students with attachment disorders and considering how to manage behaviour within a pastoral role.*

*Learn that statements to cover this term –* Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning; Teacher expectations can affect pupil outcomes; Setting goals that challenge and stretch pupils is essential; Setting clear expectations can help communicate shared values that improve classroom and school culture; A culture of mutual trust and respect supports effective relationships. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment; A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs; The ability to self-regulate one's emotions affects pupils' ability to learn, success in-school and future lives; Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential; Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers; SENCOs (Special Educational Needs Co Ordinator), pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.

Refer to learn how statements 1a, 1b, 1d,1f,1g,1h,7a,7b,7c,7d,7i7,7j,7k,7l,7o,7p,7r, 5a,5d,5g,8h,8j,8l,8o (See 'learn how to' statement summary table)

### Term 3

*In term 3 you will take increasing responsibility for behaviour management as your teaching milestones develop. You should work with more challenging classes/pupils, implementing and applying consistently the techniques and strategies you learnt during term 1 and 2. You will explore pupil self-regulation of behaviour and consider strategies to promote positive mindsets to mistakes – encouraging a growth mindset. You will also explore behaviour management for group collaboration.*

*Learn that statements to cover this term –* Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success; Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success; Building effective relationships is easier when pupils believe that their feelings will be considered and understood; Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice; How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation; Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.

Refer to learn how statements 1b, 1c, 21, 76, 5h, 5m, 4f, 4l, 4m, 8m. (See 'learn how to' statement summary table)

## [2] Subject knowledge for teaching

### *Developing substantive, pedagogic, and age-appropriate subject knowledge*

#### Rationale

CTSN SCITT has always recognised and valued the distinct and specific differences between subjects and has sought to define knowledge and skills required within each subject to help trainees. Our programme acts as a starting point for mentor and SLs to exemplify and demonstrate specific core content training strands using the language, knowledge, skills, and behaviours of each subject. We see your subject knowledge for teaching development progressing under these broad headings; *Subject knowledge, Subject pedagogy; Knowledge of pupil's development and your own view of the theory/practice of your subject.*

#### Pre-course / Induction

Initial Needs Audit given during Induction. This will determine your qualifications and level of experience of working with pupils in-schools. It will question your understanding, view of teaching pedagogy, and ask you to share your understanding and view of pupils' development.

Your Subject knowledge audit will determine the extent of your substantive knowledge that is required for your subject and by the National Curriculum, exam specifications and of the broader context of your subjects' curriculum. This audit is divided up into both subject knowledge and practise of teaching at both KS3 and 4. The purpose of the audit is to identify strengths and gaps and help you consider how to make your subject accessible to different aged pupils. You will also be presented with a reading list and Subject knowledge audit pre-course to benchmark prior knowledge and skills.

#### Term 1

*Encouragement to join Subject Associations, other professional bodies, such as The Chartered College, Unity EEF Research School's Network, NASBTT and Regional Subject Forums. In this term, you will learn what we mean by subject knowledge for teaching. Engage with the subject knowledge for Teaching Audit and Subject Training Table to help audit and develop your subject knowledge. You will explore what it means to be engage professionally in your subject's evidence base and learn your subject's curriculum, including substantive and disciplinary knowledge. Focus more on KS3 curriculums this term.*

*Learn that statements to cover this term –* Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement; Engaging in high-quality professional development can help teachers improve; A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning; Secure subject knowledge helps teachers to motivate pupils and teach effectively; Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed; Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable; Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial; Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned; Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible; Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases; Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

Refer to learn how statements 4a, 4b, 4d, 4e, 4f, 4g, 4h, 4j, 4k, 3a, 3c, 3d, 3h, 8b, 8c, 8e, 8m, 8n. (See 'learn how to' statement summary table)

#### Term 2

Learn how to identify your own SKFT (subject knowledge for teaching) strengths and areas of development. Your SKA (Subject Knowledge Audit) 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. Learn how to draw on expert guidance/supportive resources to begin to address your priority development areas of SKFT taking increasing responsibility for developing your reflections and for your engagement in subject specific research/evidence to improve your teaching practice— (PGCE/AR). This term will focus on sequencing knowledge, applying Rosenshine's principles to your subject, and employing cognitive strategies to support subject knowledge development.

*Learn that statements to cover this term –* Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement; Engaging in high-quality professional development can help teachers improve; Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed; Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable; Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial; Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context; 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; An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory; Working memory is where information that is being actively processed is held, but its capacity is limited and can be overload; Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge; Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall; Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible; Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. Refer to learn how statements 3d, 3e, 3f, 3h, 3i, 3j, 3l, 3m, 3n, 2b, 2d, 2e, 2f, 2h, 2i, 2j, 2k, 4a, 4b, 4d, 4e, 4f, 4h, 4i (See 'learn how to' statement summary table)

#### Term 3

*Learn how to engage with the evidence base to improve your teaching and help you develop into a 'concept builder.' This term you will review your progress in your SKA and STT to help plan for your ECT year and will consider how collaboration can support SK development.*

*Learn that statements to cover this term –* A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning; Secure subject knowledge helps teachers to motivate pupils and teach effectively; Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed; Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial; Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; . Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration; Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement; Engaging in high-quality professional development can help teachers improve.

Refer to learn how statements 3c, 3f, 3t, 3u, 4j, 4l, 4n, 8c, 8d, 8f, 8q (See 'learn how to' statement summary table)

# [3] Understanding Learning

## The principles of cognitive science, metacognition, and 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. *We will draw on the EEF Cognition and Metacognition reports, Getting Started with Metacognition – Cambridge Assessment, The Learning Scientists, Michael Young and cognitive science, Mark Enser, Paul Kirschner and Barak Rosenshine.*

### Pre-course / Induction

Consider trainee’s view on and of learning.  
 Consider the history of learning theories and the latest evidence on learning science.  
 Introduce trainees to Rosenshine’s Principles.

### Term 1

*This term trainees will learn the theory of learning and the ‘best bets’ strategies to employ. They will explore Rosenshine’s Principles of Instruction, The science of learning and will focus on memory- looking at knowledge mapping over a KS3 sequence.*

*Learn that statements to cover this term –* Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; Secure subject knowledge helps teachers to motivate pupils and teach effectively; Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning; Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned; Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible; Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases; Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success; Learning involves a lasting change in pupils’ capabilities or understanding; 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; An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory; Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded; Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge; Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly; Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned; Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall; Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

Refer to learn how statements 3c, 4a, 4b,4d, 4e, 4g,4h,4j, 4k, 4f, 4n, 1a, 2a, 2b, 2c, 2d, 2e, 2f,2g,2i,2j,2k. (See ‘learn how to’ statement summary table)

### Term 2

*This term trainees will explore Rosenshine’s through a subject lens, metacognition and apply cognitive science principles to their planning, including the organisation and activation of knowledge.*

*Learn that statements to cover this term –* 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; An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory; Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded; Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge; Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly; Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.; Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall; Worked examples that take pupils through each step of a new process are also likely to support pupils to learn; Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed; In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about; In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important; Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible; Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.

Refer to learn how statements 2c, 2d,2e,2f, 2h,2i, 2j, 2k, 3b,3k, 3i, 3m, 4a, 4b, 4c, 4d, 4e, 4f, 4h, 4j, 4n. (See ‘learn how to’ statement summary table)

### Term 3

*In this term trainees will learn how to promote self-regulation in learning for their pupils, ensuring a deconstruction of the effectiveness of each learning strategy used. They will learn how assessment is a key part of ensuring effective learning and will explore the power of dialogic learning to support understanding.*

*Learn that statements to cover this term –* Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; Learning involves a lasting change in pupils’ capabilities or understanding; Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success; Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success; Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward); Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.

Refer to learn how statements 1b, 1c, 2i2f, 2j,2k,3t, 3u, 4f, 4j, 4l 4m, 4n, 4o, 4p, 7b, 8m. (See ‘learn how to’ statement summary table)

## [4] Planning Learning

### Mapping the curriculum and sequencing learning in the short- and medium-term

#### 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 knowledge/skills that their pupils have learnt 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 that 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 EEF reports on Cognition and Metacognition and utilise publications from Mark Enser, Christine Counsell, Robert Coe, 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.  
 Initial Audit to take trainees view on planning for learning  
 Opportunity to observe lessons, and look at planning, during pre-course school observation visits. Lesson Observation Support Booklet.

#### Term 1

*Trainees will be planning and delivering parts of lessons and team teaching initially, moving towards whole lessons by week four/five. We want our trainees and mentors to adopt an 'I, WE, YOU.' gradual release model to build trainee confidence and experience of planning and delivering lessons and to model good practice. Learn how to apply the theories of learning to their practice through a KS3 medium term sequence suitable for all learners, which uses Rosenshine's Principles as a guide.*

*Learn that statements to cover this term –* Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning; Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned; Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible; Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases; Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems; Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success; Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount sets; Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed; Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial; In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about; In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important; Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.

Refer to learn how statements 4a, 4b, 4e, 4f, 4h, 4k, 4n, 4i, 4o, 3d, 3e, 3f, 3g, 3j, 8a (See 'learn how to' statement summary table)

#### Term 2

*Trainees should be progressing through the teaching milestones, taking more responsibility for their classes and reflection. Learn how to apply the theories of learning to their practice through a KS3 medium term sequence suitable for all learners, which uses Rosenshine's Principles as a guide.*

*Learn that statements to cover this term –* A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed; Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable; Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial; In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important; Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context; Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible; Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success; Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems; Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success; Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set; Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning; Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. Refer to learn how statements – 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3n, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4j, 4k, 4l, 5a, 5d, 5e (See 'learn how to' statement summary table)

#### Term 3

*Trainees should be progressing through the teaching milestones, taking more responsibility for their classes and reflection. Learn how to apply the theories of learning to their practice through a KS3 medium term sequence suitable for all learners, which uses Rosenshine's Principles as a guide.*

*Learn that statements to cover this term –* Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential; Learning involves a lasting change in pupils' capabilities or understanding; Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success; Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice; How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation; Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils; Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success; Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

Refer to learn how statements – 1b, 1c, 2f, 2j, 2k, 2i, 2j, 4p, 4o, 4l, 4m, 4f, 5h, 5m. (See 'learn how to' statement summary table)

## [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*. Critically engage with the research and publications of Dylan Wiliam, Paul Black and Daisy Christodoulou, Mark Morrison and EEF reports.

#### 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.

Engage in online learning – which explores how planning learning is linked to assessment

Take trainee view of assessment in the Initial Needs Audit.

