**Logo

Description automatically generated with medium confidence**

PGCE

Secondary

History

Study Guide

2022-2023

Text

Description automatically generated

**Contents**

[Administrative Information 2](#_Toc109391801)

[Introduction 3](#_Toc109391802)

[Programme Aims 4](#_Toc109391803)

[Secondary PGCE Programme Aims 4](#_Toc109391804)

[Secondary History PGCE Aims 4](#_Toc109391805)

[Guidance for Learning and Communicating Online 5](#_Toc109391806)

[The Exeter Electronic Learning Environment (ELE) 5](#_Toc109391807)

[Electronic Individual Development Portfolio 5](#_Toc109391808)

[Online Communication 5](#_Toc109391809)

[Tutorials 6](#_Toc109391810)

[Peer Teaching 7](#_Toc109391811)

[Enrichment Opportunities Throughout the Year 8](#_Toc109391812)

[Research Lectures 8](#_Toc109391813)

[Chartered College of Teaching 8](#_Toc109391814)

[Tackling Sexism in Schools 8](#_Toc109391815)

[Summer Term: Individual Extension and Enrichment 8](#_Toc109391816)

[Assessment 10](#_Toc109391817)

[M-Level Assessment 10](#_Toc109391818)

[QTS 10](#_Toc109391819)

[MA Education 11](#_Toc109391820)

[The Curriculum 12](#_Toc109391821)

[Theoretical Framing 12](#_Toc109391822)

[The Teachers' Standards for QTS and Core Content for Initial Teacher Training 14](#_Toc109391823)

[Curriculum Sequence 15](#_Toc109391824)

[Autumn Term 15](#_Toc109391825)

[Spring Term 18](#_Toc109391826)

[Summer Term 18](#_Toc109391827)

[Curriculum Mapped against the CCF 19](#_Toc109391828)

# Administrative Information

Much of the relevant administrative information is included in the PGCE Course Handbook. Full details about the school-based work components and about the formal assessment procedures are included. Your attention is also drawn to the section describing procedures for self-certification in the case of illness, and the procedures for requesting leave of absence. In addition to following the procedures in the course handbook, you must let your subject tutor know of any unanticipated university absence by 9:00am on the day by email.

Please also note the information in the handbooks relating to important central university services, including:

* The Student Information Desk
* Equality, Diversity and Inclusion
* Disability support, AccessAbility and individual learning plans
* Race Equality support
* International Student Support
* The Library, library support services and Study Zone for academic support
* Wellbeing support
* Financial Hardship support
* The Students’ Guild

Please ensure that you’re aware of the information covered in the PGCE Handbook. This is a important reference, so if you have any questions please check there first.

The Exeter Learning Environment or ELE is a virtual learning environment. Staff contact details can be found here as well as all of the important documents relating to the course. There is also more specific information about seminars and information about tutorials and assessment. Use of ELE will be discussed at the start of the course.

# Introduction

Your training year is just the beginning of your development as a teacher, and you will not exit the year knowing everything there is to know about teaching and learning. Instead, we aim to support you in becoming an autonomous, independent, critically-aware and reflective practitioner - someone who is able to identify your strengths and areas for development, with a desire to keep learning, to keep growing and to keep engaging with developments in our wider understanding of teaching.

This course is founded on the concept of principled, reflective practice, the idea that we should approach teaching with an informed understanding of pedagogy, how children learn, and what values drive what we do in the classroom. Smagorinsky describes how different this is to the "silver bullet" notion of "best practice" (2009, p.15). While the idea of 'best' implies that there might be a fixed set of approaches to teaching that are always superior, the concepts of 'reflective practice' and 'principled practice' instead focus on thinking about why we teach in certain ways, and the impact this might have on our students. This focus on 'why' invites you to make links between research and practice, to reflect on your own values, to unpick the hidden assumptions that can lie beneath the surface of any teaching activity, and to consider how teaching and learning always operates in context.

Above all, we invite you to view your knowledge of how to teach as an evolving, flexible entity. You are not accumulating a fixed and static body of knowledge about practice, ready to transfer into your teaching; rather, you are learning about evidence-informed, research-inspired approaches to teaching that you can try out, reflect on and develop in your own classrooms. Just as research is always marching forward, as a teacher the way that you teach will likely evolve and change considerably over time. Our curriculum offers one synthesis of current knowledge: but the principles that underlie your teaching will ultimately be your own.

## Programme Aims

### Secondary PGCE Programme Aims

Education is a complex and intellectually challenging process, the fundamental purpose of which is to prepare young people to take a full part in a changing, pluralist and democratic society. Good teaching promotes effective learning. Throughout the PGCE year you will develop a personal and professional rationale for teaching and learning. The programme enables you to acquire the values, commitments, knowledge, understanding and skills that all teachers need. It also offers you opportunities for the development of personal transferable skills (self-management, learning skills, communication, teamwork, problem-solving and data-handling skills) and will provide you with the first stages in your profile of continuing professional development as a teacher. The programme contributes to both your immediate and your continuing professional education. At the end of the programme you should be an effective classroom teacher, able to demonstrate your competences and to become an integrated member of the school community wherever you work. You will be equipped to work collaboratively and in dependently, with commitment to the all-round education of children. In the longer term, the PGCE course lays the foundation for lasting professional development. The PGCE programme leads into the MA Education programme, which we hope most of you will continue to during your first years of teaching. The Secondary PGCE programme been designed to meet the requirements for Initial Teacher Education as set out in the Teachers’ Standards (DfE 2012) and ITT Criteria (DfE 2020).

### Secondary History PGCE Aims

The History PGCE course is concerned with theoretical and practical classroom approaches to the teaching of History. This involves the development of a range of appropriate teaching strategies and classroom activities in the varied classroom situations which you will encounter, with appropriate use of digital technologies and a rigorous understanding of why particular activities might be appropriate. Of fundamental importance is the belief that History teaching is stimulating, meaningful and creative and it gives pleasure to both teachers and students and educates them to take a full and active role as citizens.

The principal aims are to:

* enable trainees to gain a comprehensive understanding of the background theory, issues and practice relating to the current teaching of history in the secondary curriculum;
* support trainees to meet the Standards required for the award of Qualified Teacher Status and thus to be in a strong position to gain employment as a history teacher; and
* nurture their development as a reflective and autonomous professional practitioner who is able to identify strengths and areas for development in subject knowledge and pedagogy, through evaluating current professional practice in relationship to developments in research and curriculum theory.

## Guidance for Learning and Communicating Online

There are two important online spaces which you will need to navigate.

### The Exeter Electronic Learning Environment (ELE)

This is the online platform for the university taught course.

The [Secondary PGCE Programme page](https://vle.exeter.ac.uk/course/view.php?id=13043) has links to the individual pages you will need, as well as some additional resources.

The pages include your Subject module page (with all materials for your subject sessions and information about your subject assignment), the Education and Professional Studies page (with all EPS materials and tasks and information about the EPS assignment), and the core documents page (with important administrative information, e.g. about placement contacts, assignment mitigation, absence requests).

ELE also includes links to university resources such as the Electronic Library, Study Zone and Studiosity.

Log in using your university IT account and password. Any issues should be resolved via the Student Information Desk.

### Electronic Individual Development Portfolio

This is your personal online space, which you will use to generate and record key documentation relating to your progress towards meeting the Teachers' Standards. It includes a folder of documents with the Programme Handbook, information and learning resources to help you use the tools of the Exeter model. Your school mentors will have access to this and will fill in / sign off on some documents.

You will be sent individual login instructions via email. Any issues should be directed to [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk). There is a link to your eIDP on the Secondary PGCE Programme ELE page.

In addition to these, you will need to keep your own files with course notes, independent learning and teaching plans and materials. You won't want to put all of these into your IDP, but you need to keep them in an organised way so that you can discuss them with Mentors/Tutors.