#### Term 1

**Trainees should be aware of the evidence base for assessment of learning and note that there is a direct link between planning and assessment –PLAN ASSESS TEACH CYCLE. They should apply this method to their planning, employing questioning as an AFL tool linked directly with the learning objectives. They will explore formative assessment principles in action through low stakes testing, feedback and peer and self-assessment. Trainees will also learn how schools measure progress and consider the purpose, validity, reliability and value of different assessment methods and how this informs the teacher of the progress of their students.**

**Learn that statements to cover this term** – Questioning is an essential tool for teachers; Questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and need; Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear; Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use; To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect; High-quality feedback can be written or verbal; it is likely to be accurate and clear; encourage further effort, and provide specific guidance on how to improve; Over time, feedback should support pupils to monitor and regulate their own learning; Working with colleagues to identify efficient approaches to assessment is important; Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

Refer to learn how statements 4m, 4o, 4p, 6a, 6b, 6c, 6d,6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6j, 6o (See ‘learn how to’ statement summary table)

#### Term 2

*Trainees should learn that there is a difference between assessing learning and assessing performance and should be clear on the purpose for all their planned assessments. Trainees should apply the principles of learning science/Rosenshine’s to react to any emerging misconceptions and adapt planning accordingly. With increasing independence trainees should use a range of AFL tools to check progress against the learning objectives and ensure retention of knowledge and skills over time. Focus on assessment of SEND students in this term and where adaptations/support might be needed.*

**Learn that statements to cover this term** – Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed; Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success; Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils; Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs; Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear; Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect; High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve; Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

Refer to learn how statements 5c, 5k, 5l, 6a, 6c, 6d, 6e, 6g, 6k, 6o, 6q (See ‘learn how to’ statement summary table)

#### Term 3

*Trainees should build on their learning in term 1 and 2 and learn how to draw conclusions about what pupils have learned by looking at patterns of performance of several lessons/assessment points, adapting planning where required. Trainees will learn how to be clear on how progress is measured and reported to key stakeholders and consider the implications of this process. This term trainees will explore the use diagnostic, hinge and probing questions to check for progress. Trainees have Intensive Training and Practice week on summative assessment exploring the process for summative assessment assessing against the 4 pillars of assessment, responding to mock mark with personalised and targeted actions and taking part in moderation exercises to support trainees’ summative assessment judgment.*

**Learn that statements to cover this term** – Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs; Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use; To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect; High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve; Over time, feedback should support pupils to monitor and regulate their own learning; Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload; Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

Refer to learn how statements 2f, 2j, 2k, 4m, 4o, 4p, 6b, 6c, 6l, 6m, 6n, 6p, 6q (See ‘learn how to’ statement summary table)

# [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 from EEF reports, NASEN, Naric UK, Senteacher.org, SEND Code of Practice, Equality Act and Bell College.

### Pre-course / Induction

Initial Needs Audit to determine experience  
Initial school visit 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/Green Paper. Learn the 4 main areas of SEND need and their barriers to learning. Sensory or physical needs, communication or interaction needs – social, emotional, mental health needs, and cognition and learning needs.*

*Focus in term 1 on learning the frameworks to support trainees to meet the needs of all learners (Code of Practice, SEN (Special Educational Needs) Green Paper etc) Trainees will learn how to find out the needs in their class and some quick wins for adapting lesson objectives/tasks. Trainee will also focus on how to support students with low literacy with a focus this term on oracy. They will also explore how to work effectively with the TA (Teaching Assistants) and consider how best to support disadvantaged students.*

*Learn that statements to cover this term – Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers; SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils; Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success; Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential; To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode; Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning; teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential; High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds; Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success; How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. Refer to learn how statements 5b, 5d, 5e, 5f, 5g, 5h, 5k, 5l, 8k, 8l, 8o, 8j, 7a, 7d, 7e, 7g, 7o, 8i, 1b, 1d, 1h, 7k, 7o, 4j, (See 'learn how to' statement summary table)*

### Term 2

*Learn to make sure you know all your students' needs and plan to make adaptations. Ensure expectations are high for all students and careful attention is taken to track the progress of those students who need extra support. This term's focus is on planning to meet explicit needs such as dyslexia, ADHA, attachment disorders, EAL (English as an Additional Language), student with low literacy levels as well as thinking about how to assess those with SEND needs to evidence their learning and continue to motivate them.*

*Learn that statements to cover this term – Setting clear expectations can help communicate shared values that improve classroom and school culture; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success; Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils; Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential; Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs; Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use; Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload; Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment; A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs; Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers; SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils; To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode; Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. Refer to learn how statements 1b, 5a, 5d, 5g, 8h, 8j, 8l, 8o, 7d, 5c, 5k, 5l, 6a, 6d (See 'learn how to' statement summary table)*

### Term 3

*This term trainees will learn how to best support students with well-being needs and focus on more complex SEND needs through a special school visit and focus on Autism. Trainees will continue their learning on how best to support students with poor literacy with a focus on writing.*

*Learn that statements to cover this term – Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning; Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success; Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils; Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential; Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success; SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils; A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning; Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed; Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.*

*Refer to learn how statements – 1c, 5h, 8n, 8p, 5a, 5d, 3a, 3d, 3e, 3g, 3o, 8h, 8j, 8o (See 'learn how to' statement summary table)*

# [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 framework's schools/teachers work within. (*RSE, PSHE (Personal, Social and Health Education), Careers Guidance, Safeguarding etc*) and the implication of this for you as a pastoral teacher. We want you to learn from expert professionals on how to mentor effectively to improve pupils' motivation, behaviour and academic success. Learn how to draw on your mental health and well-being training to support pupils with specific mental health disorders/anxiety. We will draw on the work of Marc Smith, Daniel Willingham, Dr Spencer Kagan and the relevant statutory frameworks- PSHE, RSE, Gatsby Benchmarks, Careers etc

### 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, which define the professional and ethical behaviours and attitudes required of the teacher. 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 focussed training, including the teaching of PSHE and RSE content. Implement the Pastoral Checklist to ensure you plan for meaningful pastoral experiences that will develop your understanding and experience of the pastoral role.*

*Learn that statements to cover this term – Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues; Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success; SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils; Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment; predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs; teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success; Building effective relationships is easier when pupils believe that their feelings will be considered and understood; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; A culture of mutual trust and respect supports effective relationships; High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds; Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning; teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; teacher expectations can affect pupil outcomes; Setting goals that challenge and stretch pupils is essential; Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning; Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success; How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. Refer to learn how statements 8b, 8j, 8m, 1e, 5d, 5m, 5n, 8n, 7a, 8b, 8j, 8m, 1e, 8b, 8j, 1b, 1d, 1h, 7k, 7o, 4j, see 'learn how to' statement summary table)*

### Term 2

*Learn how to adapt to the change in-school context, with change in policies, expectations, context, and culture of second placement schools. Learn that there are statutory implications on schools to teach 'wider' curriculum content. Demonstrate you understand this and that you have engaged in some wider curriculum learning. Reflect on the impact this had on educating 'the whole' child. Use the SCITT's Pastoral Checklist to ensure you plan for meaningful pastoral experiences that will develop your understanding and experience of the pastoral role. Within the context of your placement 2 school consider how the pastoral teacher might be involved in the delivery of the 'wider' curriculum (PSHE, RSE and Careers education and 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: PSHE, RSE, Careers, British Values, Extra Curricular learning*

*Learn that statements to cover this term – Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning; Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; teacher expectations can affect pupil outcomes; Setting goals that challenge and stretch pupils is essential; Setting clear expectations can help communicate shared values that improve classroom and school culture; A culture of mutual trust and respect supports effective relationships; High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; The ability to self-regulate one's emotions affects pupils' ability to learn, success in-school and future lives; Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. Refer to learn how statements 8b, 8j, 8m, 1e, 5d, 5m, 1a, 1b, 1d, 7i, 7j, 7l, 7o, 7p, see 'learn how to' statement summary table)*

### Term 3

*Use the SCITT's Pastoral Checklist to ensure you plan for more independent pastoral experiences that will develop a deeper understanding and experience of the pastoral role. Consistently demonstrate that you are taking increasing responsibility for 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 subject/pastoral 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 tutor group. Learn how to plan and lead a wider school event, taking increasing responsibility using the power of dialogic and collaborative learning to support this- (Tutor sessions, PSHE, academic or pastoral tutorial, extra-curricular event). Show that you can communicate professionally with parent/carers through your participation in a parents' evenings or progress consultations. Consider in depth how you support student wellbeing, self-regulation, growth mind-set.*

*Learn that statements to cover this term – Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues; Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration; SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils; Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils; Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice; how pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential; High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary; Building effective relationships is easier when pupils believe that their feelings will be considered and understood; teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.*

*Refer to learn how statements 1c, 5h, 8n, 8p, 1e, 1b, 8b, 8m, 2i, 4f, 7b, 5m, 4m, 4l, 4j, 4n, 3t, 3u – see 'learn how to' statement summary*

## [8] Personal and Professional Conduct

### *Teachers' legal responsibilities; managing their well-being, resilience and 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 ownerships 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 prior to starting the course.  
Be pro-active and take responsibility for demonstrating a positive, professional, and respectful attitude from day 1. From time spent in an educational setting, observe professional behaviours, and become familiar with statutory frameworks for the teaching profession.  
Complete safeguarding module within your induction online learning course.

#### 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– reference to Part 2 of the Teacher's Standards. Learn how to engage with national and policies to keep our pupils safe. Read Part 1 of Keeping Children Safe and school safeguarding, prevent and whistle blowing policies and sign 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. Have high expectations of yourself and seek advice when required. Constantly reflect upon your practice using KOLB's reflective cycle and see this as part of your continued improvement and learning. Learn from educational research and the experience of others. Maintain a sense of your own wellbeing – 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.*

*Learn that statements to cover this term – Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration; Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement; teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues; Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success; Engaging in high-quality professional development can help teachers improve; A culture of mutual trust and respect supports effective relationships; High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching; Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment; A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.*

*Refer to learn how statements 8b, 8e, 8m, 8n, 8b, 8f, 8k 8h, 8p, 8q, 8b, 8j, 7a 1e, 5d, 5m, 5n, 8i, 8c, 8g, 8r – see 'learn how to' statement summary*

#### Term 2

*In context of your second placement learn the important statutory frameworks, school and SCITT policies which outline the professional standards and duties expected of a teacher and follow them. If this is 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: LSA, 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 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 KOLB's reflective cycle). Learn how to take increasing responsibility for your well-being and time management when planning and reflecting on your teaching and in meeting your PGCE deadlines.*

*Learn that statements to cover this term – Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration; Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement; teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues; Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload; teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning, teachers are key role models, who can influence the attitudes, values and behaviours of their pupils; Setting clear expectations can help communicate shared values that improve classroom and school culture; A culture of mutual trust and respect supports effective relationships.*

*Refer to learn how statements – 6n, 6o, 6p, 6q, 8b, 8e, 8m 8f, 8h, 8p, 8q, 8r, – see 'learn how to' statement summary*

#### Term 3

*Learn how to engage in the professional debates in teaching/of your subject and offer some personal thoughts/reflections– focus on diversity in your curriculum content this term. 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 how to reflect on your learning and the progress of pupils in your care. Focus on the abstract conceptualisation element of the KOLB cycle. Learn how to engage critical with the research base to improve your practice and give tangible examples of how you have done this. Learn how to make contributions to wider life of the school/profession. Engage in professional debates, with your professional bodies, ensuring continued development of your SKFT.*

*Learn that statements to cover this term – Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration; Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement; teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues; Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success; engaging in high-quality professional development can help teachers improve; teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils and this in turn affects learning; A culture of mutual trust and respect supports effective relationships; High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds; Secure subject knowledge helps teachers to motivate pupils and teach effectively; Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.*

*Refer to learn how statements – 1e, 1b, 8b, 8m, 3c, 3f, 8c, 8d, 8f, 8g, 8h, 5d, 5m – see 'learn how to' statement summary*

## The weekly curriculum plans

Each week, the key theme of the week will be taken from core training and developed into a weekly curriculum plan. There is a differentiated curriculum action step, using novice, **competent** and **expert** to allow mentors to personalise the curriculum action step. Each week training tasks are laid out following the ‘read’, ‘observe’, ‘do’ framework. Evidence is made clear so that the trainee will know that might be uploaded and used as a basis for reflection in the weekly (or fortnightly) reflection. The links with the PGCE are noted. The curriculum plan will be published termly, and each week’s plan emailed separately to mentors. Please note that mentors will also need to refer to the relevant subject training table to assist in the setting of the subject action step.

Here is an example of what the weekly curriculum plan might look like:

Weekly curriculum plan		Block 25
Curriculum Strand: 5		
Weekly Topic: Smart Marking		
Link to the Core Content Framework (CCF)		
<p><b>Learn that:</b></p> <p>High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. Over time, feedback should support pupils to monitor and regulate their own learning. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</p> <p><b>Learn how to (observe and/or discuss with expert colleagues):</b></p> <ul style="list-style-type: none"> <li>Recognise that pupils’ responses to feedback can vary depending on a range of social factors (eg the message the feedback contains or the age of the child)</li> <li>Scaffold self-assessment by sharing model work with pupils, highlighting key details</li> <li>Ensure feedback is specific and helpful when using peer – or self-assessment.</li> <li>Focus on specific actions for pupils and providing time for pupils to respond to feedback</li> <li>Develop an understanding that written marking is only one form of feedback;</li> <li>Identify efficient approaches to marking and alternative approaches to providing feedback (eg using whole class feedback or well supported peer – and self-assessment) and deconstructing this approach.</li> <li>Use verbal feedback during lessons in place of written feedback after lessons where possible;</li> <li>Reduce the opportunity cost of marking (eg by using abbreviations and codes in written feedback);</li> <li>Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.</li> </ul>		
READ	Read EEF ‘A marked improvement?’ report to inform your thinking on effective feedback practice. <a href="https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf">https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf</a>	Remember to include the subject reading from the subject training timetable
OBSERVE Expert colleague lesson Obs	Review the marking of a more experienced teacher and consider how they make their feedback specific and helpful and note how students respond to this feedback. OR Observe a lesson where the teacher scaffolds and models effective peer/self-assessment strategies to ensure peer/self-feedback is effective and comment on the impact of this on the quality of student feedback.	
<b>DO – CURRICULUM ACTION STEP</b>		
novice	competent	expert
Write a summary of how expert teachers ensure feedback is specific and clear and that students act on this. What examples have you seen and how did students respond?	Provide examples of how you have experimented and reflected on ways in which you can ensure your teacher feedback to students is specific and clear and that students act on this feedback.	Provide examples of how you have experimented and reflected on ways in which you can ensure your feedback (teacher/self/peer) to students is specific and clear and that students act on this feedback.
Possible evidence for curriculum action step	Lesson observation focussed on peer/self-assessment. Notes from marking scrutiny of experienced teachers. Lesson plan with identified feedback strategies and trainee evaluation of their impact. Notes from weekly reading on feedback.	
<b>SUBJECT ACTION STEP</b> – please refer to the Subject Training timetable (on OneNote) (Remember to regularly revisit and update the subject knowledge audit)		
PGCE	Complete patch 1 5 <sup>th</sup> November– see PGCE Handbook	

# Subject knowledge for teaching

## Intent

Our intent for our subject curriculum is that subject knowledge for teaching remains high on the agenda for all trainees throughout the ITE year and beyond. Subject knowledge for teaching development for our trainees is divided into four broad areas:

**Subject knowledge** – content and substantive knowledge, the subject’s curriculum – facts, principles, methods, evidence, skills.

**Subject specific pedagogy** – how to plan in this subject, how to teach the required learning behaviours, any health and safety implications, the skills/methods for retention of knowledge required for this subject.

**Pupils’ development** – understanding of how pupils develop as learners/critical thinkers in this subject and how subject teaching needs to be adapted to meet pupils’ individual cognitive, social, and psychological needs.

**Trainees’ attitudes to their own scholarship and continued professional development** – recognising the value of continued professional development and the power of learning from others.

The real power comes for a trainee when they can put both content and pedagogical knowledge together and draw on their own knowledge and experience the classroom.

We are committed to ensuring that the CTSN SCITT’s curriculum is carefully sequenced and moves seamlessly from core training to subject specialist training into school-based training. These links will ensure trainee learning is incremental and focused.

## Implementation

Our subject specific curriculum interlinks and carefully builds from the core training content by exemplifying and deconstructing the taught content in a subject specific way through 10 subject specialist sessions which follow core training, three conferences and two intensive training and practice placements interspersed throughout the year. This is followed by 15 subject action steps and short readings which go with the trainee into their school placement. There are a number of elements to the implementation of the subject specific aspects of the curriculum.

Mentors should ensure they have at least the read the summary of each reading:

**School-based training** – trainees then take the general theory learnt in core training and their subject specific understanding and exemplification into their placement school for further practical application/experimentation/discussion with expert colleagues.

**Subject lead taught sessions** – there are 13 subject lead sessions spread throughout the year. These build on core training and help the trainee understand the focus area in the unique context of the trainee’s subject, offering exemplification/deconstruction through a subject lens led by subject experts. Subject leads are SLEs (Specialist Leader of Education) or lead practitioners and provide sequenced, focused, and practical core subject action steps that follow each taught session, together with some short readings that are taken into the trainee’s placement school for discussion and further practical experimentation alongside the trainee’s subject mentor. The compulsory core subject action steps must be set as the trainee’s subject action steps within the weekly mentor target setting process for these 15 weeks.

Subject lead training dates for 2023-2024 are:

Autumn Term	Spring Term	Summer Term
Friday 8 <sup>th</sup> September 2023	Friday 19 <sup>th</sup> January 2024	Friday 19 <sup>th</sup> April 2024
Friday 10 <sup>th</sup> November 2023	Friday 8 <sup>th</sup> March 2024	Friday 7 <sup>th</sup> June 2024

### The subject knowledge for teaching non-core training tasks

On weeks other than the 13 subject taught weeks, mentors will set a subject action step from the non-core section of the subject training table. These action steps are written by the subject leads, following sequenced subject knowledge development blocks, and are intended to be used as a practical toolkit that can be personalised by the trainee and mentor throughout each half term block. The non-core subject action steps and short readings are mapped with a different focus for each half term to support trainees and mentors to make continued carefully scaffolded progress with their subject knowledge for teaching development. (There is an element of flexibility within these non-core action steps, as mentors can select from the half term bank of non-core subject training tasks and personalise the subject knowledge for teaching development of their trainee based on their school experiences.) The non-core subject action steps for each half term are adapted with some additional support offered with less challenging action steps and some stretch and challenge with more complex action steps.

Part-time year 1 trainees should complete subject action steps fortnightly working through the half termly blocks in chronological order. Please consult your personalised part-time action steps menu to support this process.

### The subject knowledge for teaching Audit (SKA)

These offers trainees an audit tool for their subject knowledge for teaching by highlighting key strands of subject knowledge and then offering more detail on the knowledge, skills, topics that sit within each strand. Trainees complete an initial audit and then update this working document each term, with evidence of teaching each strand listed on the SKA, adding actions on how they have gone about developing each strand of their SKA. This is not intended to be an exhaustive SKFT list, but to be used as a means of ongoing review of trainees' subject-specific development. Trainees also can add additional SKFT actions throughout the year and may continue to use this document in their subsequent progress through the Early Career Framework (ECF). The SKA is flexible to allow for trainees to prioritise certain content knowledge to meet the demands of what they are teaching.

### Subject reading list

The subject lead tutors have created a bespoke reading list divided into core reading, desirable reading for the pedagogy of the subject and for subject knowledge, and optional reading with appropriate guidance on how to navigate this reading list for trainees. We are committed to ensuring the any reading list is up to date, diverse and offers a range of reading on subject pedagogy, subject knowledge development, and subject enrichment.

## *The subject training table (STT)*

The STT outlines both the core (compulsory) subject action steps, and the non-core subject action steps that can be learned flexibly throughout each half term block in discussion with the subject mentor. The subject training table STT is carefully sequenced in half term blocks to allow trainees to develop their SKFT in bite sized chunks and help sequence trainees' subject-specific development. The half-term blocks are explained here:

### Sept – Oct: Engaging with the subject audit

This block aims to develop an understanding of the four elements of subject knowledge for teaching: ie Subject knowledge, subject pedagogy, child development and trainee attitudes to professional development. Using the subject knowledge for teaching audit written by the subject lead team, trainees will note their strengths and gaps in professional knowledge, professional skills and the professional attitudes required to be a teacher of their subject. Trainees will gain an awareness of how subject knowledge for teaching can be developed and improved over time, supported by guided resources, and reading. Trainees will learn the importance of being research engaged and evidence informed as a teacher. It is important to recognise that it is the trainee's personal responsibility to keep subject knowledge for teaching high on the agenda throughout the whole training programme.

### Oct – Dec: Foundation

The foundation block aims to develop knowledge of and understanding of the subject specific curriculum, including The National Curriculum, common subject curriculum areas, and exam specification requirements. Trainees should gain an understanding of the core purpose of the subject, its key features, principles, and the main subject debates. Trainees will be clear on the knowledge, skills, and behaviours that are learnt,

sequenced, and assessed over time at both KS3 and KS4. They will also start to explore the *substantive and disciplinary knowledge/skills* required to be successful learners in this subject, with an understanding of what this looks like in practice within their subject context.