### Online Communication

Please be mindful of how you communicate online, and particularly be careful about tone in emails or other online messages sent to peers or to colleagues in school. It is easy to misconstrue tone in online communication, and it is essential that all communication with placement schools is professional. Please avoid sharing images or information that might be confidential or breach GDPR. It's best to avoid sending emails or online messages when you are angry or emotional, unless you need to contact tutors urgently to request support. The university's social media guidance for Staff and Students is available at: <https://www.exeter.ac.uk/staff/employment/hrpoliciesatoz/socialmedia/guidance/>

## Tutorials

You will attend three tutorials with your personal tutor during the first term in the university. The main foci of these sessions are:

* to discuss and set targets for your personal subject knowledge and
* to monitor your progress towards meeting the Teachers’ Standards (for QTS)

You are already aware from your Subject Knowledge Audit where there are gaps in your own subject knowledge which will need to be addressed. You will work with your tutor on your Action Plan, setting yourself realistic targets for improvement. You will have to be well organised and conscientious in making sure that you are conversant with all aspects of the history you will be teaching. It is a requirement of the course that you demonstrate good levels of understanding in the subject, especially when working with school students in the classroom. Any work that you do should be neat and legible and kept in your IDP file so that your tutor can check your understanding.

Tutorial one will take place by the 14th of October, tutorial two by the 11th of November and tutorial three by the 2nd of December. Precise dates and times of these tutorials will be arranged by your tutors.

## Peer Teaching

Peer teaching sessions are designed to help you begin to design activities that are appropriate to meet a variety of learning objectives as well as preparing you for teaching in front of a class of children.

During the Autumn Term peer teaching is an essential training tool in two respects:

* It gives you the chance to try out teaching approaches that have been demonstrated in the taught sessions in a non-hostile environment.
* It gives you the motivation and focus to read up on topics that you are very likely to have to teach in schools.

These peer teaching sessions will focus in particular on developing your skills in: demonstrating good subject and curriculum knowledge; planning and teaching well-structured lessons and fulfilling wider professional responsibilities.You should devise an activity to teach about your chosen topic appropriate for Key Stage 3 or Key Stage 4. Most importantly, you should have a very clear focus on a particular NC key concept or GCSE assessment objective.

**Practicalities**

We will divide you up into groups of 5-8 and each group will have its own room. You will pair up with someone in the group (there may occasionally be a three) who will act as your feedback partner on your teaching and planning and agenda.

Bring copies of your lesson plan and any resources to the session or email them in advance to your peers. You will also need to provide copies of these for the Peer Teaching Tutor.

**Process**

You will prepare a lesson plan using the Lesson Plan template (on ELE).

Each of you will deliver a 10 minute episode selected from this lesson plan to the rest of your group. The group will have two hours for this, so timing will be vital.

After the teaching session discuss your episode with your partner and complete a written evaluation of your episode.

In addition to this you are asked to prepare a maximum 2 page handout for each member of your group on the area you are teaching in order to help your peers’ development of their subject knowledge. This should include: key information, suggested resources, ideas for teaching and learning activities, websites and suggestions for further reading.

## Enrichment Opportunities Throughout the Year

You all bring to your course different strengths and experiences, and differing needs. Whilst there is a core strand which everyone follows, the course is structured to allow you the chance to develop strengths further or to work on identified needs. Individual development is supported and monitored through action planning, tutorials and weekly development meetings.

In addition, there is a range of further structured opportunities that you may wish to participate in. Most of these activities are voluntary and we understand that for some members of the course it will be impossible to take part because of other commitments. Further opportunities will crop up in year.

### Research Lectures

Each term the Graduate School of Education arranges a series of Research Lectures for staff, students, visitors from other educational institutions and partnership schools, where internationally renowned academics present their current or recently completed research and scholarly work. The lectures are aimed primarily at those involved or interested in educational research. We hope that as many of you as possible will attend the seminars and join in the informal discussions afterwards. There is no need to inform us in advance - just turn up at the seminar. <http://socialsciences.exeter.ac.uk/education/research/events/lectureseries/>

### Chartered College of Teaching

We encourage you to join the Chartered College as a student member (it’s free!) – the college produces an excellent termly journal, as well as offering an 'early career hub' with helpful advice and resources: <https://earlycareer.chartered.college/>

### Tackling Sexism in Schools

In 2021 Ofsted and the Department for Education updated their requirements for schools with new obligations to tackle sexual harassment. Ofsted state: “Inspectors will also look at how schools work to prevent sexual harassment, online sexual abuse and sexual violence through a whole-school approach”. UK Feminista offer free online training on how best to tackle sexism and sexual harassment in school: <http://training.ukfeminista.org.uk>

### Summer Term: Individual Extension and Enrichment

If, at the point of Formative Report 4, your school feels that you have met the Teachers’ Standards, it is important that the last few weeks of your programme are used to extend and enhance your professional competence. This could be achieved in a myriad of ways: by targeting some particular aspects of your teaching which you wish to develop at a higher level; by addressing a particular area of subject knowledge weakness; by arranging to visit an alternative educational setting such as a Pupil Referral Unit or a Special School; by investigating something in your school, such as provision for the most able students; by developing and implementing a personalised learning plan for a disaffected student. But it is important that this is genuinely a way of enriching your own professional development.

## Assessment

### M-Level Assessment

Information about the M-Level assignments that you will complete during the year are found in section 7 of the PGCE Programme Handbook. Specific details about the SKP and EPS assignments can be found on the ELE pages of the respective modules and deadlines can be found in the curriculum sequence below.

### QTS

Information about assessments relating to gaining QTS are covered in section 3 of the programme handbook. Reports and other training tools can be found on the Handbooks and Documents page, linked to from the Secondary PGCE Programme ELE page.

## MA Education

Your PGCE will give you 60 credits at Masters Level which you can carry into a full MA if you'd like to continue your learning.

We currently offer two part-time MA options, both of which are designed to be accessible to people teaching full time. These are available as blended and fully distance options. On both routes, you will take two further 30 credit modules, then a 60 credit dissertation, usually over 3 years.

The process by which you use your PGCE credits towards the Masters is called ['Accredited Prior Certified Learning](https://www.exeter.ac.uk/postgraduate/courses/education/apl/#apcl)' and it has to be done within 5 years of completing your PGCE.

Other institutions may accept your PGCE credits, but that will depend on their policies rather than ours.

There is more information on the website, including contact details for programme directors who will be happy to tell you more:

[MA Education](https://www.exeter.ac.uk/postgraduate/courses/education/educationma/)

[MA Language and Literacy Education](https://www.exeter.ac.uk/postgraduate/courses/education/languageandliteracy/)

|  |  |  |
| --- | --- | --- |
|  | Exeter PGCE  60 credits |  |
|  |  |  |
| Module  30 credits | + | Module  30 credits |
|  |  |  |
|  | Dissertation  60 credits |  |
|  |  |  |

# The Curriculum

## Theoretical Framing

Diagram, schematic

Description automatically generatedOur curriculum coheres around the Exeter Model Framework which draws together a spectrum of issues that sociocultural theories identify as important in educational decision making. This framework is used in a number of ways throughout the curriculum.

The overall course is based on principles drawn from socio-cultural theories of learning. Learning to teach involves:

* Situated activity - learning within a school context (‘Community of Practice’ – Lave and Wenger 1991)
* Opportunities for dialogue with others, particularly those more experienced (Vygotsky 1978; Mercer, Wegerif & Major 2019)
* Scaffolded progress towards independent practice (see Wood, Bruner, Ross 1976)
* Tools to make sense of the knowledge, skills and social and political contexts of teaching (see Engeström, 1999)
* Deliberately reflective thinking about teaching and learning, strengthened through engagement in classroom research (Schon 1987; Beauchamp 2015)
* Understanding that contradictions (e.g. between theory and current practice or between a teachers' view and a trainees' expectations) are stimuli for exploration of why these differences occur and for new thinking and practice. They are points of creative growth for individuals and ultimately for the system.

Beauchamp, C. (2015). Reflection in teacher education: issues emerging from a review of current literature. *Reflective Practice*, *16*(1), 123-141.

Engeström, Y. (1999). Activity theory and individual and social transformation. *Perspectives on activity theory*, *19*(38), 19-30.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Mercer, N., Wegerif, R., & Major, L. (Eds.). (2019). *The Routledge international handbook of research on dialogic education*. Routledge.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. Jossey-Bass.

Smagorinsky, P. (2009). EJ Extra: Is It Time to Abandon the Idea of" Best Practices" in the Teaching of English?. *The English Journal*, *98*(6), 15-22

Vygotsky, L. S. (1978). Socio-cultural theory. *Mind in society*, *6*, 52-58.