### Jan – Feb: Transformation

Substantive knowledge	Disciplinary knowledge
Domain specific Structure of the learning content with the domain Factual content The sequencing/flow of information Required subject vocabulary. Rule/methods Procedure’s student need to fluent with/in	Contextual and related information required. Big ideas Connecting arguments/critical thinking Opinions and interpretations Associated influences Critical arguments Indirect evidence Inter-disciplinary

In this half term block trainees will focus on *subject-specific pedagogy*, learning how to plan in this subject, in both short- and medium-term. Trainees might explore how to use the theory of cognitive science (including, for example a subject focused consideration of spaced learning, repetition, flipped learning, dual coding, low stakes testing, etc) and how to present and sequence knowledge, skills and learning behaviours required in their subject. Trainees might also learn the practical application of evidence informed teaching principles (eg Rosenshine’s Principles of analogies, illustrations, examples, demonstrations, modelling, explanations) to support learning in their subject.

### Feb – March: Connection

With ‘Plan A teaching’ trainees will learn how to sequence material for instruction in order to handle difficult concepts, complex knowledge, and common misconceptions in their particular subject. Trainees will demonstrate an awareness of the relative cognitive demands of different topics and tasks for different learners, recognising the increasing complexity of subject specific content, and be able to provide a clear rationale for their decisions about sequencing pupils’ learning. They will also learn when and how scaffolding might be removed and how to help students make connections between procedures and concepts.

### April – May: Contingency

With ‘Plan B teaching’ trainees will learn how to flex planning in response to marking and feedback; this may be a planned change over a few lessons or may happen within a single lesson. This will include learning how to make reasoned, adaptable, and well-informed responses to unanticipated and unplanned events within lessons, developing students’ ideas and using teacher insight during instruction. Trainees will learn how to flex planning when foundational knowledge is not in place, or when other group dynamics are in play, and learn that teaching must be adapted accordingly.

### June – July: Subject knowledge for teaching

By engaging with the subject knowledge for teaching audit for four weeks trainees will review their progress. Using the subject knowledge for teaching audit written by the SL team, they will note their progress throughout the course on each strand. They will be able to identify their strengths and gaps in professional knowledge, professional skills and the professional attitudes required to be a teacher of their subject and consider next steps for their SKfT development, drawing on feedback identified in their moderation and termly reports in readiness for the ECT year. They will use the reading list in a diagnostic way to support their identified areas, supported by the subject expert.

*Please note:*

*The trainees’ subject knowledge audits are in the subject knowledge section of your trainee’s OneNote folder. These should be updated in the OneNote folder, so that there is an easily accessible record for the trainee, mentor, subject lead tutor and Subject lead trainer.*

*Copies of the subject training table for each subject can be found in the content Library of the OneNote notebook.*

*An example of a subject knowledge audit (SKA) and subject training table can be seen in Appendix C.*

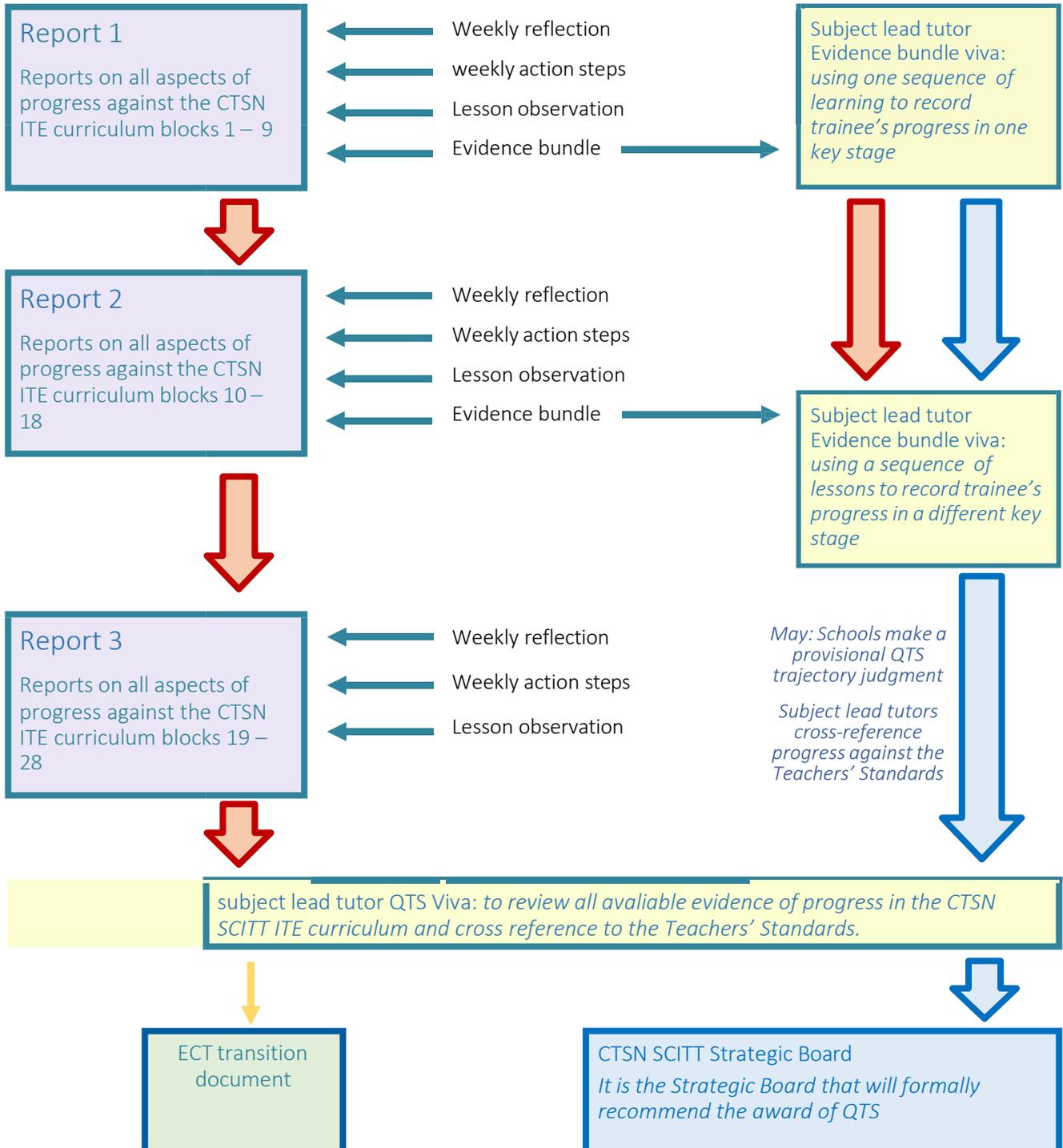
# Overview of assessment (QTS)



Formative assessment in relation to the CTSN SCITT ITE curriculum



Summative assessment in relation to the Teachers' Standards



## Formative assessment of trainees' progress in relation to the CTSN SCITT ITE curriculum

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

### Weekly

Trainees complete a [weekly reflection](#), that draws together their learning from core training, school-based training, subject-specific development and their reading. This is an opportunity for trainees both to record their progress, and also to reflect on what they are learning, as the course develops. Trainees are encouraged to focus their weekly reflection on their professional learning, aiming to draw key themes from the different elements of their training. This weekly reflection should be written in the trainee's OneNote so that it can be reviewed by the mentor

At least one [focused lesson observation](#) of the trainee's teaching, based on either the curriculum action step and/or the subject action step, including the trainee's evaluation, should be uploaded to the relevant section in the trainee's OneNote folder. [Lesson observation form can be seen in [Appendix B](#)]

At the centre of our training programme, and the key focus of trainees' on-going assessment, are the two weekly action steps. Each week, the trainee will complete two action steps: The [curriculum action step](#) is specified according to the weekly curriculum plan, which will ensure integration with the core training programme; and the [subject action step](#), which is informed by the subject training table, ensures that the training is suitably subject specific. It is the trainees' responsibility to show that they have completed these action steps and reflected on what has been learned from them, in their weekly reflection. This weekly reflection builds into a professional learning journal and is the key evidence in the award of QTS; (although it is anticipated that trainees will add links to key evidence cited in their reflection). Each week the mentor will sign off the weekly reflection as an accurate summary of trainee's learning.

This will form the bulk of the evidence needed to demonstrate trainees' learning of the ITE curriculum, and their progress in relation to the Teachers' Standards and trainees should ensure that this evidence is clearly signposted in their OneNote notebook. Key evidence, eg from lesson observations or trainee plans, can be uploaded to OneNote and hyperlinked in the weekly reflection. Lesson plans and learning resources are useful evidence, but they do not show the impact of trainee's development in terms of [pupils learning](#); some (anonymised) pupil progress evidence is particularly useful to show the impact of trainee's learning.

### Termly

At the key reporting points throughout the course, trainees will present an [evidence bundle](#) to their subject lead tutor. This should demonstrate progress in all elements of the CTSN curriculum with one particular class (although other evidence from the same key stage may be allowed if needed). This is assessed with a viva (professional conversation) with the trainee's subject lead tutor. At these key points, trainees will highlight key evidence of their learning each curriculum strand to their mentor, who will write a [report](#), that draws together a summary of trainee's progress in all areas of the CTSN SCITT ITE curriculum. [An example of a termly report form can be seen in [Appendix D](#).]

At the end of each reporting cycle, the subject lead tutor will suggest key targets to inform the next term's training:

- 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 trainees' progress in term 3; *(for part-time trainee 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).*

## Evidence bundles

An evidence bundle, just as the name suggests, is simply a bundle of evidence to show all the curriculum strands that can be seen in a trainee's teaching. It is a detailed exemplification of the way in which trainees' work with one particular group (or key stage) over a short period of time. The actual time period might vary depending on the subject, how many hours of teaching there is in a fortnight, but it needs to be long enough to show how the trainee's teaching is having an impact on pupil progress.

It might be easier to start with evidence that the pupils are making progress. One might consider:

- test scores or assessment grades;
- work samples;
- observation notes from mentor, professional tutor, or others;
- Trainees' own evaluations of pupils' learning;
- pupil interviews;
- any other ways to show pupil progress.

When one has a clear idea about how one knows that all pupils are making progress, then one might reflect on how the trainee's teaching has had an impact and link such impact to the relevant curriculum strands.

### *How is the evidence collected?*

As trainees teach the sequence of lessons, they should keep every lesson plan, evaluation, observation, learning resource, etc. In addition, they might need a record of any strategy documents, or individual education plan (appropriately anonymised); photocopies of pupils' work, in particular where the trainee may have given feedback that can be seen to have had a positive impact on subsequent learning.

Trainees will find this a little easier to do if there is a focus on pupil's learning in the evidence bundle. In particular, one might discuss how one knows that all the pupils in the evidence bundle class 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 evidence bundle class is regularly observed; this will add to the evidence based collected.

### *How is the evidence bundle assessed?*

Trainees will collect and present their evidence bundle to their subject lead tutor in a viva-style tutorial or professional conversation; (the SCITT will provide an outline PowerPoint to help the structure this presentation). *Evidence bundles are not 'graded'* – there will be formative feedback only. However, the following might be helpful as a rough guide to help trainees and mentors understand what makes a good evidence bundle.

**REQUIRED:** The evidence bundle shows clear evidence of *trainee progress* against the curriculum strands.

**GOOD:** The evidence bundle not only shows clear evidence of trainee progress, but there is also clear evidence of how such progress has impacted on *pupils' learning* in the evidence bundle class.

**EXCELLENT:** The evidence bundle not only shows evidence of trainee progress, and a clear impact on pupil progress, but there is also evidence of critical engagement with this teaching and learning, informed by *wider professional reading*.

## Example: 'John'

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 might consult the strategy document, or Health Care Plan, or consult with the SENCo or the TA about particular strategies that are known to be effective with John. Lesson planning would show how this data/strategy documents have been used to plan John's learning; you might have a particular behaviour plan for John, and a particular way in which you are using the TA to support his learning. There might be particular 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 homework) 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, there is evidence to show progress in all of the curriculum strands

1. Behaviour for Learning: creating and sustaining a culture of learning in the classroom.	John's behaviour plan, and the use of the TA are two examples of trainee 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.	Trainee 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.	Trainees' planning might be annotated to show links to 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.	The medium-term plan will show how the learning is carefully sequenced the learning, drawing on key threshold concepts to help pupils make progress. There may also be evidence in trainees' lesson plans, and in any resources that have been prepared to sequence 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 lots of evidence in the above example to show how John's particular needs have been met. There might also be other pupils with specific needs in the Evidence Bundle class.
7. Pupils' Personal Development: holistic development of the child; pupils' understanding of their personal development.	Good use of the IEP or HCP, and/or of the TA, might show how the trainee has taken account of John's personal development. This might be supported by observation data from the class teacher.
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 in particular.

# 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 3 and key stage 4\* [\*unless following a course, such as Psychology, which is designated 14 – 19, in which case it would be key stage 4 and key stage 5]. Please note that KS3 always refers to pupils in years 7 to 9: it is about the age of the pupils not the level of the curriculum that is taught.]. 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 of the Teachers' Standards.

## *Moderation during term 2*

During term 2 [curriculum blocks 6 – 11 for part-time year 1 trainees] the subject lead trainers will make a careful check of the trainee's development through online QA of the evidence in the OneNote notebook. This will enable them to indicate, on Report2 whether the trainee is online to meet the Teachers' Standards by the end of the training programme. All trainees will have moderation targets which will help to focus their training in the final weeks of the course. Where there are concerns, the Subject Lead mentor will devise a support plan to ensure that the trainee knows exactly how to get back on track to meet the Teachers' Standards at the required level by the end of the course. For the majority of trainees, support plan 1 will be sufficient to overcome any problems identified. If a trainee does not meet the very precise targets set on the support plan, then they will proceed to support plan 2, a 'cause for concern' report, which will establish a further set of targets needed to be met before QTS can be awarded.

## *Trajectory for QTS (May)*

In the first week in May, professional tutors will notify the SCITT of any concerns related to meeting the required standard for QTS. Subject lead tutors will use any concerns to set a trajectory for QTS for each trainee. This will establish whether the trainee is:

- is on course to meet the standards required for QTS by 1<sup>st</sup> July;
- is on course to meet the standards required for QTS by 19<sup>th</sup> July: (a short extension);
- may require a longer extension, into the next academic year, in order to meet the standards required for QTS.

Trainees' work in-schools will continue to be focused on the CTSN SCITT ITE curriculum; any action required in order to meet at the Teachers' Standards will be monitored by the trainee's subject lead tutor.

## *Subject lead tutor QTS viva (June)*

At the end of the course, trainees will present their evidence of learning the term 3 curriculum to their subject lead tutor, who will cross reference this, and other evidence in the OneNote folder, against the Teachers' Standards to enable the recommendation of Qualified Teacher Status (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 SCITT leadership team.

## Assessment dates at a glance

Assessment	Full-time trainees		Part-time trainees	
	Non-salaried	Salaried	Year 1	Year 2
Evidence Bundle 1	30 <sup>th</sup> November 2023		7 <sup>th</sup> March 2024	n/a
Trainees link report 1 evidence [blocks 1–9]	6 <sup>th</sup> December 2023		6 <sup>th</sup> March 2024	
Report 1 [blocks 1–9]	18 <sup>th</sup> December 2023		19 <sup>th</sup> March 2024	
Trainees link report 2a evidence [blocks 10–14]	n/a	n/a	18 <sup>th</sup> June 2024	
Report 2a [blocks 10-14]			2 <sup>nd</sup> July 2024	
Trainees link report 2 Evidence [blocks 10–18]	6 <sup>th</sup> March 2024		n/a	30 <sup>th</sup> Nov 2023
Evidence Bundle 2	7 <sup>th</sup> March 2024			30 <sup>th</sup> Nov 2023 [old blocks 19-22]
Report 2 [blocks 10–18]	19 <sup>th</sup> March 2024			18 <sup>th</sup> December 2023 [old blocks 19-22]
Trainee link report 3 evidence	18 <sup>th</sup> June 2024 [blocks 19-28]	1 <sup>st</sup> July 2024 [blocks 19-30]		11 <sup>th</sup> June 2024 [old blocks 23-33]
Report 3	2 <sup>nd</sup> July 2024 [blocks 19-28]	11 <sup>th</sup> July 2024 [blocks 19-30]		2 <sup>nd</sup> July 2024 [old blocks 23-33]

### PGCE deadlines

#### Unit 1: The reflective practitioner

- Monday 9<sup>th</sup> October 9:00am Patch 1
- Monday 6<sup>th</sup> November 9:00am Patch 2
- Monday 27<sup>th</sup> November 9:00am Patch 3
- Monday 11<sup>th</sup> December 9:00am Patch 4 / Final submission of **all RP** patches

#### Unit 2: Professional evidence-based enquiry

- Monday 15<sup>th</sup> January 9:00am Outline project plan (proforma template)
- Monday 22<sup>nd</sup> January 9:00am Section 1 [Questions and context]
- Monday 19<sup>th</sup> February 9:00am Section 2 [Enquiry design & literature proforma]
- 18<sup>th</sup> –28<sup>th</sup> March 9:00am Poster presentation and summary of findings
- Monday 22<sup>nd</sup> April 9:00am Final submission of all PEBE sections

## *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 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 QTS viva will follow. If concerns remain, there will be a final moderation in week 12 or 13 of the extension placement. *See next page for overview of concern process.*

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

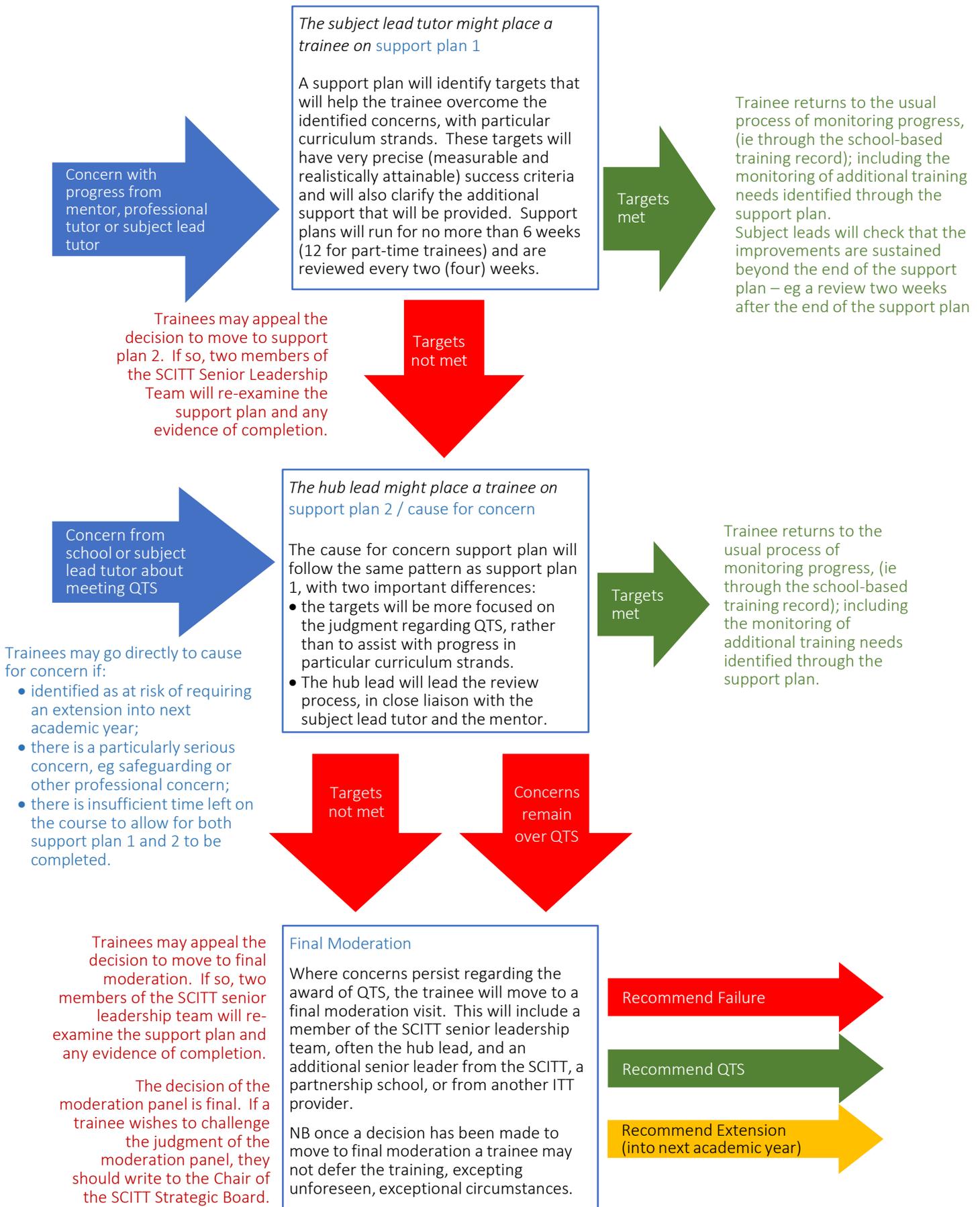
## *Support & assessment process*

The great majority of trainees will progress through the standard assessment process. However, some trainees will need additional support. This might be a short-term focus on particular targets, after which they are able to return to the usual process of monitoring progress, via the weekly mentor meeting.