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, *17*(2), 89-100.

## The Teachers' Standards for QTS and Core Content for Initial Teacher Training

Our curriculum does not separate out the [Teachers' Standards](https://www.gov.uk/government/publications/teachers-standards) and address them one by one. This is because we recognise how interrelated many of the standards are, and that you will be constantly developing your understanding and skills across all of the standards.

However, the Department for Education has published recommended 'Core Content' for Initial Teacher Training which offers a framework which should be considered a "minimum entitlement" for all trainees, and this presents the content atomistically against each standard (click here for the [CCF](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)). Later in this document, you will find a table which presents the DfE core content, and shows the key areas where we integrate this information into our course - through topics, tasks, assignments and seminars. The table also indicates some of the ways in which our course goes beyond this minimum entitlement, outlining some additional ideas that you will explore.

Each year there are also additional optional enrichment opportunities, including the School of Education Research Lecture series in which leading experts present on a range of important educational topics each year.

Alongside the academic content, we support your progress towards the standards through our phases. There are different expectations within each phase - for example, of how much classroom contact time you have, or which training tools you use to evaluate and reflect. This scaffolds your progress through deliberate practice in a gradual sequence which moves towards independent practice with the support of your mentors.

The 'profile descriptor' of each phase describes the knowledge, understanding and skills that we expect you to be able to demonstrate at the end of it. The movement through the phases is flexible, depending on your needs. Meeting the 'Developing Independence' phase indicates that you have met the standards required for the award of QTS.

Graphical user interface, text, application

Description automatically generated

## Curriculum Sequence

SKP: Subject Knowledge and Pedagogy module, your subject group.

SKP Tasks: Independent study tasks to do each week. Further information is on your subject ELE page.

EPS: Education and Professional Studies module, core learning across all subjects.

EPS Lectures: Online lectures available on the EPS ELE page. These should be watched each week as independent study, and have associated reading/tasks.

EPS Tasks: Independent study tasks to do each week. Further information is on the EPS ELE page.

EPS Seminars: these take place in your subject groups, and help to connect your generic learning about education to your developing subject specific knowledge.

### Autumn Term

|  |  |
| --- | --- |
| **w/c 12/9 & 19/9** | **Anticipating Practice** |
| Anticipating Practice Tasks | AP Task 1: Welfare – Safeguarding and Child Protection  AP Task 2: The Purpose of Education – The Curriculum  AP Task 3: Being a Teacher  AP Task 4: Learning  AP Task 5: Adaptation to Individual Needs & Contexts  AP Final Summary Task |

|  |  |  |
| --- | --- | --- |
| **w/c 26/9** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection  Read Historical Association Survey |
| **EPS Lectures** | | The Exeter Model  Curriculum & Educational Ideologies  Reflection  Teacher Identity & Agency  Policy  School Structures  Being Critical |
| **EPS Tasks** | | Child Protection  Complete the Academic Honesty and Plagiarism module on ELE  Complete library induction at https://libguides.exeter.ac.uk/libraryinduction |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1200 | Induction, reflection on preliminary experience, the Exeter Model of ITE |
| **Mon** | 1200 – 1230 | PGCE Welcome Talk (NC12) |
| **Mon** | 1330 – 1500 | Introduction to peer teaching |
| **Mon** | 1500 – 1600 | Students’ Guild Induction (NC12) |
| **Tue** | 0930 – 1230 | What is History teaching? Why teach History? |
| **Tue** | 1330 – 1630 | Peer Teaching |

|  |  |  |
| --- | --- | --- |
| **w/c 3/10** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection  Complete your subject knowledge audit and identify the key areas where you need to develop your subject knowledge further  Complete an Exeter Model Framework on the purposes of school History Complete the significance task set in the session |
| **EPS Lectures** | | What Works?  Theories of Learning  Neuroscience of Learning  Planning & Sequencing |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | The key concepts of History teaching: SIGNIFICANCE |
| **Mon** | 1300 – 1530 | Planning |
| **Tues** | 0930 – 1230 | The key concepts of History teaching: SIM & DIFF |
| **Tues** | 1330 - 1630 | Peer Teaching |
| **Thurs** | 13:30 – 15:30 | EPS Seminar - Curriculum |

|  |  |  |
| --- | --- | --- |
| **w/c 10/10** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection  Design a causal question.  Produce a model of progress in responding to this question (Inc. vocabulary) Design (produce?) activities to support this progress |
| **EPS Lectures** | | Behaviour  Motivation  Social Mobility  Reviewing the Literature |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | The key concepts of History teaching: CAUSE & CONSEQUENCE |
| **Mon** | 1300 – 1530 | Planning |
| **Tues** | 0930 – 1230 | The key concepts of History teaching: CHRONOLOGY |
| **Tues** | 1330 - 1630 | Peer Teaching |

|  |  |  |
| --- | --- | --- |
| **w/c 17/10** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection  Complete ‘6 Things You Should Know About The Holocaust’ |
| **EPS Lectures** | | Dialogic Theory  Assessment  Literacy and Numeracy Across the Curriculum |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | The key concepts of History teaching: INTERPRETATION |
| **Mon** | 1300 – 1530 | Progression – what does it mean to ‘get better’ at History? |
| **Tues** | 0930 – 1230 | The key concepts of History teaching: EVIDENCE |
| **Tues** | 1330 - 1630 | Peer Teaching |
| **Thurs** | 13:30 – 15:30 | EPS Seminar – Assessment |

|  |  |  |
| --- | --- | --- |
| **w/c 24/10** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | By Friday 28th October submit your 1500 word formative assignment to your tutor (See ELE for more details). |
| **EPS Lectures** | | Adaptive Teaching  SEND  EAL |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | Assessment |
| **Mon** | 1300 – 1530 | Promoting positive behaviour in the history classroom |
| **Tues** | 0930 – 1230 | Differentiation and adaption |
| **Tues** | 1330 - 1630 | Peer Teaching |

|  |  |  |
| --- | --- | --- |
| **w/c 31/10** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection Familiarise yourselves with the IDP, upload the required docs |
| **EPS Lectures** | | Professionalism  E-Safety and Helping Children stay Safe Online  Prevent and British Values |
| **EPS Tasks** | | Read Section 5.2 of the Programme handbook on school induction. |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | The key concepts of History teaching: CHANGE AND CONTINUITY |
| **Mon** | 1300 – 1530 | Preparing for placement |
| **Tues** | 0930 – 1230 | Questioning |
| **Tues** | 1330 - 1630 | Peer Teaching |
| **Thurs** | 13:30 – 15:30 | EPS Seminar - Pedagogy |

|  |  |
| --- | --- |
| **During School Placement** |  |
| **EPS Tasks** | Challenging the Gap 1 |

|  |  |  |
| --- | --- | --- |
| **w/c 21/11** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Professionalism Task  Complete additional slides and reading of ‘How Children Learn’  Complete an end of week reflection |
| **EPS Lectures** | | Leadership  Working with Teaching Assistants  Engaging Parents and Carers With Learning |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | Widening Participation; Planning & Resourcing |
| **Mon** | 1300 – 1530 | Reflective and responsive teaching; Intro to peer review |
| **Tues** | 0930 – 1230 | How children learn in history |
| **Tues** | 1330 - 1630 | Peer Review |

|  |  |  |
| --- | --- | --- |
| **w/c 28/11** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection |
| **EPS Lectures** | | Preparing to teach pupils from all backgrounds  Addressing Inequalities  Ability |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | Classroom management |
| **Mon** | 1300 – 1530 | Reviewing beginning practice; Feedback on formative |
| **Tues** | 0930 – 1230 | Improving literacy in History |
| **Tues** | 1330 - 1630 | Peer Review |

|  |  |  |
| --- | --- | --- |
| **w/c 5/12** | |  |
| **Asynchronous Activities** | | |
| **SKP Tasks** | | Complete an end of week reflection |
| **EPS Lectures** | | Child and Adolescent Mental Health  Teacher Wellbeing  Thriving and Surviving  Climate and Sustainability |
| **Synchronous Activities** | | |
| **Mon** | 0930 – 1230 | Teaching GCSE |
| **Mon** | 1300 – 1530 | Review and reflection |
| **Tues** | 0930 – 1230 | Teaching A Level |
| **Tues** | 1330 - 1630 | Peer Review |
| **Thurs** | 9:30 – 12:30 | Getting the most out of your voice |
| **Thurs** | 13:30 – 15:30 | EPS Seminar – Behaviour Management |