Where problems persist, particularly in respect of the award of QTS, the following diagram outlines the process involved in *additional* support and assessment. *[See section in this handbook on trainee support for further detail regarding support plans.]*

Support plan process is explained on pages 39.

# Overview of support plan process



# 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 act within the school's safeguarding policy at all times. 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. From Monday to Thursday, trainees are immersed in the life of their placement schools, 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. In view of this, their school placements are an opportunity to begin 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 include research based professional literature in their target setting, and in their wider discussions with trainees.

### Practically focused

School-based training is where trainees are able to experiment with the ideas encountered in core training or in their reading. This is where mentors can encourage trainees to develop their own 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 process of learning to teach into manageable steps. It is important that all colleagues working with trainees understand their current action steps, so that trainees are able to follow this step-by-step approach.

### Progressively sequenced

Our approach to mentoring follows the principles of instructional coaching, carefully organizing 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 is to enable each interaction with pupils to be of high quality. As trainees learn the process of teaching high quality lessons, their contact time can be scaled up.

# The professional tutor

## *The vital role played by the professional tutor in the ITE programme*

This is a key role in both overseeing and developing mentoring within our partnership schools, but also in supporting the CTSN SCITT senior team to quality assure the experience of our trainees in their placements. The professional tutor also has an integral role in the development of the ITE programme and its continued success.

## *The responsibilities of the professional tutor (from the Partnership Agreement)*

- 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.
- To act as the first line of quality assurance for subject mentors in the school, ensuring that mentoring is in accordance with the guidelines laid out in part 3 of the partnership agreement (see *appendix C*)
- To ensure that each trainee's training programme:
  - is driven by appropriate action steps, that link directly to the weekly curriculum plan or subject training table;
  - is effectively personalised to trainees' individual needs;
  - is entirely supernumerary for non-salaried trainees;
  - has no more than the equivalent of two days' directed, timetabled teaching for salaried trainees <sup>[2]</sup>.
  - is guided by the recommended time allocation outlined in Section 6 of the partnership agreement (appendix C).
- To 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; or to arrange for a suitably senior colleague to do so.
- To moderate the judgment of the mentors in their assessment of trainees' progress against 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, but the Teachers' Standards are no longer used as formative assessment throughout the course.)
- To ensure the quality, accuracy and rigour of the termly reports.
- To ensure termly reports are submitted on the required deadline.
- To provide additional support and guidance to both mentors and trainees, including additional classroom observation if needed, when a trainee is on either a support plan or pastoral care plan.
- To receive regular quality assurance feedback on school-based training and liaise with the relevant subject lead about appropriate follow up (if any).
- To attend all CTSN SCITT professional tutor training / meetings.
- To be available for discussion of a trainee's progress at any visit from a CTSN SCITT Tutor.
- To 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.
- To maintain a strategic oversight of school placement allocation.

[2] Full-time Salaried trainees spend up to two days one day for part-time trainees) in school 'directed time' (on the school timetable), and at least two days in school as (paid) supernumerary trainees (plus one day in core training).

## The professional tutor's year

### September

Organise an induction programme (including safeguarding, health and safety; meet key staff; etc).

Liaise with mentors to ensure that they are aware of the expectations of CTSN SCITT, including timetable milestones, curriculum, reporting and mentor expectations.

Book mentors' cover, where needed, for mentor training ([click here to see the mentor training programme](#)).

Please note that professional tutors are always welcome to attend mentor training events, if you feel it will help equip you for the role or gain a better understanding of the SCITT.

Quality assurance: trainee timetables, check mentors are delivering expected CTSN curriculum in terms of setting appropriate action steps, check weekly reflection is an accurate summary of trainee learning.

### October/November

Quality assurance trainees' placement – ensure timetable is fit for purpose, weekly action steps are set, deliberate practice is happening, trainees are recording learning in weekly reflection which is reviewed by mentors.

Make yourself available for external CTSN SCITT visitors (this might be the SCITT tutor or hub lead).

Plan to meet each trainee to review their evidence and to see them teach prior to report 1 deadline

In preparation for report 1, observe each full-time trainee teach (providing formal written feedback on the CTSN form), and meet with trainee to review the evidence in their OneNote notebook.

Liaise with the relevant subject lead tutor about any matters arising from SCITT QA reports.

Collect reports from mentors for QA and to add your comments [see assessment calendar].

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

### December

Thursday 14<sup>th</sup> December – Full-time trainees second placement visit. Ensure that there is time for trainees to meet with their mentor, with initial discussions about timetable, especially in preparation for the KS4 evidence bundle.

Monday 18<sup>th</sup> December – Report 1 [block 1 – 9] due for all full-time trainees.

Monday 18<sup>th</sup> December – Term 1 report 2b [block 19 – 22] due for part-time year 2 trainees.

### January

Monday 8<sup>th</sup> January – Placement 2 begins for all full-time trainees. Part-time trainees continue in placement 1 schools.

Organise an Induction programme for placement 2 (including safeguarding, health and safety, meet key staff etc).

Organise mentor meeting to ensure they are aware of the expectations of CTSN SCITT, including timetable milestones, curriculum, reporting and mentor expectations, including the ITT mentor standards.

Book mentors' cover, where needed for mentor training (see calendar).

Observe and Meet (to review evidence) with year 1 part-time trainees in order to prepare for their report.

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

### February

Quality assurance trainees' placement: ensure timetable is fit for purpose, weekly action steps are set, deliberate practice is happening, trainees are recording learning in weekly reflection which is reviewed by mentors.

Make yourself available for an external CTSN SCITT visitor (this might be the subject lead tutor).

Continue to liaise with relevant subject lead tutors about any matters arising from CTSN QA Reports.

Alert CTSN SCITT to any concerns about a trainee's progress or professional behaviour.

Quality assurance of the alternative placement report, for full-time salaried trainees.

Meet with your mentor team and ensure that your mentors are aware of all expectations on reporting and assessment.

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

## March/April

Continue with your own QA of the school-based mentors.

Continue to liaise with relevant subject lead tutors about any matters arising from CTSN QA Reports.

In preparation for report 2, observe each trainee teach (providing formal written feedback on the CTSN form), and meet with trainee to review the evidence in their OneNote folder.

Collect reports from mentors for QA and to add your comments.

Tuesday 19th March – Report 2 [block 10 – 18] due for all full-time trainees

Tuesday 19th March – Report 1 [block 1 – 9] due for part-time year 1 trainees.

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

Ensure mentors have cover arranged where needed for any mentor training.

## May/June/July

Thursday 9<sup>th</sup> May – Deadline to inform CTSN of any trainee unlikely to meet QTS.

Liaise with mentors to monitor trainees' progress with their moderation targets.

In preparation for report 3, observe each trainee teach (providing formal written feedback on the CTSN form), and meet with trainee to review the evidence in their OneNote folder.

Collect reports from mentors.

Tuesday 2<sup>nd</sup> July – Report 3 [blocks 19 – 28] due for non-salaried full-time trainees

Tuesday 2<sup>nd</sup> July – Report 2a [blocks 10 – 14] due for part-time year 1 trainees

Tuesday 2<sup>nd</sup> July – Report 3 [blocks 22 – 33] due for part-time year 2 trainees

Thursday 11<sup>th</sup> July – Report 3 [blocks 19 – 30] due for salaried full-time trainees

See '[Assessment Dates at a glance](#)' for an overview of the reporting schedule.

## Professional tutor meetings

	Online
Autumn term PT meetings	Monday 11 <sup>th</sup> or Tuesday 12 <sup>th</sup> September <u>New</u> professional tutors' meeting 4pm-5.15pm  Wednesday 8 <sup>th</sup> or Thursday 9 <sup>th</sup> November Professional tutor meeting 4pm-5.15pm
Spring term PT meetings	Wednesday 10 <sup>th</sup> or Thursday 11 <sup>th</sup> January Professional tutor meeting 4pm-5.15pm
Summer term PT meetings	Wednesday 17 <sup>th</sup> or Thursday 18 <sup>th</sup> April Professional tutor meeting 4pm-5.15pm  Wednesday 3 <sup>rd</sup> or Thursday 4 <sup>th</sup> July Professional tutor meeting for 2024-25 4pm-5.15pm

## Professional tutor quality assurance

A key part of the professional tutor role is the quality assurance of the in-school provision. As part of this on-going process PTs are expected to ensure all their mentors are fulfilling key responsibilities of mentors:

- enabling the trainee to follow the weekly curriculum plan;
- reading the research summary in order to link trainee's development to the evidence-base;
- organising an opportunity for deliberate practice to rehearse some aspect of the training plan;
- observing trainee teaching at least once each week and providing written feedback;
- reviewing the weekly reflection.

Some suggestions of what professional tutor QA could look like include:

- Checking trainees' timetables are in line with the CTSN requirements and milestones documented in the Handbook 2023-2024.
- Ensuring all CTSN mentors have undertaken CTSN training
- Co-observing trainees with their mentors to ensure robust mentor commentary that relates explicitly to the action steps highlighted.
- Checking OneNote evidence to ensure trainee are up to date with weekly evidence, reflections, and mentor meetings.
- Observing and giving mentors feedback on any aspect of their role.
- Trainee and mentor tutorials / drop-ins to check on progress and offer guidance and support.

# Mentors

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 important trainer in each trainee’s progress is the subject mentor. It is the mentor’s responsibility to plan the school-based training.

There are five key expectations of mentors

Expectations	Resources to help mentors
<p><b>1</b> <a href="#">Enable the trainee to follow the weekly curriculum plan</a>. 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 training table. 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, but also sent to mentors each week. This will include the, which follows each week’s core training. The subject action steps are found in the <a href="#">subject training table</a>. There are compulsory subject action steps following each taught subject session and optional ones that can be chosen on other weeks.</i></p>
<p><b>2</b> <a href="#">Read the research summary</a> in order to link trainee’s development to the evidence-base.</p>	<p><i>The weekly curriculum plan will include a summary of the key evidence that should underpin trainee’s learning.</i></p>
<p><b>3</b> <a href="#">Organise an opportunity for deliberate practice</a> 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 <a href="#">here</a>, or some other model for deliberate practice.</i></p>
<p><b>4</b> <a href="#">Observe trainee teaching</a> at least once each week and <a href="#">provide written feedback</a> that the trainee might use as evidence of their learning.</p>	<p><i>The ‘action steps’ lesson observation form should be used for this purpose; (there is a more general lesson observation for other lesson observation less closely linked to the action steps). See appendix B for these observation forms which can be downloaded from the content library of the OneNote folder</i></p>
<p><b>5</b> <a href="#">Read the trainee’s weekly reflection</a>, and sign this off as an accurate record of the trainee’s learning. There should be links to evidence of both action steps being 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.</p>	<p><i>The weekly reflection can be found in the trainee’s section of the OneNote folder.</i></p>

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”, unless focused on these expectations, or to complete the school-based learning record. The time might be used for co-planning, deliberate practice, feedback, reviewing the weekly reflection, etc.