### Spring Term

|  |  |
| --- | --- |
| **During School Placement** |  |
| **SKP Tasks** | By Wednesday 4th submit your 4000 word summative assignment to BART (See ELE for more details). |
| **EPS Tasks** | By Monday 30th Jan submit your 1500 word formative assignment to your tutor (See ELE for more details).  Interpreting Data Task – Complete by Seminar Day 3  SEND Task – Complete by Seminar Day 3 |

|  |  |  |
| --- | --- | --- |
| **Seminar Day 1 – 13.1.23** | |  |
| **Asynchronous Activities** | | |
| **EPS Lectures** | | The EPS Assignment  Searching for Literature |
| **Synchronous Activities** | | |
| 1000 – 1200 | EPS Seminar – The EPS Assignment | |
| 1300 – 1600 | Planning and assessment | |

|  |  |  |
| --- | --- | --- |
| **Seminar Day 2 – 3.2.23** | |  |
| **Synchronous Activities** | | |
| 1000 – 1200 | Student Impact | |
| 1300 – 1600 | Research informed teaching | |
|  |  | |

|  |  |  |
| --- | --- | --- |
| **Seminar Day 3 – 17.3.23** | |  |
| **Synchronous Activities** | | |
| 1000 – 1200 | EPS Seminar - Interpreting Data & SEND | |
| 1300 – 1500 | Preparing for Developing Independence | |
| 1500 – 1600 | Curriculum Planning, Sequencing, Teaching and Impact | |

### Summer Term

|  |  |
| --- | --- |
| **During School Placement** |  |
| **EPS Tasks** | By Wednesday 19th April submit your 4000 word summative assignment to BART (See ELE for more details).  Challenging the Gap II – Complete by Seminar Day 4  EAL Task – Complete by Seminar Day 4 |

|  |  |  |
| --- | --- | --- |
| **Seminar Day 4 – 12.5.23** | |  |
| **Synchronous Activities** | | |
| 1000 – 1200 | EPS Seminar – Challenging the Gap & EAL | |
| 1300 – 1600 | Cross Curricular Conference | |

|  |  |  |
| --- | --- | --- |
| **Seminar Day 5 – 28.6.23** | |  |
| **Synchronous Activities** | | |
| 1000 – 1200 | Being a Teacher – What to Expect from The Early Career Framework | |
| 1300 – 1600 | Reflection and looking forwards | |

## Curriculum Mapped against the CCF

|  |  |  |  |
| --- | --- | --- | --- |
| **High Expectations (Standard 1 – ‘Set high expectations’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. | CAMH  Behaviour  Motivation  SEND  EAL  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *SEND Task*  *EAL Task*  *AP Task 1: Welfare – Safeguarding and Child Protection*  *AP Task 4: Learning* | What is History teaching? Why teach History? Classroom management Promoting positive behaviour in the History classroom | Learning: Summative Assessment–Expectations And Target Setting |
| 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. | Behaviour  Motivation  Teacher Identity and Agency  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *AP Task 4: Learning* | What is History teaching? Why teach History? Classroom management How children learn in history Promoting positive behaviour in the History classroom |  |
| 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. | Adaptive Teaching  Motivation  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *AP Task 4: Learning* | What is History teaching? Why teach History? Classroom management How children learn in history Promoting positive behaviour in the History classroom | Learning: Summative Assessment–Expectations And Target Setting |
| 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture. | Behaviour  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *AP Task 4: Learning* | What is History teaching? Why teach History? Classroom management How children learn in history Promoting positive behaviour in the History classroom | Learning: Summative Assessment–Expectations And Target Setting  Welfare: Safeguarding And Pastoral Systems |
| 1.5 A culture of mutual trust and respect supports effective relationships. | Behaviour  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *AP Task 4: Learning* | What is History teaching? Why teach History? Questioning Classroom management How children learn in history Promoting positive behaviour in the History classroom |  |
| 1.6 High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | Addressing Inequalities  Social Mobility  Ability  What Works?  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *AP Task 5: Adaptation to Individual Needs & Contexts* | What is History teaching? Why teach History? Planning History Lessons Classroom management How children learn in history Promoting positive behaviour in the History classroom | Learning: Summative Assessment–Expectations And Target Setting |

|  |  |
| --- | --- |
| **High Expectations (Standard 1 – ‘Set high expectations’)** | |
| **Learn how to…** | **SBW** |
| **Communicate a belief in the academic potential of all pupils, by:**   * Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using intentional and consistent language that promotes challenge and aspiration. * Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. * Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.   **Demonstrate consistently high behavioural expectations, by:**   * Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). * Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. * Acknowledging and praising pupil effort and emphasising progress being made. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:  *Challenging the Gap Task*  *SEND Task*  *EAL Task* |

|  |  |  |  |
| --- | --- | --- | --- |
| **How Pupils Learn (Standard 2 – ‘Promote good progress’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 2.1 Learning involves a lasting change in pupils’ capabilities or understanding. | The Neuroscience of Learning  Theories of Learning  EPS Seminar 3 - Pedagogy | Progression – what does it mean to ‘get better’ at History? How children learn in history |  |
| 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. | The Neuroscience of Learning  Theories of Learning  EPS Seminar 3 - Pedagogy | What is History teaching? Why teach History? The key concepts of History teaching Planning History Lessons Progression – what does it mean to ‘get better’ at History? Questioning How children learn in history |  |
| 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. | The Neuroscience of Learning  EPS Seminar 3 - Pedagogy | Questioning How children learn in history |  |
| 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. | The Neuroscience of Learning  EPS Seminar 3 - Pedagogy | Questioning How children learn in history |  |
| 2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. | The Neuroscience of Learning  EPS Seminar 3 - Pedagogy | Questioning How children learn in history |  |
| 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. | The Neuroscience of Learning  Theories of Learning  EPS Seminar 3 - Pedagogy | Progression – what does it mean to ‘get better’ at History? Questioning How children learn in history |  |
| 2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. | The Neuroscience of Learning Planning and Sequencing  Theories of Learning  EPS Seminar 3 - Pedagogy | Questioning How children learn in history |  |
| 2.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | The Neuroscience of Learning  EPS Seminar 3 - Pedagogy | Progression – what does it mean to ‘get better’ at History? Questioning How children learn in history |  |
| 2.9 Worked examples that take pupils through each step of a new process are also likely to support pupils to learn. | The Neuroscience of Learning  EPS Seminar 3 - Pedagogy | How children learn in history |  |

|  |  |
| --- | --- |
| **How Pupils Learn (Standard 2 – ‘Promote good progress’)** | |
| **Learn how to…** | **SBW** |
| **Avoid overloading working memory, by:**   * Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce. * Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).   **Build on pupils’ prior knowledge, by:**   * Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. * Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. * Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).   **Increase likelihood of material being retained, by:**   * Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. * Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. * Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 3.1 A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. | Curriculum and Educational Ideologies  EPS Seminar 1 - Curriculum  *AP Task 2: The Purpose of Education – The Curriculum* | What is History teaching?  Why teach History?  The key concepts of History teaching  Planning History Lessons  NC in History  Reflective and responsive teaching  eSE Teaching  GCSE Teaching  A Level  Holocaust | Purposes Of Education: Policy - The Changing Face Of Education  Purpose Of Education - Curriculum: The 14-19 Curriculum  Purpose Of Education - Curriculum: The Key Stage 3 Curriculum  Purpose Of Education - Curriculum: Across the Curriculum |
| 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. | Motivation  EPS Seminar 1 – Curriculum  EPS Seminar 3 – Pedagogy  EPS Seminar 4 – Behaviour Management | The key concepts of History teaching  Teaching GCSE  Teaching A Level |  |
| 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. | Planning and Sequencing  Theories of Learning  EPS Seminar 1 - Curriculum  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  NC in History  How children learn in history Teaching GCSE  Teaching A Level |  |
| 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. | EPS Seminar 1 – Curriculum  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  NC in History  How children learn in history Teaching GCSE  Teaching A Level |  |
| 3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. | Planning and Sequencing  Theories of Learning  EPS Seminar 1 – Curriculum  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  NC in History  How children learn in history Teaching GCSE  Teaching A Level |  |
| 3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. | The Neuroscience of Learning  Theories of Learning  EPS Seminar 1 - Curriculum  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  NC in History  How children learn in history Teaching GCSE  Teaching A Level |  |
| 3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. | The Neuroscience of LearningPlanning and Sequencing  EPS Seminar 1 - Curriculum  EPS Seminar 3 - Pedagogy | What is History teaching?  Why teach History?  The key concepts of History teaching  Planning History Lessons  How children learn in history Teaching GCSE  Teaching A Level |  |
| 3.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. | The Neuroscience of Learning  Theories of Learning  EPS Seminar 1 - Curriculum  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons Questioning  How children learn in history Improving literacy in History |  |
| 3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. | Improving Literacy in Secondary Schools  EPS Seminar 1 - Curriculum | What is History teaching?  Why teach History?  The key concepts of History teaching  Planning History Lessons  How children learn in history Improving literacy in History Teaching GCSE  Teaching A Level |  |
| 3.10 Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | Improving Literacy in Secondary Schools  EPS Seminar 1 - Curriculum |  |  |

|  |  |
| --- | --- |
| **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)** | |
| **Learn how to…** | **SBW** |
| **Deliver a carefully sequenced and coherent curriculum, by:**   * Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. * Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach. * Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. * Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. * Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). * Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.   **Support pupils to build increasingly complex mental models, by:**   * Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. * Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Drawing explicit links between new content and the core concepts and principles in the subject.   **Develop fluency, by:**   * Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).   **Help pupils apply knowledge and skills to other contexts, by:**   * Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.   **Develop pupils’ literacy, by:**   * Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. * Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly. * Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading. * Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). * Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. * Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 4.1 Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning. | What Works?  EPS Seminar 3 - Pedagogy  *Challenging the Gap Task* | What is History teaching?  Why teach History?  The key concepts of History teaching  Planning History Lessons  How children learn in history |  |
| 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. | The Neuroscience of Learning Planning and Sequencing  Theories of Learning  EPS Seminar 3 - Pedagogy | What is History teaching?  Why teach History?  The key concepts of History teaching  Planning History Lessons  How children learn in history  Improving literacy in History Reflective and responsive teaching  Teaching GCSE  Teaching A Level | Purpose Of Education - Curriculum: The 14-19 Curriculum  Purpose Of Education - Curriculum: The Key Stage 3 Curriculum |
| 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. | The Neuroscience of Learning Planning and Sequencing  Theories of Learning  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  How children learn in history Improving literacy in History Reflective and responsive teaching |  |
| 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. | The Neuroscience of Learning Planning and Sequencing  Theories of Learning  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  How children learn in history Improving literacy in History Reflective and responsive teaching |  |
| 4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. | Assessment  Theories of Learning  EPS Seminar 2 - Assessment  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  How children learn in history  Assessment in history | Learning: Assessment For Learning |
| 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. | Assessment  Theories of Learning  EPS Seminar 2 – Assessment  EPS Seminar 3 - Pedagogy | What is History teaching?  Why teach History?  The key concepts of History teaching  Planning History Lessons  How children learn in history  Improving literacy in History Reflective and responsive teaching  Teaching GCSE  Teaching A Level | Learning: Assessment For Learning |
| 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. | Dialogic Theory  EPS Seminar 3 - Pedagogy | Planning History Lessons Questioning  Classroom management  How children learn in history Improving literacy in History Reflective and responsive teaching  Teaching GCSE  Teaching A Level |  |
| 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. | The Neuroscience of Learning Planning and Sequencing  Theories of Learning  EPS Seminar 3 - Pedagogy | The key concepts of History teaching  Planning History Lessons  How children learn in history Improving literacy in History Reflective and responsive teaching  Teaching GCSE  Teaching A Level |  |
| 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. | What Works?  EPS Seminar 3 - Pedagogy | Planning History Lessons Classroom management  How children learn in history Improving literacy in History |  |
| 4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. | What Works?  Ability  Behaviour  Motivation  EPS Seminar 3 – Pedagogy  EPS Seminar 4 – Behaviour Management | Planning History Lessons Classroom management  How children learn in history  Improving literacy in History  Promoting positive behaviour in the History classroom |  |
| 4.11 Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set. | What Works?  EPS Seminar 3 - Pedagogy | Planning History Lessons  How children learn in history  Improving literacy in History |  |

|  |  |
| --- | --- |
| **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)** | |
| **Learn how to…** | **SBW** |
| **Plan effective lessons, by:**   * Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. * Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. * Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. * Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.   **Make good use of expositions, by:**   * Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Starting expositions at the point of current pupil understanding. * Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.   **Model effectively, by:**   * Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). * Exposing potential pitfalls and explaining how to avoid them.   **Stimulate pupil thinking and check for understanding, by:**   * Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). * Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Planning activities around what you want pupils to think hard about. * Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). * Providing appropriate wait time between question and response where more developed responses are required. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:  *Challenging the Gap Task* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. | Adaptive Teaching  Assessment  SEND  EAL  *SEND Task*  *EAL Task*  *AP Task 5: Adaptation to Individual Needs & Contexts* | What is History teaching?  Why teach History?  Planning History Lessons Assessment in history Questioning  Classroom management  How children learn in history Reflective and responsive teaching  Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |
| 5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. | Adaptive Teaching  SEND  EAL  Ability  Addressing Inequalities  Preparing to teach Pupils from all Backgrounds  EPS Seminar 2 - Assessment  *Challenging the Gap*  *SEND Task*  *EAL Task*  *AP Task 5: Adaptation to Individual Needs & Contexts* | Planning History Lessons Assessment in history Questioning  How children learn in history Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |
| 5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. | Adaptive Teaching  Assessment  SEND  EAL  EPS Seminar 2 - Assessment  *SEND Task*  *EAL Task*  *AP Task 5: Adaptation to Individual Needs & Contexts* | Planning History Lessons Assessment in history Questioning  How children learn in history Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |
| 5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. | Social Mobility  What Works?  Ability  SEND  EAL  *Challenging the Gap*  *SEND Task*  *EAL Task*  *AP Task 5: Adaptation to Individual Needs & Contexts* | Planning History Lessons Assessment in history Questioning  How children learn in history Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |
| 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. | What Works?  Motivation  Ability  SEND  EAL  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *SEND Task*  *EAL Task* | Planning History Lessons Assessment in history  How children learn in history Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |
| 5.6 There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. | The Neuroscience of Learning  What Works?  SEND  EPS Seminar 3 - Pedagogy  *SEND Task* | Planning History Lessons  How children learn in history Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |
| 5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. | SEND  EAL  Engaging Parents and Carers with Learning  *Challenging the Gap*  *SEND Task*  *EAL Task*  *AP Task 5: Adaptation to Individual Needs & Contexts* | Planning History Lessons Classroom management  How children learn in history Differentiation | Adaptation To Needs And Contexts: Policies For Meeting Individual Needs |