School-based learning is recorded on the [school-based training record](#) each week.

These 5 expectations outline the mentor’s regular (weekly) responsibilities. There will be additional duties at other times, eg report writing, or supporting trainees on a support plan, which are outlined in the partnership agreement.



Click or scan the QR code to open the school-based training record

## Mentor development

Mentors are a particularly important 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 subject mentor throughout the Early Career Framework, and CTSN SCITT aims to provide a range of means to support its highly valued mentors.

### Mentor development & training

There are three different types of mentor training events.

- **Mentor conferences** – These will provide mentor training focused on key priorities for CTSN mentors such as deliberate practice and using Tom Sherrington’s and Oliver Caviglioli’s WalkThrus (mentors and trainees will each receive a copy of the WalkThrus book).
- **Mentor clinics** – These are an opportunity for peer-to-peer support focused on particular aspects of the CTSN ITE curriculum and will enable an to keep in touch with our mentor community, and also offer a particular guidance at particular stages of the training.
- **Subject training updates**– These will take the form of short videos produced by the subject lead trainers to update mentors about the key themes in the term’s subject training.

	Mentor conferences	Mentor clinics	Subject Training Updates
	A focus on professional knowledge and skills mentors will need, focusing on instructional coaching and deliberate practice.	An opportunity for peer-to-peer support focused on particular aspects of the CTSN ITE curriculum	A short video provided by the subject lead trainer to update mentors about the key themes in the term’s subject training
For Autumn	13 <sup>th</sup> or 14 <sup>th</sup> September* 4pm – 5pm online	15 <sup>th</sup> or 16 <sup>th</sup> November 4pm – 5pm online	Video update
For Spring	6 <sup>th</sup> or 7 <sup>th</sup> December 4pm – 5pm online (for placement 2 mentors ONLY)	17 <sup>th</sup> or 18 <sup>th</sup> January 4pm – 5pm online	Video update
For Summer	6 <sup>th</sup> or 7 <sup>th</sup> March 4pm – 5pm online	1 <sup>st</sup> or 2 <sup>nd</sup> May 4pm – 5pm online	Video update

\*A repeat of new mentor training will also run on these dates at 1.30pm-3.30pm.

In addition, we will run OPTIONAL instructional coaching (NASBTT certificated) course, and in conjunction with local teaching school hubs the NPQLTD

#### NASBTT’s Level 2 certificate in instructional coaching

This programme is suited to aspiring mentors, new mentors or those mentors whose who wish to develop their knowledge of instructional coaching in mentoring.

Training (NB: to achieve the certificate you must attend the four sessions)	Dates at 4pm – 5:45pm online
NASBTT Level 2 Certificate in Instructional Coaching Session 1	6 <sup>th</sup> November
NASBTT Level 2 Certificate in Instructional Coaching Session 2	11 <sup>th</sup> December
NASBTT Level 2 Certificate in Instructional Coaching Session 3	22 <sup>nd</sup> January
NASBTT Level 2 Certificate in Instructional Coaching Session 4	2 <sup>nd</sup> February

#### National professional qualification in leading teacher development

If you are interested in developing your career in teacher training or would like to know more about the evidence base of effective teacher CPD – this qualification might be of interest to you. This is run by your local teaching school hub and offers a mix of online and live learning to support your development. For more Information, please contact [bgibson@camteach.org.uk](mailto:bgibson@camteach.org.uk)

## Additional mentor responsibilities

Subject mentor responsibilities (from the partnership agreement). Mentors must

- Ensure that each trainee's training programme
  - Follows the curriculum and subject action steps outlined in the weekly curriculum plan and subject training tables; see 2:3 above, that linked directly to the weekly training plan;
  - is effectively personalised to trainees' individual needs;
  - is entirely supernumerary for non-salaried trainees;
  - has no more than the equivalent of two days (0.4) for full-time salaried trainees and one day for part-time trainees (0.3 for part-time year 1s and 0.3 for part-time year 2s).
  - Adheres to these hours. (Managing the trainee teachers' workload is essential by ensuring these hours are adhered to. (For part-time trainees this will be 42 hours per fortnight with 10 hours of core training in the first year and 10 hours for PGCE in the second year.)
- Fulfil the five key expectations of mentors (see page 55).
- In addition to ease five key responsibilities, mentors must:
  - meet with trainees to realise any of these responsibilities, but there is no expectation of an additional "mentor meeting", unless focused on these expectations, or to complete the school-based learning record. The time might be used for co-planning, deliberate practice, feedback, reviewing the weekly reflection, etc.
  - complete [school-based training record](#) each week (or fortnight for part time trainees) with the trainee.
  - make the necessary practical arrangements to ensure the completion of the trainee's training tasks. In particular, mentors should ensure that trainees can observe a range of expert colleagues: this should be planned each week in relation to the trainee's weekly action steps (ie trainees would not usually observe the same classes each week).
  - ensure that the trainee's timetable is in line with the recommended amount of teaching in the handbook, including teaching in both KS3 and KS4 where feasible. These recommended teaching guidelines should not be altered by mentors, without discussion with both the professional tutor and the trainee's SCITT tutor.
  - oversee the trainee's progress towards the mastery of the eight curriculum strands in the CTSN SCITT ITE curriculum, taking care to reference and apply these strands when setting training action steps and giving feedback. Mentors should be clear that 'meeting the Teachers' Standards' is now a summative judgment made at the end of the training course, and not used for on-going formative assessment.
  - where a trainee is identified as needing support, provide a more targeted and focused approach, in-line with the support or pastoral care plan and will liaise more closely with the professional tutor to monitor and support the trainee's needs.
  - provide appropriate support to trainees with assignments, including the PGCE projects, ensuring protected time slots to work on these elements are built into the timetable; one free afternoon per fortnight should be timetabled for PGCE work.
  - liaise with the PT to ensure that all termly reports are completed correctly and submitted by the deadline required.
  - ensure the PT and CTSN SCITT's SCITT tutor is made aware promptly of any issues that arise with the trainee.
  - liaise with professional tutor and SCITT tutor to support their work in developing trainee subject knowledge.
  - meet with the SCITT tutors during visits to report on trainee progress and be available to conduct a paired observation with visiting tutors or moderators.
  - be aware of the relevant sections of the handbook and attend all CTSN SCITT subject mentor training / meetings.
  - contribute to the evaluation and development of the programme.

# Programmes of support for trainees

## *Support plans and cause for concern*

AS CTSN SCITT grows it is important that we have robust mechanisms in place for supporting trainees throughout the ITE year. The support plan and pastoral care plan formalises this support process, offering documented tangible support from both the placement school and CTSN SCITT, in addition to the clear, achievable, incremental targets with precise deadlines which the trainee should follow. The documentation provides both evidence of the support put in place by both the placement school and CTSN SCITT, but also 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 and always in the best interests of the trainee and in liaison with the placement school. We have a two-staged support plan, with stage 2 being a cause for concern and risk of potential failure to meet QTS by the end of the course route.

## *A trainee might be placed on a support plan if:*

- A referral is made by the mentor/PT of the placement school referencing 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.
- A school or report suggests a concern in one or more areas of CTSN SCITT's curriculum strands.
- A referral is made by the mentor/PT 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/PT or subject lead tutor noting that the trainee is not progressing with their teaching load and is unable to meet the suggested milestones for their chosen route. (Trainees would need to be way off the milestones to warrant a support plan).
- A referral is made by the subject lead tutor or visiting 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. (This may not have been picked up by the mentor/PT).

## *Implementing a support plan*

A support plan is in addition to the usual target-setting process and evidence offered in the weekly mentor meeting. Mentor action steps are likely to dovetail and compliment the targets set in any support plan. Support plan 1 can be actioned only by a subject lead tutor or hub lead within CTSN SCITT in liaison with the placement school. Support plan 2 (cause for concern) can be actioned only in liaison with hub lead. The subject lead tutor will then take on the responsibility for setting the support plan and reviewing it and deciding on next steps. Any support plan should run for six weeks, with the following exceptions:

- A support plan 1 might be escalated to support plan 2 following persistent professional misconduct.
- Support plans might need to be reduced to four weeks at the end of placements where time does not allow for six weeks.

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 suggest the target has been met (to ensure that targets are clearly measurable). 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 the 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 1 and Stage 2 support plans*

Evidence of the progress the trainee has made in relation to the targets set on the support plan will be reviewed fortnightly by the mentor and PT and shared with the subject lead tutor. The subject lead tutor will follow this up with the trainee, mentor and PT and review the targets: on occasion the evidence needed to show progress in one or other of the targets might need to be made more relevant, as the training situation evolves. Tracking of trainee evidence will need more carefully monitoring for those on a support plan and more regular formative feedback will be needed from the subject lead tutor: the record of the support plan should be updated in the trainee's file every two weeks.

On support plan 1, the subject lead tutor should ensure that they have a phone call or Zoom/Teams meeting with the mentor each fortnight to review progress against the support plan targets. During the time of the support plan, the SL Tutor should focus their visit on the targets for the support plan. It should be clear to trainees that if they do not meet the support plan One targets then they will progress to support plan Two / Cause for concern. The hub Lead would be involved in the final six-week review meeting of a stage one support plan to determine next steps.

On a support plan 2 / cause for concern, the hub lead should also be included in the fortnightly reviews, with SL tutor and mentor. The trainee must be told that failure to meet the targets from support plan 2 may result in an extended placement and/or failure to pass the course.

Where the support plan 2 monitoring suggests an extension\* is needed, or recommendation for failure to meet QTS, then the SCITT may arrange for external moderation of any decision contested by the trainee; (\*extensions will not necessarily be in the same school). Extensions may be until the end of the academic year, or into the next academic year.

### *Other targets arising during a support plan*

Often, during a period of support, other targets may be identified. It should be remembered that the support plan is not intended to be the ONLY area of progress for trainees during the 6– week period: the support plan will address particular concerns and give trainees opportunity to meet these particular concerns. Other training needs that arise during the six weeks period will be dealt with in the usual way through the regular, weekly routine of setting targets and reviewing evidence of progress. Trainees should still be working through the curriculum and subject actions steps each week in addition to any support plan.