|  |  |
| --- | --- |
| **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)** | |
| **Learn how to…** | **SBW** |
| **Develop an understanding of different pupil needs, by:**   * Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Identifying pupils who need new content further broken down. * Making use of formative assessment. * Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.   **Provide opportunity for all pupils to experience success, by:**   * Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. * Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. * Meet individual needs without creating unnecessary workload, by: * Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Making use of well-designed resources (e.g. textbooks). * Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge * Building in additional practice or removing unnecessary expositions. * Reframing questions to provide greater scaffolding or greater stretch.   **Group pupils effectively, by:**   * Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. * Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:  *Challenging the Gap Task*  *SEND Task*  *EAL Task* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. | Assessment  What Works?  SEND  EAL  EPS Seminar 2 - Assessment  *Challenging the Gap*  *SEND Task*  *EAL Task*  *AP Task 4: Learning* | Planning History Lessons Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history Teaching GCSE  Teaching A Level | Learning: Assessment For Learning  Learning: Summative Assessment–Expectations And Target Setting |
| 6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. | Assessment  What Works?  EPS Seminar 2 - Assessment  *AP Task 4: Learning* | Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history Teaching GCSE  Teaching A Level | Learning: Assessment For Learning  Learning: Summative Assessment–Expectations And Target Setting |
| 6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. | Assessment  What Works?  EPS Seminar 2 - Assessment | Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history Teaching GCSE  Teaching A Level | Learning: Assessment For Learning  Learning: Summative Assessment–Expectations And Target Setting |
| 6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | Assessment  What Works?  SEND  EAL  EPS Seminar 2 - Assessment  *EAL Task*  *SEND Task*  *AP Task 4: Learning* | Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history Teaching GCSE  Teaching A Level | Learning: Assessment For Learning Learning: Summative Assessment–Expectations And Target Setting |
| 6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. | Assessment  What Works?  EPS Seminar 2 - Assessment | Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history | Learning: Assessment For Learning Learning: Summative Assessment–Expectations And Target Setting |
| 6.6 Over time, feedback should support pupils to monitor and regulate their own learning. | Assessment  What Works?  EPS Seminar 2 - Assessment  *AP Task 4: Learning* | Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history | Learning: Assessment For Learning Learning: Summative Assessment–Expectations And Target Setting |
| 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. | Assessment  EPS Seminar 2 - Assessment | Progression – what does it mean to ‘get better’ at History?  Assessment in history Questioning  How children learn in history | Learning: Assessment For Learning Learning: Summative Assessment–Expectations And Target Setting |

|  |  |
| --- | --- |
| **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)** | |
| **Learn how to…** | **SBW** |
| **Avoid common assessment pitfalls, by:**   * Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). * Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). * Check prior knowledge and understanding during lessons, by: * Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using assessments to check for prior knowledge and pre-existing misconceptions. * check that a correct answer stems from secure understanding. * Monitoring pupil work during lessons, including checking for misconceptions.   **Provide high-quality feedback, by:**   * Discussing and analysing with expert colleagues how pupils’ responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). * Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details. * Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Focusing on specific actions for pupils and providing time for pupils to respond to feedback. * Make marking manageable and effective, by: * Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes. * Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback. * Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using verbal feedback during lessons in place of written feedback after lessons where possible. * Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). * Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:  *Challenging the Gap Task*  *SEND Task*  *EAL Task* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. | Behaviour  What Works?  EPS Seminar 4 – Behaviour Management | Questioning  Classroom management Getting the most out of your voice  Promoting positive behaviour in the History classroom | Learning: Behaviour And Classroom Management |
| 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | Behaviour  SEND  EPS Seminar 4 – Behaviour Management  *SEND Task* | Questioning  Classroom management Reflective and responsive teaching  Promoting positive behaviour in the History classroom | Learning: Behaviour And Classroom Management  Welfare: Safeguarding And Pastoral Systems |
| 7.3 The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | CAMH  Behaviour  EPS Seminar 4 – Behaviour Management | Classroom management Getting the most out of your voice  Promoting positive behaviour in the History classroom | Learning: Behaviour And Classroom Management |
| 7.4 Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. | Behaviour  CAMH  What Works?  SEND  EAL  EPS Seminar 4 – Behaviour Management  *Challenging the Gap*  *SEND Task*  *EAL Task* | Questioning  Classroom management Getting the most out of your voice  Promoting positive behaviour in the History classroom | Learning: Behaviour And Classroom Management |
| 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | Behaviour  CAMH  EPS Seminar 4 – Behaviour Management  *Challenging the Gap* | Classroom management Getting the most out of your voice  Promoting positive behaviour in the History classroom | Learning: Behaviour And Classroom Management  Welfare: Safeguarding And Pastoral Systems |
| 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). | Motivation  EPS Seminar 4 – Behaviour Management  *Challenging the Gap* | Classroom management Getting the most out of your voice  Promoting positive behaviour in the History classroom |  |
| 7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | Social Mobility  Ability  EPS Seminar 4 – Behaviour Management  *Challenging the Gap* | Classroom management Getting the most out of your voice  Promoting positive behaviour in the History classroom |  |

|  |  |
| --- | --- |
| **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)** | |
| **Learn how to…** | **SBW** |
| **Develop a positive, predictable and safe environment for pupils, by:**   * Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. * Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). * Giving manageable, specific and sequential instructions. * Checking pupils’ understanding of instructions before a task begins. * Using consistent language and non-verbal signals for common classroom directions. * Using early and least-intrusive interventions as an initial response to low level disruption.   **Establish effective routines and expectations, by:**   * Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). * Reinforcing established school and classroom routines   **Build trusting relationships, by:**   * Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Responding consistently to pupil behaviour. * Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.   **Motivate pupils, by:**   * Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach. * Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. * Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:  *SEND Task*  *EAL Task* |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)** | | | |
| **Learn that…** | **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. | The Exeter Model  *AP Task 2: The Purpose of Education – The Curriculum*  *AP Final Summary Task* |  | Becoming A Teacher: Continuing Professional Development |
| 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. | The Exeter Model  Reflection  What Works?  *AP Task 2: The Purpose of Education – The Curriculum*  *AP Final Summary Task* | Weekly review  Peer Teaching  Peer Review Reflective and responsive teaching Holocaust |  |
| 8.3 Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. | The Exeter Model  Teacher Identity and Agency  *AP Task 2: The Purpose of Education – The Curriculum* | Applying for jobs, resilience, dealing with parents | Becoming A Teacher: Employment |
| 8.4 Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. | Engaging Parents and Carers with Learning  Motivation  Social Mobility  SEND  EAL  *SEND Task*  *EAL Task* | Applying for jobs, resilience, dealing with parents |  |
| 8.5 Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. | Working with Teaching Assistants  SEND  EAL  *SEND Task*  *EAL Task*  *AP Task 5: Adaptation to Individual Needs & Contexts* | Applying for jobs, resilience, dealing with parents |  |
| 8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. | SEND  EAL  Teacher Identity and Agency  *SEND Task*  *EAL Task*  *AP Task 1: Welfare – Safeguarding and Child Protection*  *AP Task 5: Adaptation to Individual Needs & Contexts* | Applying for jobs, resilience, dealing with parents | Becoming A Teacher: Employment  Welfare: Safeguarding And Pastoral Systems |
| 8.7 Engaging in high-quality professional development can help teachers improve. | The Exeter Model  Teacher Identity and Agency | Peer Review Reflective and responsive teaching | Welfare: Safeguarding And Pastoral Systems  Becoming A Teacher: Continuing Professional Development |

|  |  |
| --- | --- |
| **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)** | |
| **Learn how to…** | **SBW** |
| **Develop as a professional, by:**   * Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. * Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’ Standards.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Strengthening pedagogical and subject knowledge by participating in wider networks. * Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. * Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. * Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. * Engaging critically with research and using evidence to critique practice.   **Build effective working relationships, by:**   * Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. * Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach. * Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. * Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. * Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). * Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. * Preparing teaching assistants for lessons under supervision of expert colleagues.   **Manage workload and wellbeing, by:**   * Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. * Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). * Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). | Trainees use the Exeter Model training tools, in conjunction with consistent and effective mentoring from their CPM and RPM, to build on the expert input provided by the ‘Learn That…’ aspects of the curriculum to meet the ‘Learn how to…’ aspects at a pace and in a sequence that suits their individual needs.  Trainees also link declarative and procedural knowledge through the:  *SEND Task*  *EAL Task* |

|  |  |  |
| --- | --- | --- |
| **Beyond the Core Content Framework** | | |
| **Education and Professional Studies** | **Subject Knowledge and Pedagogy** | **Professional Studies** |
| Policy  School structures  eSafety and Helping Children Stay Safe Online  Prevent and British Values  Teacher Wellbeing  Thriving and surviving  Leadership  Being Critical  Ethics  Reviewing the Literature  Professionalism  Climate and Sustainability  *Interpreting Data Task*  *Optional Leadership Task*  *Optional Race and Education Task*  *EPS Module Assignment*  *AP Task 3: Being a Teacher* | History and ‘British values’  Peer review  Key Concepts of History  Teaching the Holocaust  Improving Literacy (dialogue in the history classroom) | Becoming A Teacher: Contractual And Legal Responsibilities |

**CCF References**

|  |  |
| --- | --- |
| **High Expectations (Standard 1 – ‘Set high expectations’)** | |
| **Reference** | **Where Used** |
| Aronson, J. (Ed.) (2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press. | Motivation |
| Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall. | Reflection |
| Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from: <https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html> | Behaviour |
| Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, Educational Psychology Review ,25(1), 95–114 | Behaviour |
| Chetty, R., Friedman, J. N., Rockoff, J. E. (2014) Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. American Economic Review, 104(9), 2633–2679. <https://doi.org/10.1257/aer.104.9.2633> | Addressing Inequalities |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> | What Works? |
| Hanushek, E. (1992) The Trade-off between Child Quantity and Quality. Journal of Political Economy, 100(4), 84–117 | Addressing Inequalities |
| Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom. Accessible from <https://ies.ed.gov/ncee/wwc/PracticeGuide/4> | Behaviour |
| Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., & Lerner, R. (2016) Adolescents’ Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. Research in Human Development, 13(2), 126–141. <https://doi.org/10.1080/15427609.2016.1164552> | Behaviour |
| Jussim, L. & Harber, K., (2005) Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies, Personality and Social Psychology Review 2005, Vol. 9, No. 2, 131–1557. | Adaptive Teaching |
| Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832> | Motivation |
| Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. <https://doi.org/10.1007/s11218-018-9439-9> | Adaptive Teaching |
| PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school? Accessible from: <https://doi.org/10.1787/22260919> | CAMH |
| Rathmann K., Herke M., Hurrelmann K., Richter M. (2018) Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. PLoS ONE 13(2). <https://doi.org/10.1371/journal.pone.0189335> | CAMH |
| Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., & Cowan, C. P. (2014) Successive teacher expectation effects across the early school years. Journal of Applied Developmental Psychology, 35(3), 181–191. <https://doi.org/10.1016/j.appdev.2014.03.006> | Adaptive Teaching |
| Slater, H., Davies, N. M., & Burgess, S. (2011) Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Oxford Bulletin of Economics and Statistics, <https://doi.org/10.1111/j.1468-0084.2011.00666.x> | Teacher Identity and Agency |
| Tsiplakides, I. & Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. English Language Teaching, 3(2), P22. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081569.pdf> | Adaptive Teaching |
| Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. | Behaviour |
| Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007) The Scientific Base Linking Social and Emotional Learning to School Success. Journal of Educational and Psychological Consultation, 17(2–3), 191–210.  <https://doi.org/10.1080/10474410701413145> | CAMH |

|  |  |
| --- | --- |
| **How Pupils Learn (Standard 2 – ‘Promote good progress’)** | |
| **Reference** | **Where Used** |
| Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306> | The Neuroscience of Learning |
| Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017) Benefits from retrieval practice are greater for students with lower working memory capacity. Memory, 25(6), 764–771. <https://doi.org/10.1080/09658211.2016.1220579> | The Neuroscience of Learning |
| Allen, B. and Sims, S. (2018) The Teacher Gap. Abingdon: Routledge | The Neuroscience of Learning |
| Baddeley, A. (2003) Working memory: looking back and looking forward. Nature reviews neuroscience, 4(10), 829-839. | The Neuroscience of Learning |
| Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31. | The Neuroscience of Learning |
| Chi, M. T. (2009) Three types of conceptual change: Belief revision, mental model transformation, and categorical shift. In International handbook of research on conceptual change (pp. 89-110). Routledge. | The Neuroscience of Learning |
| Clark, R., Nguyen, F. & Sweller, J. (2006) Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load. John Wiley & Sons. | The Neuroscience of Learning |
| Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338. | The Neuroscience of Learning |
| Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://deansforimpact.org/resources/the-science-oflearning/> | The Neuroscience of Learning |
| Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266> | The Neuroscience of Learning |
| Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | (Used by science) |
| Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. Working memory and education, 219-240. | The Neuroscience of Learning |
| Hattie, J. (2012) Visible Learning for Teachers. Oxford: Routledge. | The Neuroscience of Learning |
| Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In International Journal of Computer-Supported Collaborative Learning, 13(2), 213-233. | The Neuroscience of Learning |
| Pachler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. US Department of Education. | The Neuroscience of Learning  Planning & Sequencing |
| Pan, S. C., & Rickard, T. C. (2018) Transfer of test-enhanced learning: Meta-analytic review and synthesis. Psychological Bulletin, 144(7), 710–756. <https://doi.org/10.1037/bul0000151> | The Neuroscience of Learning |
| Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27. <https://doi.org/10.1016/j.tics.2010.09.003> | The Neuroscience of Learning  Planning & Sequencing |
| Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> | The Neuroscience of Learning  Planning & Sequencing |
| Simonsmeier, B. A., Flaig, M., Deiglmayr, A., Schalk, L., & Well-being, S. (2018) Domain-Specific Prior Knowledge and Learning:  A Meta-Analysis Prior Knowledge and Learning. Accessible from: <https://www.psycharchives.org/handle/20.500.12034/642> | The Neuroscience of Learning |
| Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002> | The Neuroscience of Learning  Planning & Sequencing |
| Willingham, D. T. (2009) Why don’t students like school? San Francisco, CA: JosseyBass. | The Neuroscience of Learning |
| Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5> | The Neuroscience of Learning |

|  |  |
| --- | --- |
| **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)** | |
| **Reference** | **Where Used** |
| Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283. | The Neuroscience of Learning |
| Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: <https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf> | Planning & Sequencing |
| Biesta, G. (2009) Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1). | Curriculum & Educational Ideologies |
| Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO> | What Works? |
| Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338. | The Neuroscience of Learning |
| Deans for Impact (2015) The Science of Learning [Online] Accessible from: <https://deansforimpact.org/resources/the-science-oflearning/> | The Neuroscience of Learning |
| Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> |  |
| Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: [Preparing\_Literacy\_Guidance\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf) | Improving Literacy in Secondary Schools |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | What Works? |
| Guzzetti, B. J. (2000) Learning counter-intuitive science concepts: What have we learned from over a decade of research? Reading & Writing Quarterly: Overcoming Learning Difficulties, 16, 89 –98. http://dx.doi.org/10.1080/105735600277971 | (Used by science) |
| Jerrim, J., & Vignoles, A. (2016) The link between East Asian "mastery" teaching methods and English children's mathematics skills. Economics of Education Review, 50, 29-44. <https://doi.org/10.1016/j.econedurev.2015.11.003> | (Used by maths) |
| Machin, S., McNally, S., & Viarengo, M. (2018) Changing how literacy is taught: Evidence on synthetic phonics. American Economic Journal: Economic Policy, 10(2), 217–241. <https://doi.org/10.1257/pol.20160514> | Improving Literacy in Secondary Schools |
| Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. <http://dx.doi.org/10.1037/xlm0000322> | (Used by all subjects) |
| Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf> | The Neuroscience of Learning  Planning & Sequencing |
| Scott, C. E., McTigue, E. M., Miller, D. M., & Washburn, E. K. (2018) The what, when, and how of preservice teachers and literacy across the disciplines : A systematic literature review of nearly 50 years of research. Teaching and Teacher Education, 73, 1–13. <https://doi.org/10.1016/j.tate.2018.03.010> | Improving Literacy in Secondary Schools |
| Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers. Accessible from: <https://files.eric.ed.gov/fulltext/ED489535.pdf> | Improving Literacy in Secondary Schools |
| Sweller, J., van Merrienboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. Educational Psychology Review, 10(3), 251–296. <https://doi.org/10.1023/A:1022193728205> | The Neuroscience of Learning |
| Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. American Educator, 26(4), 31-33. Accessible from: <https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist> | The Neuroscience of Learning |