### *Pastoral care plans*

We recognise that the trainee year can place large 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 on their ability to meet the demands of the ITE course.

CTSN SCITT wants to support all out trainees and has robust mechanisms in place for supporting trainees throughout the ITE year on resilience, well-being and time management. The pastoral care plan formalises this support process, offering documented tangible support from both the placement school and CTSN SCITT, in addition to the clear, achievable, supportive and incremental targets with manageable deadlines which the trainee should follow. The documentation provides both evidence of the support put in place by both the placement school and CTSN SCITT, but also 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 and always in the best interests of the trainee and in liaison with the placement school. It is also intended that a pastoral care plan 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 might be a risk.

### *A trainee might be placed on a pastoral care if:*

- Trainee alerted SCITT Tutor, Professional Tutor or mentor to a change in their personal circumstances that will impact on the ITE course.
- Professional Tutor, mentor or SCITT Tutor became aware of the trainee's poor mental health/well-being.

- Professional Tutor, mentor or SCITT Tutor became aware of time management issues brought on by changes to well-being or personal circumstances.
- P Professional Tutor, mentor or SCITT Tutor became aware of trainee's lack of resilience and potential drop out from the ITE year.

#### *Implementing a pastoral care plan*

This pastoral care plan is in addition to the usual target-setting process and evidence offered in the weekly mentor meeting. Weekly, mentor action steps are likely to take into account the suggestions in the pastoral care plan. A pastoral care plan can only be actioned by a subject lead tutor or HUB Lead within CTSN SCITT in liaison with the placement school. The subject lead tutor will then take on the responsibility for setting the pastoral care plan and reviewing it and deciding on next steps. The SCITT Tutor will decide if the placement school needs to be informed and work with the trainee to decide the best supportive course of action.

The SCITT tutor will also alert CTSN SCITT's secondary well-being tutor and encourage the trainee to work with them.

#### *Monitoring a pastoral care plan*

Evidence of the progress the trainee has made in relation to the targets set on the pastoral care plan will be reviewed fortnightly by the SCITT Tutor and where appropriate shared with the PT and mentor. The SCITT Tutor will then set the targets for the next fortnight. Each two-week pastoral care plan should be signed off by the SCITT tutor and saved in the trainees File in Subject Lead Team. If the pastoral care plan targets have not been met, this should be documented and saved as above.

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

It is possible for a trainee to be on both a pastoral care plan and a support plan at the same time, especially if the pastoral care plan came first.

# Quality assurance

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. Each term, as part of their school visits, subject lead 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 Tutors' termly visits, or ongoing QA with Professional Tutors and not through this particular QA process.]



click or scan QR code

<p>The trainee's timetable is appropriate (in terms of key stages and termly milestones).</p>	<p>Secondary trainees should teach both key stage 3 and 4, in both placements (unless on a KS4/5 course, such as psychology). 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.</p>
<p>Trainee workload is thoughtfully managed in line with the 42-hour guidance.</p>	<p>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.</p>
<p>The trainee's OneNote contains high quality evidence of each curriculum action step.</p>	<p>Every week, trainees should upload high quality evidence of the curriculum action step. This should be clearly signposted, eg hyperlinked from 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.</p>
<p>The trainee's OneNote contains high quality evidence of each subject action step.</p>	<p>Every week, trainees should upload high quality evidence of the subject action step. This should be clearly signposted, eg hyperlinked from 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.</p>
<p>Both trainee and mentor share an understanding of the key reading &amp; evidence from the CCF that underpins the training programme.</p>	<p>Both trainees and mentors read the weekly research summary, which means that the school-based training programme is informed 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 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 &amp; feedback, etc.</p>
<p>The weekly reflection is an accurate record of trainee's professional learning, appropriately linked to evidence of trainee 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>

# 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. An important difference is that this is now at the end of the ITT course, rather than at the beginning.

## Numeracy

Trainees will take the '[elevate my maths](#)' diagnostic test. If necessary, trainees will be required to take the follow up units from '[elevate my maths](#)' at some point throughout the training year. Trainees will need to bear the (very nominal) cost of this course. *[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.]*

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 subject lead tutor and SCITT Director.

## Literacy

Trainees have undertaken a simple literacy test during interview and if further literacy development is suggested, then this will be part of the on-going conversation between the subject lead tutor, trainee and mentor. CTSN have developed a trainee literacy support tool (the table can be seen below) which can be used alongside support from the trainee's subject lead tutor.

Skill:	Personal R/A/G rating:	Evidence so far:  Codes to use for evidence: EB = Evidence Bundle WR (week no.) = weekly reflection MM (week no.) = mentor meeting R1 / R2 = Reports LP (group, date) = Lesson Plan LO (group, date) = Lesson Obs, O = Other Evidence (specify)	What you have further completed to improve competence with this skill: (i.e., from the menu of suggested support resources)
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 (Department for Education) in respect of literacy and numeracy

*Prior to the award of QTS, providers must assure the trainees' 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 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.*

## Appendix A: Partnership Schools 2023-24

School	Website	Professional Tutor	
Abbeygate Sixth Form College	<a href="https://www.abbeygatesfc.ac.uk/">https://www.abbeygatesfc.ac.uk/</a>	Rachel Pickering	PG@king-ed.suffolk.sch.uk
Bottisham Village College	<a href="https://www.bottishamvc.org/">https://www.bottishamvc.org/</a>	Stephen Midgley	smidgley@bottishamvc.org
Cambourne Village College	<a href="https://www.cambournevc.org/">https://www.cambournevc.org/</a>	Rebecca Gale	RGale@cambournevc.org
Cambridge Academy of Science and Technology	<a href="https://www.cambridgeast.org.uk/">https://www.cambridgeast.org.uk/</a>	Ronald Davies	Ronald.Davies@CambridgeAST.org.uk
Castle Manor Academy	<a href="https://castlemanor.org.uk/">https://castlemanor.org.uk/</a>	Louise Cassels	lcassels@castlemanor.org.uk
Chesterton Community College	<a href="https://ccc.cambridgeshireeducationaltrust.org/">https://ccc.cambridgeshireeducationaltrust.org/</a>	Katharine Hutchinson	khutchinson@ccc.tela.org.uk
Coleridge Community College	<a href="https://coleridge.education/">https://coleridge.education/</a>	Germaine Varney	Germaine.Varney@ColeridgeCC.org.uk
Comberton Village College	<a href="https://www.combertonvc.org/">https://www.combertonvc.org/</a>	Jane Clarke	jaclarke@combertonvc.org
Cottenham Village College	<a href="https://www.astreacottenham.org/">https://www.astreacottenham.org/</a>	Nadine Malcolm	nadine.malcolm@astreacottenham.org
Downham Market Academy	<a href="https://downhammarketacademy.co.uk/">https://downhammarketacademy.co.uk/</a>	Diana Turnbull	dturnbull@dma.tela.org.uk
Ely College	<a href="https://www.elycollege.com/">https://www.elycollege.com/</a>	Sarah Goodey	SGoodey@elycollege.co.uk
Ernulf Academy	<a href="https://www.astreaernulf.org/">https://www.astreaernulf.org/</a>	George Lewis	george.lewis@astreaernulf.org
Harleston Sancroft Academy	<a href="https://www.impington.cambs.sch.uk/">https://www.impington.cambs.sch.uk/</a>	Kirsten Parker	kparker@sancroft.stbenets.org
Impington Village College	<a href="https://www.king-ed.suffolk.sch.uk/">https://www.king-ed.suffolk.sch.uk/</a>	Moira Middleton	mmiddleton@ivc.tela.org.uk
King Edward VI School	<a href="http://www.lvc.org">http://www.lvc.org</a>	Rachel Pickering	PG@king-ed.suffolk.sch.uk
Linton Village College	<a href="https://www.astrea-longsands.org/">https://www.astrea-longsands.org/</a>	Carey Mayzes	Carey.Mayzes@lvc.org
Longsands Academy	<a href="http://melbournvc.org/">http://melbournvc.org/</a>	Susannah Prabhu-Naik	Susannah.Prabhu-Naik@astrea-longsands.org
Melbourn Village College	<a href="http://melbournvc.org/">http://melbournvc.org/</a>	Euan Wilder	EWillder@melbournvc.org
Newmarket Academy	<a href="http://www.newmarketacademy.co.uk/">http://www.newmarketacademy.co.uk/</a>	Rob Bolton	rob.bolton@newmarketacademy.co.uk
Saffron Walden County High School	<a href="http://www.swchs.net/">http://www.swchs.net/</a>	Rachel Mills	RMills@swchs.net
Samuel Ward Academy	<a href="https://www.samuelward.co.uk/">https://www.samuelward.co.uk/</a>	Julie Warner	JWarner@samuelward.co.uk
Sawston Village College	<a href="http://www.sawstonvc.org/">http://www.sawstonvc.org/</a>	Erika Wagstaff	ewagstaff@sawstonvc.org
St Benedict's Catholic School	<a href="https://www.st-benedicts.suffolk.sch.uk/">https://www.st-benedicts.suffolk.sch.uk/</a>	Lindsay Law	LLaw@st-benedicts.suffolk.sch.uk
St Peter's School	<a href="https://www.stpetershuntingdon.org/">https://www.stpetershuntingdon.org/</a>	Linzie Hodgson	lhodgson@stpetershuntingdon.org
Stour Valley Community School	<a href="http://www.stourvalleycommunityschool.org/">http://www.stourvalleycommunityschool.org/</a>	Nick Mussett	nmussett@stourvalley.org
Swavesey Village College	<a href="https://www.swaveseyvc.co.uk/">https://www.swaveseyvc.co.uk/</a>	Hannah Kennard	HKennard@swaveseyvc.co.uk
Thomas Gainsborough School	<a href="http://tgschool.net/">http://tgschool.net/</a>	Alex Blagona	ablagona@tgschool.net
Thurston Community College	<a href="http://thurstoncollege.org/">http://thurstoncollege.org/</a>	Jo Thompson	jthompson@thurstoncollege.org
Trumpington Community College	<a href="https://www.trumpingtoncc.org.uk/">https://www.trumpingtoncc.org.uk/</a>	Sabrina Lamb	slamb@cap.education
Witchford Village College	<a href="https://www.witchfordvc.co.uk/">https://www.witchfordvc.co.uk/</a>	Lindsay Waggitt	lwaggitt@wvc.tela.org.uk

# Appendix B: CTSN SCITT's Policies

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:](#)



## Appendix C: Partnership Agreement 2023-24

To view the 2023-24 CTSN SCITT [Partnership Agreement](#) click or scan the QR code.



# Appendix D: Organisation chart