|  |  |
| --- | --- |
| **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)** | |
| **Reference** | **Where Used** |
| Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge. | Dialogic Theory |
| Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO> | What Works? |
| Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. <https://doi.org/10.1016/j.edurev.2013.11.002> | (Used by all subjects) |
| Donovan, M. S., & Bransford, J. D. (2005) How students learn: Mathematics in the classroom. Washington, DC: The National Academies Press. | (Used by maths) |
| Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266> | The Neuroscience of Learning |
| Education Endowment Foundation (2016) Improving Literacy in Key Stage One Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | (Used by English) |
| Education Endowment Foundation (2017) Improving Mathematics in Key Stages Two and Three Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | (Used by maths) |
| Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | (Used in subjects) |
| Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | (Used in science) |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | What Works? |
| Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009) The Impact of Vocabulary Instruction on Passage-Level Comprehension of School-Age Children: A Meta-Analysis. Journal of Research on Educational Effectiveness, 2(1), 1–44. <https://doi.org/10.1080/19345740802539200> | (Used in subjects) |
| Hodgen, J., Foster, C., Marks, R. & Brown, M. (2018) Improving Mathematics in Key Stages Two and Three: Evidence Review. [Online] Accessible from <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improvingmathematics-in-key-stages-two-and-three/> | (Used in maths) |
| Institute of Education Sciences. (2009) Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. Accessible from: <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf> | (Used in maths) |
| Jay, T., Willis, B., Thomas, P., Taylor, R., Moore, N., Burnett, C., Merchant, G., Stevens, A. (2017) Dialogic Teaching: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogicteaching> | Dialogic Theory |
| Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539. | The Neuroscience of Learning |
| Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. In International Journal of Computer-Supported Collaborative Learning, 13(2), 213-233. | The Neuroscience of Learning |
| Leung, K. C. (2015) Preliminary Empirical Model of Crucial Determinants of Best Practice for Peer Tutoring on Academic Achievement. Journal of Educational Psychology, 107(2), 558–579. <https://doi.org/10.1037/a0037698> | Assessment |
| Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage. | (Used in subjects) |
| Pan, S. C., & Rickard, T. C. (2018) Transfer of test-enhanced learning: Meta-analytic review and synthesis. Psychological Bulletin, 144(7), 710–756. <http://psycnet.apa.org/doiLanding?doi=10.1037%2Fbul0000151> | The Neuroscience of Learning |
| Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> | The Neuroscience of Learning |
| Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002> | The Neuroscience of Learning |
| Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962> | What Works?  Ability |
| Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641. | Planning & Sequencing |
| Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. Educational Psychology Review, 22(4), 393–409. <https://doi.org/10.1007/s10648-010-9136-5> | The Neuroscience of Learning |
| Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. Theory Into Practice, 41(2), 64–70. <https://www.jstor.org/stable/1477457?seq=1#page_scan_tab_contents> | (Used in subjects) |

|  |  |
| --- | --- |
| **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)** | |
| **Reference** | **Where Used** |
| Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf> | SEND |
| Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. <https://doi.org/10.1016/j.edurev.2018.02.002> | Adaptive Teaching |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> | What Works? |
| Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge | Adaptive Teaching |
| Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. <https://doi.org/10.1016/j.edurev.2018.10.001> | Motivation  Ability |
| OECD (2015) Pisa 2015 Result: Policies and Practices for Successful Schools. Accessible from: <https://doi.org/10.1787/9789264267510-en> | (Used in science) |
| Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence. Psychological Science in the Public Interest, 9 (3). | The Neuroscience of Learning |
| Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., & Macnamara, B. N. (2018) To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. Psychological Science, 29(4), 549–571. <https://doi.org/10.1177/0956797617739704> | Ability |
| Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: [EFA\_evaluation\_report.pdf](https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf) | Assessment |
| Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order MetaAnalyses. Review of Educational Research (Vol. 86). <https://doi.org/10.3102/0034654316675417> | Ability |
| Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) Learners’ attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20. <https://doi.org/10.1080/02671522.2018.1452962> | What Works?  Ability |
| Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35. | The Neuroscience of Learning |

|  |  |
| --- | --- |
| **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)** | |
| **Reference** | **Where Used** |
| Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31. | Assessment |
| Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: <https://eric.ed.gov/?id=EJ705962> | Assessment |
| Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP. | Assessment |
| Coe, R. (2013) Improving Education: A triumph of hope over experience. Centre for Evaluation and Monitoring. Accessible from: <http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf> | Assessment |
| Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: [EEF\_Marking\_Review\_April\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf) | Assessment |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | Assessment |
| Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education. Accessible from: [Workload Challenge](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A__Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf) | Assessment |
| Hattie, J., & Timperley, H. (2007) The Power of Feedback. Review of Educational Research, 77(1), 81–112. <https://doi.org/10.3102/003465430298487> | Assessment |
| Harlen, W. & James, M. (1997) Assessment and Learning: differences and relationships between formative and summative assessment, Assessment in Education: Principles, Policy & Practice 4:3, 365-379.Kluger, A. N., & DeNisi, A. (1996) The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory.  Psychological Bulletin, 119(2), 254–284. <https://doi.org/10.1037/0033-2909.119.2.254> | Assessment |
| Sadler, D. (1989) Formative assessment and the design of instructional systems. Instructional Science, 18(2), pp.119-144. | Assessment |
| Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. [Online] Accessible from: [EFA\_evaluation\_report.pdf](https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf) | Assessment |
| Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. Review of Research in Education, 34, pp. 254-284. | Assessment |
| Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt. | Assessment |

|  |  |
| --- | --- |
| **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)** | |
| **Reference** | **Where Used** |
| Bennett, J., Lubben, F., & Hogarth, S. (2006) Bringing Science to Life: A Synthesis of the Research Evidence on the Effects of Context-Based and STS Approaches to Science Teaching. Science Education, 91(1), 36–74. <https://www.york.ac.uk/media/educationalstudies/documents/staff-docs/Bennett%20Lubben%20Hogarth%202007.pdf> | (Used in science) |
| Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). SEN support: A rapid evidence assessment. Accessible from: [SEN\_Support](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_R) | SEND |
| Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review, 25(1), 95–114. | Behaviour |
| Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>. | What Works? |
| DuPaul, G. J., Belk, G. D., & Puzino, K. (2016) Evidence-Based Interventions for Attention Deficit Hyperactivity Disorder in Children and Adolescents. Handbook of Evidence-Based Interventions for Children and Adolescents, 167. | SEND |
| Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | (Used in science) |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | What Works? |
| Gutman, L. & Schoon, L. (2013) The impact of non-cognitive skills on the outcomes of young people. [Online] Accessible from: [EEF\_Lit\_Review\_Non-CognitiveSkills.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf) | Motivation |
| Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom. Accessible from <https://ies.ed.gov/ncee/wwc/PracticeGuide/4> | Behaviour |
| Kern, L., & Clemens, N. H. (2007) Antecedent strategies to promote appropriate classroom behavior. Psychology in the Schools, 44(1), 65–75. <https://doi.org/10.1002/pits.20206> | Behaviour |
| Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. Review of Educational Research, 86(2), 602–640. <https://doi.org/10.3102/0034654315617832> | Motivation |
| Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge. | SEND |
| Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/> | Motivation |
| Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self‐regulation as a means of enhancing school readiness and early achievement in children at risk for school failure. Child Development Perspectives, 6(2), 122-128. | Behaviour |
| Willingham, D. T. (2009) Why don’t students like school? San Francisco, CA: JosseyBass. | The Neuroscience of Learning |
| Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. | Behaviour |
| Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They’re Not Magic. Review of Educational Research, 81(2), 267–301. <https://doi.org/10.3102/0034654311405999> | Motivation |

|  |  |
| --- | --- |
| **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)** | |
| **Reference** | **Where Used** |
| Allen JP, Pianta RC, Gregory A, Mikami AY, Lun J (2011) An interaction-based approach to enhancing secondary school instruction and student achievement. Science 333(6045):1034-1037 <https://doi.org/10.1126/science.1207998> | The Exeter Model |
| Basma, B. & Savage, R. (2018) Teacher Professional Development and Student Literacy Growth: a Systematic Review and Metaanalysis. Education Psychology Review. 30: 457 <https://doi.org/10.1007/s10648-017-9416-4> | The Exeter Model |
| Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from <http://eprints.uwe.ac.uk/12342/> | Working with TAs |
| Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017) SEN support: A rapid evidence assessment. Accessible from: [SEN\_Support](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_RE_Report.pdf) | SEND |
| Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: <https://tdtrust.org/about/dgt> | The Exeter Model |
| Darling-Hammond, L. (2009) Professional Learning in the Learning Profession. | The Exeter Model |
| Department for Education (2018) [Schools: guide to the 0 to 25 SEND code of practice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf.) | SEND |
| Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> | Working with TAs |
| Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> | What Works? |
| A Hughes, D., Mann, A., Barnes, S., Baladuf, B. and McKeown, R. (2016). Careers education: International literature review <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/> | Social Mobility |
| Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. <https://doi.org/10.3102/0034654318759268> | The Exeter Model |
| Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. <https://doi.org/10.1007/s11218-016-9363-9> | Teacher Identity and Agency  Teacher Wellbeing |